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## Using Arabic Picture Story Media Enhance Religious Character Student in Primary School

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### ABSTRACT

This research includes the type of research development that aims to produce products using the Dick and Carey model. The product of Arabic pictorial story media enhance religious students at SD Muhammadiyah I, Lab school Umsida. Data analysis in the form of qualitative and quantitative descriptive questionnaires from technology experts and subject matter experts, as well as comments from students for revision. The arabic pictorial story media enhance religious students were carried out in the form of pre-test and post-test on 32 students with several moral subjects. The pre-test post-test results showed the Sig (2- tailed) value was  $0,000 < 0.05$ , which means that there were differences in learning outcomes between before and then using Arabic pictorial story media. The results of Arabic pictorial story media enhance religious students effective improving has a support level of 89.94% for increasing the involvement religious characters in school.

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## INTRODUCTION

Cases of violence against children in Indonesia are increasing.. This is not only the problem of parents but also the responsibility of the school, government, and society ((Espinosa, 2018). Islam has long governed character education (Sukardi, 2016). For this reason, character education plays an important role in preparing a generation of muslims who are superior and of high quality (Mahfud, 2019). That becomes a necessity that cannot be delayed anymore (Sukardi, 2016). Character education is related to the proper values of students (Kemendikbud, 2013) related to spiritual, intellectual, emotional, and social through the inculcation of religion, discipline, responsibility, hard work, honesty, caring, and democratic values (Nawawi, Mahanani, & Nabilah, 2017; Arifin et al., 2023, 2024). This character becomes a benchmark for social assessment in the community.

Learning of the moral in elementary school is character education, which aims to instill self-awareness of the formation of the religious character of students (Marini, Safitri, & Muda, 2018). The figure of the educator plays an important role as a role model for a character (Julia & Ati, 2019). The style of one's obedience in understanding and applying religious teachings (Maharani, MS, & Nadiroh, 2019); (Muttaqin & Raharjo, 2018). Character education is also related to students' tolerance to the environment (Juwita, Salim, & Winarno, 2018) by internalizing the values of their lives (Rai, 2014).

Learning values that are determined right and wrong in the city or region are different and complex, which causes inequality of values with adopted social discourse. Therefore, learning that emphasizes the costs associated with social culture in society; the meaning of the truth is not permanent. However, it increases change depending on the value system adopted (Dodds, 2019). Teachers in learning values must pay attention to social culture. Appreciate the order Appreciate according to the culture of the community. The results of the study prove that learning increases

understanding is proven effective in increasing learning motivation. Students are to analyze and reflect on their empirical knowledge and experience. The learning process is proven to be effective in increasing academic achievement by not denying values that are instilled during learning (Ballesteros-Regana, C., Rojas, C.S., Gomez.C.H., 2019).

The reality of learning in school, especially Islamic moral subjects, is not contextual by training students to learn meaningfully. Teacher learning media is still limited to the use of powerpoints, videos, and textbooks that are already available (Mualimin & Subali, 2018). The results showed that the use of pictorial story media was effective in increasing students' vocabulary and understanding (Rokhayani, Ririn, & Utari, 2014), growing student interest and reading ability (Chen, 2015); (Fahyuni & Fauji, 2017), in other studies, the use of modules based on Islamic values can improve students' religious character (Nurjanah. F, Triwoelandari. R, 2018). For this reason, teachers are required to be able to innovate in their teaching and learning activities (Syafrimen, Ishak, & Erlina, 2017), through the learning arrangements needed by students (Ikhsan, Kurnianto, & Apriyanto, 2019).

Comics combine facts and fictions that connect stories from one medium to another (Dodds, 2019). Comics provide visual information that contains a reader that includes a story (Tan, 2019). Pictorial story media with Islamic character illustrations effective in improving the reading ability of elementary school (Fahyuni & Bandonu, 2015); (Fahyuni & Bandonu, 2017). The results of the study that media drawn based on Islamic values are proven to be effective in improving student character, students' learning processes become more attractive, and enjoyable to help their knowledge and experiences in daily life (Pahrudin, Syafril, Zahro, & Handoko, 2019).

The novelty of the Arabic pictorial story media enhance religious students. The contents of story adapted to elementary school-age who like to play, tell stories, and so on. The story contains problem of daily reality about the wisdom of giving alms. The concept of

charity is understood to be material in the form of money, food, or other, even though the meaning of handout is broad at elementary school students. The Arabic pictorial story media proven to be feasible and practical as teaching materials for elementary school students. Validity has the measurement accuracy of the intended characteristics (Cresswell, 2014), by experts including 1) simplicity, 2) alignment with learning objectives, 3) learning participation, 4) balance, and 5) compatibility of images with the content of teaching materials (Risnawati,

Amir, & Sari, 2018). The purpose of this development research is to produce a product in the form of Arabic illustrated story media that is valid, practical and effective in improving student learning outcomes in elementary schools. The benefits obtained from the research and development are that the product in the form of Arabic illustrated story media becomes a teaching medium that facilitates students to enjoy learning Arabic through interesting and enjoyable illustrated stories according to student needs.

## METHODS

Research and development is a series of processes to develop new products and to improve existing products. This research developed using the Dick and Carey model, which is carried out logically, practically, and systematically using an effective and efficient teaching system ((Dick, W dan Carey, 2009). These various model forms of product development, such as models, learning strategies, learning methods, media, and teaching materials. Analysis of the data used is a qualitative and quantitative descriptive questionnaire from the assessment of technology experts and subject matter experts, as well as comments from students for the revision of the final product. The development of Arabic pictorial story media with VCT consists of the systematic and comprehensive learning system design proposed by Dick and Carey, as follows.

### 1. Identify instructional goals

The initial stage of learning objectives is the basis for determining what can be done by students after participating in learning activities. Identification of learning objectives is a comparison between current conditions and expected conditions, as well as an assessment of priorities to be overcome because it is very beneficial to student competence as a whole. The learning goals developed a link to the analysis of content or material, students, and learning interactions.

### 2. Conduct instructional analysis

After learning the educational objectives, the next step is learning analysis, which is the learning process using proper understanding, knowledge, and attitudes needed by students to be able to achieve the stated objectives of Islamic education training.

### 3. Analyze learner and context

Student analysis and learning context are applied simultaneously. Student learning reviews are adjusted, and assignments are given and analyzed according to students' needs. Identification of these student components can help the development of media and learning strategies that are in line with the expected learning goals.

### 4. Write performance objectives

Based on this analysis of learning, the developer can formulate specific learning goals that can be mastered by students with agreement on general learning goals relating of values by the socio-cultural community.

### 5. Develop assessment instrument

After specific learning objectives, the next step is to develop an assessment instrument based on the results of student learning assessments with stated learning goals regarding education by a culture that supports the community.

### 6. Develop instructional strategy

Develop and determine learning strategy with indicators of learning objectives: a) conformity to the theoretical

basis, b) the results of previous research, c) the characteristics of the learning media used, d) the material that will be given to students, e) student characteristics and learning context.

7. Develop and select instructional materials

Developing and selecting Arabic pictorial and media with VCT can help provide a variety of information and learning resources used are student textbooks and can provide learning about values that do not release social benefits in society.

8. Design and conduct formative evaluation of instruction

The formative evaluation aims to collect research data, which are the strengths and weaknesses of the application of Arabic pictorial story media with VCT. The results of this developmental evaluation process were agreed to be used as developer input to improve the resulting product. Three types of formative evaluations, namely: a) one-on-one assessment, b) small group evaluations, c) field trials. Individual evaluation is a crucial thing to do directly with five prospective users of learning media.

Evaluation of learning to obtain input about the feasibility and appeal of the learning media developed. Further evaluation Small groups of 10 students to improve product quality as well While for

research before being tested on a large scale to find out the shortcomings and weaknesses that need to be immediately revised to enhance the field of field inspection in the future. Field evaluation is a trial of Arabic pictorial story media with VCT used in challenging learning with prospective users of 30 elementary school students.

9. Revision instruction

The revising learning, input data obtained from formative evaluations are discussed and asked for weaknesses that need revision on the pictorial story media. Assessment is not only done on the draft learning media but also various components involved in the learning activities, such as analysis of students' initial abilities, student characteristics, and school context analysis. Formative evaluation of all learning components to improve and improve the quality of the Arabic pictorial story media with the developed VCT.

10. Design and conduct summative evaluation

Summative evaluation is the highest evaluation part of the learning design activities proposed by Dick and Carrey. This summative evaluation is not carried out by internal developers, an independent assessment team. This is the reason that summative assessment is not applied to the design process of Dick and Carey's learning process.

## RESULTS AND DISCUSSION

### RESULT

The first step in the development of Arabic pictorial story media with VCT consists of performance analysis and needs analysis. Performance analysis was conducted by interviewing the Muhammadiyah I Elementary School teacher at Lab school Umsida. The results of the interview found that learning of the Islamic faith still uses textbooks as the primary source with the help of blackboards and other learning media such as power points and learning videos. The needs analysis of the curriculum on necessary development.

Elementary school children find solutions developed by pictorial story media with VCT for grade II elementary school students.

Analysis of the needs of learning activities for students in grade II of SD Muhammadiyah I Candi Lab School Umsida. Based on observations of activities related to creativity built by students for the problem-solving process. The learning objectives of the moral code of the second-grade students get accustomed to the morals in everyday life. For this reason, the teacher in

the learning process needs to integrate student experience and understanding through problem-solving to clarify and apply values that promote their truth in daily life.

Learning analysis can be used to determine the direction of learning, questioning the teacher in teaching "what is

delivered?" and "how to teach?" Special media photographed with VCT. The next step is validation. The validation process is carried out by experts and technology subjects. Validation results from experts can be seen in Table 1:

**Table 1. Validation Media Experts**

Variable of Validity	Validity Score	Criteria
Simplicity	88,76%	Very Valid
Allignment	94,54%	Very Valid
Learning Interactions	89,94%	Very Valid
Balance	92,89%	Very Valid
Colour	93,35%	Very Valid
Language	90,64%	Very Valid
Media Usage	94,67%	Very Valid
<b>Average Score</b>	<b>89,54%</b>	<b>Very Valid</b>

The results of validation Arabic pictorial story media experts showed the lowest aspect of simplicity at 89,54%. The revision at simplicity to develop words, sentences, and images that are simple for easily understood by elementary school-age students. The next element that requires revision is the learning interaction, which is also still low at 89,94% for the teacher in

applying value clarification techniques asking to give students flexibility in reflecting according to understanding and socio-cultural conditions that have acquired a substantial self. Then the teacher can provide an example of an example or value agreed with a broader cluster in the country of Indonesia. Validation result from experts can be seen in Table. 2

**Table 2. Validation Subject Matter**

Variable of Validity	Validity Score	Criteria
Content Quality	86,76%	Very Valid
Learning Quality	89,98%	Very Valid
Interaction Quality	88,69%	Very Valid
Display Quality	93,55%	Very Valid
Message Delivered	92,67%	Very Valid
<b>Average Score</b>	<b>90,33%</b>	<b>Very Valid</b>

The results of the subject matter validation experts in Table 3 and Figure 2 show the lowest aspect of content quality at 86,76%. Revisions to content quality present the content of stories from everyday life to be easily understood by elementary school students. Next the elements that need revision are Interaction quality, which is also still low at 88,69% and Learning quality

which is 89.98%. for teachers to apply learning with value clarification techniques in reflecting according to understanding and socio-cultural conditions. The analysis of the Arabic pictorial story media developed by VCT is very valid from educational technology experts and subject matter experts. As for product revisions related to quality, simplicity, and interactive morality, learning

still needs to be maximized. Based on the validation of learning technology experts and subject matter, it shows that of moral picture story media with VCT is suitable for use as a learning medium for grade II students of SD Muhammadiyah I, Lab School Umsida.

small groups, and large groups to determine the effectiveness of learning outcomes. The Phase I practicality test is conducted on students consisting of three students with good, moderate and low academic ability. The table 3.

Analysis of media tested on individuals,

**Table 3. Practicality Learner**

Variable of Practicality	Validity Score	Criteria
Student interest with picture media story	90,76%	Very Practical
Understanding Message Delivered	89,88%	Very Practical
Time	87,69%	Very Practical
Evaluation and Reflection	88,67%	Very Practical
<b>Average Score</b>	<b>89,25%</b>	<b>Very Practical</b>

The Phase II practicality test in a small group consists of seven students with levels of

academic ability at the level of good, medium, low. The table 4.

**Table 4. Practically Small Group**

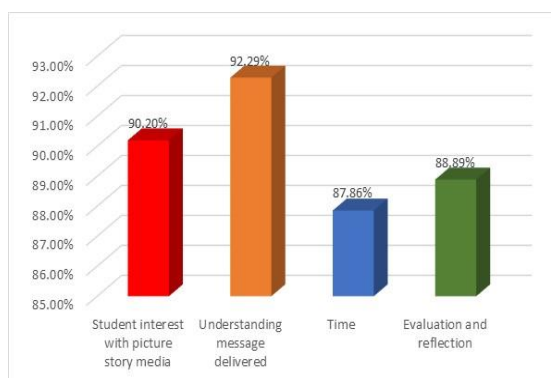
Variable of Practicality	Validity Score	Criteria
Student interest with picture media story	90,27%	Very Practical
Understanding Message Delivered	90,59%	Very Practical
Time	88,68%	Very Practical
Evaluation and Reflection	90,49%	Very Practical
<b>Average Score</b>	<b>90,50%</b>	<b>Very Practical</b>

Phase III practicality tests in large groups consisting of thirty-two students with

academic abilities at the level of good, medium, low. The results in table 5.

**Table 5. Practically From Class Group**

Variable of Practicality	Validity Score	Criteria
Student interest with picture media story	90,20%	Very Practical
Understanding Message Delivered	92,29%	Very Practical
Time	87,86%	Very Practical
Evaluation and Reflection	88,89%	Very Practical
<b>Average Score</b>	<b>89,81%</b>	<b>Very Practical</b>



**Figure 1. Practicality from Class Group**

The results of class trials in Table 5 and Figure 1, shows the lowest of learning time aspect at 87.86%, evaluation and reflection aspect at 88.89%. Revisions to the use of learning time, evaluation and consideration need to be maximized by the teacher by giving students flexibility in reflecting according to understanding and socio-cultural conditions that have acquired a substantial self. then the teacher can provide examples of examples or values agreed with a broader cluster in the country of Indonesia.

The Arabic pictorial story media with VCT proved to be very practical for students in grade II at SD Muhammadiyah I Candi Labs Umsida school in final revision. This means that the media developed are exciting to be used as learning media, and all students

can understand the message conveyed without difficulty. Students are happy and comfortable when reading a picture storybook with a given VCT.

In terms of media enhancement, morality illustrated stories with developed VCT were carried out in the form of pre-test and post-test on 32 students with several moral subjects. The pre-test post-test results showed the Sig (2-tailed) value was  $0,000 < 0.05$ , which means that there were differences in learning outcomes between before and then using pictorial story media and VCT. The last stage is a revision based on validator suggestions and input as students of learning media. Revisions based on validator comments can be seen in the following Table 6:

**Table 6. Picture Story Media With VCT**

Validator	Revision
Technology Expert I	Fixing media images from color display Fixing media from image display
Technology Expert II	Correct the word ballon Fixing writing size
Technology Expert III	Adding questions that related to daily life Adding contents of the picture story media
Subject Matter I	Fixing content writing
Subject Matter II	Giving questions related to daily life
Subject Matter III	Giving solutions related to daily life
Student 1	Giving the word ballons
Student 2	Fixing interesting color images
Student 3	Adding interesting character figures

Based on the research various revisions to improve the final product:

1. Improve the appearance of brighter colors to attract students' interest in reading books
2. Add the presence of balloon words and increase the size of the writing
3. Add questions related to daily activity to enhance student understanding
4. Offering of alternative solutions that occur problems
5. Strengthens who are fun and interesting characters.

The final revision that product produced meets the elements of high validity and effectiveness if used by other students in the elementary school. Students who use pictorial story media with VCT have a better religious character of values and evaluation rules than before. This means that the effectiveness score of the Arabic pictorial story media developed by VCT has a support level of 89.94%, with useful criteria for increasing the involvement of students' religious characters in school. To make students love to read, it is necessary and

requires various learning resources that are appropriate to the needs of the child

(Clements, Farris, & Naylor, 2015).

**DISCUSSION**

The development of arabic pictorial story media with VCT has a unique, complicated value education. Still, it is more flexible by continuing to improve the country of Indonesia is a country rich in islands and diverse cultures. For this reason, learning Islamic religion by using picture story media with VCT is an appropriate learning media to students in Indonesia elementary school related to different cultures. The picture story media with VCT (Fariyatul & Bando,2017) from the learning interaction of this stories, which is designed by using

balloon words that encourage the reader to dissolve into the content of the story.

Every student has different intelligence; one of them is verbal-linguistic intelligence (Hasanudin, 2020). In this case, learning media at the elementary school level requires media that is appropriate to the world of children, namely the world of images. This image media challenges the contextual to give students the opportunity for successful learning (Damber, 2013). Image media that are easily understood and liked by readers to continue reading without coercion.



**Figure 2. Teach values education**

The method of storytelling is an interactive learning method that can be used by teachers to have direct teaching closeness between the teacher and his students. Storytelling has functional benefits in building students' constructive understanding of the information they receive to manage to be understanding in their lives (Prihatsanti, Ratnaningsih, & Prasetyo, 2020). The pictorial story media with on the value clarification technique in Figure 2, is

essential for shaping the character of students. Educational values on problems with student resolution (Huda, Syahrul, Firmansyah, Ramadhani, & Prasetyo, 2019), integration of Islamic values (Pahrudin et al., 2019). This moral message gives students exploration space in learning (Al-jawad & Frost, 2014) and makes learning more fun (Lubis, Saragih, & Gultom, 2019).





**Figure 3. Formation of a child's character**

Figure 3, shows agreed character education is realized through the continuous nursery to achieve the expected goals together related to research (Mustoip, 2018); (Suyatno; Jumintono; Pambudi, 2019). The availability of Arabic pictorial story media that suits the needs and interests of students and the optimization of library services that contain students' interest in reading at school (Khairuddin, 2013). The results showed Arabic picture story reading book was

## CONCLUSION

This Arabic pictorial story media with value clarification techniques (VCT) is proven to be valid for use as a learning medium in schools. It supports previous studies of Arabic picture storybooks to effectively improve students' reading and listening skills (Oduolowu & Oluwakemi, 2014). The arabic picture story media with

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effective in improving students' reading and listening learning (Oduolowu & Oluwakemi, 2014). Textual and picture representations are effective strategies for teaching students. Thus the VCT-based Arabic pictorial story media is a student-centered learning media, so students can clarify the values they believe in building students' religious character (Aqil, 2018) and look for the meaning that develops ((Svensson, 2015).

VCT can help students consider good and bad behavior so students can choose what actions are applied, Learning done in a fun way is easily digested and understood by students. Thus, teachers and parents are expected to be able to instill and strengthen the character values of children from an early age.

School, Candi Lab School Umsida. I give my love to everyone who helps produce a picture story media with value clarification techniques.

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