

## Development of Islamic Religious Education Comic Media: A Script Cooperative Learning Model

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| Tiur Rianiroha Siregar<sup>1,\*</sup> | Mukhtar<sup>2</sup> | Farihah<sup>3</sup> |

<sup>1,2,3</sup>Department of Education  
Technology, Postgraduate,  
Universitas Negeri Medan,  
Medan, Sumatera Utara,  
Indonesia

\* [tiurrianirohas@gmail.com](mailto:tiurrianirohas@gmail.com)



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### ABSTRACT

*This research aims to develop learning media in the form of Islamic Religious Education comics with the material I Believe in the Prophets and Apostles, which is used as a very practical learning medium for grade 4 students of MIS Muhajirin Medan Polonia. Research and development methods use the ADDIE model. This development stage includes analysis, design, development, implementation, and evaluation. The development process was carried out with input from material experts, media experts, and learning design experts, practicality testing by students, and effectiveness testing. The results of the research show that: (1) learning media in the form of Islamic Religious Education comics with the Cooperative Script model obtained a material expert score of 4.51, media expert 4.54 (very high), and learning design expert 4.77 (very high). Field trials of learning media in the form of comics obtained an average score of 4.50 (very high). Guidance and information aspect 4.60 (very high), media material aspect 4.43 (very high), evaluation aspect 4.40 (very high), media and facility design aspect 4.48 (very high), and pedagogical effect aspect 4.60 (very high). The values obtained indicate that the product developed is very feasible. (2) Test the effectiveness of media in the form of Islamic Religious Education comics with the cooperative script learning model using the N-Gain Score formula. The research results showed a figure of 0.58 (medium effectiveness). The research conclusion is that the Islamic Religious Education comic media, the cooperative script learning model, is suitable for use and effective in improving learning outcomes.*

### KEYWORDS

*Comic media; cooperative script; Islamic education.*

### INTRODUCTION

The growth of science and technology has changed many parts of our lives, including school education. Education is a careful and organized effort to create a place and way for students to learn. This helps students grow their skills, beliefs, self-discipline, personality, intelligence, and good behavior, along with the skills they need for themselves and their community. This matches what Suryadi (2018: 1) says, which is that education is a deliberate action by adults to help those who are seen as not fully grown. Education is the process of passing on knowledge, culture, and values from one generation to the next.

According to Hanafi et al. (2018), all forms of activities carried out in life are an effort to develop the potential that exists in humans so that later the potential possessed by humans is used and utilized in life in accordance with the rules of Islam or the Islamic religion.

Islamic religious education and morals must be instilled from an early age because providing religious knowledge can make humans grow in accordance with religious law, which is able to carry them safely into this world and the afterlife. Daradjat (1995: 34) explains that Islamic religious education helps students learn and understand Islamic teachings so they can follow them and use them in their daily lives after finishing school.

Islamic Religious Education is a field of study that teaches Islamic values and basic and developing knowledge in accordance with the guidance of the Koran and Alhadith, which are conceptualized in an institution. The training process is systematic and conscious to bring out progressive innovations in human actions and improve children's abilities to the maximum, so that values based on Islam are formed to form mature personalities. Education carried out at all levels, types, and levels of education must be able to emphasize its application in everyday life, and all of this is done for habits that are useful for the future.

Islamic religious education in schools or madrassas helps students learn about and appreciate Islam. The goal is to strengthen their faith so they can grow as good Muslims and responsible citizens. This education also prepares them for more advanced studies in the future (Majid, 2004: 135).

Rusman (2012: 45) states that learning is a process of interaction between students, teachers, and learning resources in a learning environment. The learning process needs to be planned, implemented, assessed, and monitored so that it is carried out effectively and efficiently. Process learning enables students to learn. The way for students to do well in learning, which includes their attitudes, knowledge, and skills, effectively (Berutu et al., 2021). Learning at school is an effort to convey knowledge to students and prepare them to become good citizens. To achieve learning, effective interaction among learning components is crucial.

Learning tools are really important for teaching because they help teachers explain things to students better. Teachers do more than just give lectures; they also help students really understand what they are learning (Sanjaya, 2014: 73). Using the right learning tools can make learning easier and better, but if the media used is not appropriate to the material and learning objectives and does not suit the characteristics of the students, then the function of the media is not optimal and is useless because the media cannot support the learning process (Tafonao, 2018: 20).

Gerlach and Ely in Arsyad (2011: 34) say that media, in a general sense, includes people, materials, or events that help students learn knowledge, skills, or attitudes. In this way, teachers, books, and the school setting are forms of media. In simple terms, media in learning means tools like pictures, photos, or electronic devices that help us understand and organize visual or spoken information. Other limitations have also been put forward by experts, some of which are as follows:.

According to Suryadi (2020: 22), learning media is a means of conveying messages between teachers and students. In line with that, Pakpahan (2020: 8) argue that learning media is an intermediary that uses certain tools to convey material to students so that it is quickly absorbed and easy to understand. The same opinion was expressed by Batubara (2020: 2). According to him, Learning media are anything used to help with learning, like objects and tools. For example, a table is a means of learning, but if the table is used to teach students about the concept of flat shapes, then the table can be called a learning medium. The same thing applies to original objects and objects designed or prepared specifically to support learning media.

Learning media can be interpreted as a tool that carries messages and information between teachers and students. Suryadi (2020: 22). Likewise, Pakpahan (2020: 8) explain

that Learning media is a way to help teachers share information with students using different tools. This makes it easier for students to understand and learn from their teachers. Learning media means all kinds of objects and tools that help with learning. For example, a desk helps you learn. But when a table is used to help students learn about flat shapes, the table can be called a learning medium. Likewise with original objects and designed objects that are specially prepared to support learning activities (Batubara, 2020: 2).

From the observations, interviews, and pretests done at the beginning of the research, we can see that there are still grade 4 students at MIS Muhajirin Medan Polonia who do not know about the 4th pillar of faith, namely belief in the Prophet and Apostles. As religious people, it is important for us to practice the teachings of the religion we follow. One form of practicing these religious teachings is believing that Allah has chosen his servant to become an apostle or prophet who conveys teachings in the form of commands or prohibitions that must be obeyed.

Comic media is used in cooperative script learning, where students are divided into pairs and each of them plays the role of speaker and listener. The speaker is required to summarize the points obtained after reading the comic. I believe the Prophet and Apostles have been studied through the media. Comics are developed, while the listener corrects whether the points conveyed are correct or not, and so on in turn.

The advantages of comics as a learning medium include: (1) they are able to motivate students during the teaching and learning process; (2) comics are a medium consisting of images that can improve the quality of learning; (3) comics in physical form have permanent properties; (4) comics can increase interest in reading, especially for students who don't like reading; and (5) comics are part of popular culture. Weaknesses of comics as a learning medium include: (1) the delivery of learning material through comic media is considered too simple; (2) the use of comic media is effective for students who have a visual learning style (Pandawangi et al., 2019: 124).

According to Sudjana and Rivai (2010), comics have characteristics, including serial stories consisting of various situations and having elements of humor or making readers feel funny when reading them. Comics have characters so that readers can relate to the story they want to convey in the comic. Comics contain stories that center on situations or events that occur every day so that readers can recognize themselves in the story through the feelings or actions of the characters in the comic. Comics have stories that are not too long and can attract attention because they are equipped with various scenes and actions. Comics are made more colorful by using free coloring.

This cooperative script learning model develops students' understanding when summarizing and summarizing the material. This learning method helps students use what they already know. In the cooperative script learning model, students can easily talk and work together with their classmates. This helps them reach their learning goals set by the teacher, who supports them during their learning.

The cooperative script learning model is an easy way to learn that you can use to practice a skill or task with a study buddy (Suprijono, 2015: 126). The cooperative script works in pairs and takes turns verbally summarizing (Sudrajat, 2007: 82). Understand the parts of the concept of the lesson being studied (Kusuma & Hamidah, 2019: 66). Cooperative scripts are suitable for developing new ideas, especially in solving problems and fostering the bravery to share new ideas that someone thinks are true. Slavin (2006) stated that a good way to help students remember things better is by using a cooperative script learning model.

Cooperative script is a learning model, strategy, tactic, approach, technique, and learning tactics that is carried out by forming students in groups in pairs to understand and make a summary of the subject matter to be studied and taking turns taking on the roles of reader and listener to read the summary that has been prepared. made (Mahdalena & Sain, 2020: 126). cooperative script learning model like other group learning processes. Namely, It's a good way to change how we talk in class. In group learning, it's usually necessary for someone to manage the class. But with the cooperative script learning model, students can take more time to think, reply, and support each other during discussions.

Here are the steps for using the cooperative script learning model: (1) The teacher groups students into pairs. (2) The teacher gives each student reading materials and asks them to make a summary. (3) The teacher and students decide who will speak first and who will listen. (4) The speaker reads the summary carefully, including the main points, while the listener listens and helps by pointing out any missing ideas and linking them to what they already know. (5) They switch roles, with the speaker becoming the listener and vice versa; (6) The teacher's conclusion; (7) closing (Salamiah, 2018: 3)

Based on these field realities, we need to use a teamwork-based learning method that can help students get better at what they do. Using the cooperative script learning model can help students learn better, which is hoped to lead to better results in their studies. The cooperative script learning model is important because it helps improve how well students learn. Teachers should adjust their methods to meet their students' needs. They need to teach the material in a way that keeps students interested and prevents boredom.



**Figure 1.** Class 4 Islamic Religious Education Comic Teaching Media

The formulation of the research problem is as follows: (1) What are the stages of developing comic media based on the cooperative script learning model in Islamic Religious Education subjects? (2) Is comic media based on the cooperative script learning model suitable for use in Islamic Religious Education subjects? (3) Is comic media based on the cooperative script learning model practically used in Islamic Religious Education subjects? (4) Is comic media based on the cooperative script learning model effective for use in Islamic Religious Education subjects?

## RESEARCH METHODS

This research and development uses The ADDIE model is a step-by-step way to create learning programs. It stands for Analysis, Design, Development, Implementation, and Evaluation. Each step helps make sure the learning is effective and meets the needs of the learners. The ADDIE Development Model has five steps: analysis, design, development, implementation, and evaluation (Sugiyono, 2013: 200). The R&D (Research and Development) method is a way to find new ideas and improve products or processes, is a research approach that focuses on developing new products, processes, or technologies. The main goal of the R&D research method is to create innovations, improve existing products or technologies, or explore new solutions to existing problems.

This research was carried out at the Madrasah Ibtidaiyah level, namely at MIS Muhajirin Medan Polonia. Address of Muhajirin MIS School Jl. Work of Love No. 10 Medan Polonia Muhajirin Gang, North Sumatra Province.

The instruments or data collection tools in this research are observation, interviews, questionnaires, and documentation.

**Table 1.** Research Instrument Grid for Material Experts

Assessment Aspects	Indicator
Content	1. Conformity of material content with the syllabus 2. Conformity of material with core competencies and basic competencies 3. Suitability of material to teaching needs 4. Suitability of learning materials with the indicators that students will achieve 5. Benefits of the material to increase students' knowledge insight 6. Ease of understanding the subject matter 7. Substantial truth in understanding learning material
Construction	1. Meaningfulness in the lesson material 2. Suitability of learning materials to students' ability levels 3. Clarity in learning objectives 4. Providing motivation for students 5. Order of presentation in learning material 6. Systematic learning materials 7. Completeness of presentation of information in presenting material
Language	1. Clarity in providing informatio 2. Readability 3. Use effective and efficient language 4. Effective and efficient use of language dialogue 5. Use dialogue or text that is interesting and leads to understanding the concept 6. Use of communicative language.

**Table 2.** Research Instrument Grid for Instructional Design Experts

Assessment Aspects	Indicator
Curriculum	1. Clarity of subject identity 2. Conformity of indicators with basic competencies 3. Conformity of objectives with indicators 4. Suitability of the material to the learning objectives
Method	1. Clarity of learning design 2. Clarity of study instructions 3. Appropriate order of presentation of teaching material

	4. Interactive learning media helps students learn
	5. Accuracy of implementing learning strategies
	6. Adequate support for teaching materials in interactive learning media
Evaluation	1. Availability of assessments presented in interactive learning media
	2. Clarity of instructions for completing assignments/tests
	3. Clarity of research on learning outcomes
	4. Relevance of the questions to the learning objectives

(Source: Prawiladilaga, 2015)

**Table 3. Research Instrument Grid for Media Experts**

Assessment Aspects	Indicator
Text Display	1. Font size in comic text 2. Use of words in dialogue 3. Clarity of writing in the media 4. Ease of understanding the cheerful plot through the use of language
Image display	1. Image shape 2. Image Size 3. Match the image with the text 4. Image variations 5. Color composition
Functions of Comic Medi	1. Comic media as a learning resource 2. The delivery materials used as comic learning media can be understood by students (not verbalistic) 3. Comic learning media can attract interest in reading 4. Comic learning media encourages students to carry out learning activities so that learning objectives are achieved 5. Presentation of comic illustrations leads to understanding of concepts 6. The proportion of comics as entertainment and increasing knowledge 7. Comic media adds to the feeling of enjoyment when reading them and encourages readers to read them completely

**Table 4. Research Instrument Grid for Student Trials**

Assessment Aspects	Indicator
Guidance and Information	1. The formulation of objectives is very clear
Material in Media	1. Material according to the topic of discussion 2. The material supports the achievement of learning objectives 3. The material is appropriate to the thinking abilities of students (users) 4. Spelling and grammar are easy to understand
Evaluation	1. Practice/exam questions support the achievement of learning objectives
Media Design and Facilities	1. Learning media is easy to use 2. The visual images (graphics) of the media are very good
Pedagogical Effects	1. Students are interested in using this media to learn 2. This media makes students more enthusiastic/active in learning

(Source: Sriadhi, 2018)

**Table 5. Eligibility Criteria**

Percentage ( % )	Criteria
0 – 20	Not Eligible
21 – 40	Less Eligible
41 – 60	Fairly Decent
61 – 80	Eligible
81 – 100	Very Eligible

### **Practicality Test (Practicality)**

If the product has been validated and the results are valid, the next stage is a practicality test. Practicality testing is a measuring standard for product practicality. A product is practical if it is easy to use, not complicated, and streamlines the learning process efficiently. To see the practicality of product development for image media at the class IV elementary school level, it was carried out in two stages, namely limited testing (trials on a small scale) and field trials (trials on a wide scale).

The practical results sheet is used to determine students' opinions and assessments regarding the development of image media. Next, the results of student responses were analyzed to determine the level of practicality of image media for learning.

Practicality test results are analyzed using percentage calculations using the formula:  $N = (BP/BM) \times 100\%$ . The final results of calculating the indicator values are measured using the following Likert scale criteria:

**Table 6. Practical Criteria**

Percentage ( % )	Criteria
0 – 20	Not Practical
21 – 40	Less Practical
41 – 60	Quite Practical
61 – 80	Practical
81 – 100	Very Practical

### **Effectiveness Test**

Effectiveness testing is the final stage in product testing. Testing the effectiveness of image media development products in class IV elementary school level was carried out by assessing Results learned from tests done before and after. The pre-test is the score the subject gets before learning the material, and the post-test is the score after they have learned it.

The effectiveness test uses the normalized gain formula, (N-Gain), namely:  
 $N\text{-Gain} = (\text{Posttest Score} - \text{Pretest Score}) / (\text{Ideal score} - \text{Pretest Score})$

The normalized gain (N-Gain) score results are divided into three categories, namely:

**Table 7. Effectiveness Criteria**

N-Gain Value	Criteria
$N\text{-Gain} > 0,70$	Very Effective
$0,30 \leq N\text{-Gain} \leq 0,70$	Effective
$N\text{-Gain} < 0,30$	Less Effective

## RESULTS AND DISCUSSION

The results of the material expert validation can be seen in table 8 below.

**Table 8.** Material Expert Validation Results

No	Assessment Aspects	Achievement Value	Percentage	Interpretation
1	Contents	4,57	91,42	Very Eligible
2	Construction	4,57	91,42	Very Eligible
3	Languages	4,40	88.,00	Very Eligible
	Mean Score	4,51	90,28	Very Eligible

In the content and construction domains we can see that the score obtained is 4.57 or 91.42% which is in the very decent category and in the language aspect it also gets a very decent category, namely 4.40 or 88.00% so we can conclude that in domain of learning media material in the form of comics. Islamic religious education is very suitable for application.

**Table 9.** Media Expert Validation Results

No	Assessment Aspects	Achievement Value	Percentage	Interpretation
1	Post Views	4,75	95,00	Very Eligible
2	Image Views	4,60	92,00	Very Eligible
3	Functions of Comic Media	4,28	85,71	Very Eligible
	Mean Score	4,54	90,90	Very Eligible

Based on this table, we can see that the writing aspect gets the highest score, namely 4.75 or 95.00%, which is interpreted as very appropriate. Furthermore, if we look at the image display aspect in the Islamic Religious Education comic learning media, the average score also gets results that fall into the very decent category, namely a score of 4.60, or 92.00%. Next, we look at the functional aspect of comic media; the average value is in the very decent category, namely 4.28, or 85.71%. Based on these results, it can be concluded that the media domain of learning media in the form of Islamic Religious Education comics is declared very suitable for implementation.

**Table 10.** Instructional Design Expert Validation Results

No	Assessment Aspects	Achievement Value	Percentage	Interpretation
1	Curriculum	5	100	Very Eligible
2	Method	4,33	86,66	Very Eligible
3	Evaluation	5	100	Very Eligible
	Mean Score	4,77	95,55	Very Eligible

Design experts provide assessments on aspects of curriculum, methods, and evaluation. If we look at the table, we can see that the mean score obtained is 4.77, or 95.55%, with the highest score in the curriculum and evaluation aspects. So we can conclude that According to the design expert's assessment, the comic learning materials for Islamic studies and the learning model created are great for use.

The results of individual trials were carried out with three students as respondents using the Islamic Religious Education comic learning medium with the cooperative script learning model, after which the three people were asked to fill out a questionnaire and provide feedback on how this learning medium would be used in the classroom. The following individual trial results are presented in Table 11.

**Table 11.** Individual trial results

No	Assessment Aspects	Achievement Value	Percentage	Interpretation
1	Guide and Information	4,66	93	Very Eligible
2	Material on Media	4,58	91	Very Eligible
3	Evaluation	4,66	93	Very Eligible
4	Media and Facilities Design	5	100	Very Eligible
5	Pedagogical Effects	4,83	96	Very Eligible
Mean Score		4,74	94.6	Very Eligible

Based on the values above, the results in individual trials obtained an average value of 4.74, or 94.6%. The design aspect received the highest score compared to the other 4 aspects, with a score of 5, or 100%. Thus, it can be concluded that in the domain of student acceptance of Islamic Religious Education comic learning media, the cooperative script learning model is considered "very high" in addition to having a high pedagogical effect. Next, a small group trial was continued with nine students to see and assess whether the media being developed could work consistently and effectively. The results of small group testing are presented in Table 12.

**Table 12.** Results of Small Group Trials

No	Assessment Aspects	Achievement Value	Percentage	Interpretation
1	Guide and Information	5	100	Very Eligible
2	Material on Media	4,58	99,55	Very Eligible
3	Evaluation	4,44	88,88	Very Eligible
4	Media and Facilities Design	4,55	91,11	Very Eligible
5	Pedagogical Effects	4,61	92,22	Very Eligible
Mean Score		4,62	92,55	Very Eligible

Based on the results of the small group trial above, an average value of 4.62, or 92.55, was obtained. The information guide aspect received the highest score, namely 5 or 100%. So, in the small group trial, it can be concluded that in the domain of acceptance of comic learning media in Islamic religious education, the cooperative learning model is classified as very high, which means it can be well accepted by students and has a high pedagogical effect as well. After carrying out small group trials, after revisions were carried out, it continued with large group trials consisting of students from one class, namely students from class IV B of MIS Muhajirin Medan Polonia. The results of the large group trial can be seen in Table 13.

**Table 13.** Results of Large Group Trials

No	Assessment Aspects	Achievement Value	Percentage	Interpretation
1	Guide and Information	4,60	92,00	Very Eligible
2	Material on Media	4,43	88,60	Very Eligible
3	Evaluation	4,40	88,00	Very Eligible
4	Media and Facilities Design	4,48	89,60	Very Eligible
5	Pedagogical Effects	4,60	92,00	Very Eligible
Mean Score		4,50	90,04	Very Eligible

Based on the values above, the results of the large group trial obtained an average of 4.50, or 90.04%. The aspects of pedagogical effects and information guidance received the highest marks, with the respective scores for information guidance and pedagogical effects being 4.60 or 92.00%. Thus, from the results of large group trials, it can be concluded that

the acceptance of the Islamic Religious Education comic learning medium with the cooperative script learning model is very high, is received positively by students, and has a high pedagogical effect.

Next, an effectiveness test was carried out. This study used a design where one group was tested before and after. A pretest was carried out on students before they were given learning media for Islamic Religious Education comics with a cooperative learning model. Meanwhile, the pretest phase is carried out after students receive treatment, namely learning to teach by applying comic learning media for Islamic religious education, the cooperative script learning model. The number of questions used was 25. The names of the students were disguised by the researchers so that the research was objective without any intervention carried out by educators in the assessment, where students worked on evaluation questions given according to the learning medium.

The pretest results showed that 25 students scored between 40-75, with an average score of 53. The test scores of 25 students show that they scored between 70-95, with an average score of 80.4. After obtaining the scores in the pretest and posttest phases, the researcher then needs to calculate the difference in scores between the two. The calculation of the difference in scores is used to see the level of effectiveness of using comic learning media for Islamic religious education, cooperative learning model material, and I believe in Prophets and Apostles in class IV MIS Muhajirin Medan Polonia.

The N-gain score is used to see whether using learning tools has improved results in learning, such as Islamic religious education. The scores obtained after the pretest and posttest are shown in Table 14.

**Table 14. N-Gain Value**

N-Gain Value	Frequency	Criteria
N-Gain Score $\geq 0,70$	5	Very Effective
$0,30 \leq$ N-Gain $\leq 0,70$	20	Effective
N-Gain $\leq 0,30$	0	Less Effective

Table 14 above shows that the results for each student are different. 5 students obtained effectiveness with high criteria, or "very effective," while 20 other students obtained results with medium or effective criteria. Based on the results of this interpretation, theoretically, there is a significant increase in learning outcomes from the pretest to the posttest process, which can also be interpreted as the use of the cooperative script model of Islamic religious education comic learning media being effective in increasing student learning outcomes in the cognitive realm. Based on the results of large group trials and effectiveness tests, In conclusion, using comic learning materials for Islamic education, along with the cooperative script teaching approach, greatly helps improve students' learning results for class IV students at MIS Muhajirin Medan Polonia.

### **Discussion**

The creation of comic teaching materials for Islamic education is based on a cooperative script learning model. This model involves students working in pairs and taking turns to summarize what they have learned in spoken words (Suprijono, 2015).

The development model applied to Islamic religious education comic media is a cooperative learning model. This script uses the ADDIE development model, which consists of 5 stages: analysis, design, development, implementation, and finally the evaluation stage.

Learning media is very important in teaching and learning. Learning goals can't be explained clearly if the teacher, as a facilitator, cannot choose media that can convey the competencies that students want to achieve. Therefore, in the independent curriculum, it is necessary to create teaching modules so that teachers can design and plan learning models, the learning media that they will use in learning, so that learning can take place optimally.

The development of comic learning media for Islamic religious education provides flexibility in its use by both students and teachers as a learning resource or instrument capable of supporting learning. Based on validity tests carried out by material experts, instructional design experts, and media experts, learning media in the form of Islamic educational comics is suitable for testing in large groups after going through several improvements, such as improvements from material experts, namely to reduce unnecessary scenes in the comics. not related to the delivery of the subject matter, giving each character a distinctive character and adding a male character to the story, as well as preparing a narrative that is appropriate to the comic scene.

Meanwhile, according to media experts, there were improvements in the pronunciation of the *assalamu'alaikum* scene and an emphasis on the learning objectives that must be conveyed in the comic. From approximately the end of February to May, the research was carried out. During this time, an evaluation was also carried out to test the practicality of the media and whether it was practical or not. After conducting a small group trial, data showed that the learning medium in the form of Islamic education comics was very practical. After that, a large group test was carried out with a total of 25 students from class IV B. After that, an effectiveness test was carried out after giving treatment, namely learning using learning media in the form of Islamic Religious Education comics with a cooperative script learning model where children were paired and they read comics. Islamic Religious Education, then they corrected each other by mentioning the material points in the story I Believe in Prophets and Apostles.

Mursid, R. et al. (2023) stated that the e-learning-based learning model can accommodate objectives based on the constructivist paradigm and has Skills in using technology and media, thinking critically, solving problems, and communicating well with others. Comic media is very helpful for students to construct learning and communicate visually.

One form of novelty in this research is the material used in the cooperative script learning model, which is presented in comic form. In previous research, the material in cooperative script learning was usually presented in the form of a summary of the material. The subjects used in the cooperative script learning model in previous research were usually learning in the form of memorization, such as English or social studies lessons.

Learning material presented in comic form makes students interested, and presenting material in comic form like this can be used as an effort to increase children's interest in reading and children's interest in the world of literacy. Because it can be said that Indonesian children's interest in the world of literacy is minimal. Children belonging to the Alpha generation or children born in 2013 are more interested in watching videos, even though books are also included and are still an option in learning media, especially in terms of increasing students' imagination, so picture story books are very good to use as a medium in learning.

The effectiveness test carried out with N-gain shows that learning media in the form of Islamic Religious Education comics is effective in improving children's learning outcomes in the material I Believe in Prophets and Apostles. This can be seen in the N-gain score, which compares students' pretest and post-test scores and reaches an average of 0.58,

which states that the use of learning media in the form of comics for Islamic religious education, the cooperative script learning model, is considered effective.

## CONCLUSION

Based on the problem formulation, objectives, and discussions in the research and development of comic learning media for Islamic Religious Education, the cooperative script learning model, and the material I Believe in Prophets and Apostles in class IV MIS Muhajirin Medan Polonia, which has been explained previously, several conclusions will be obtained, namely:

1. The Islamic Religious Education comic learning media product, the Cooperative Script learning model, has results that are great for use in teaching and learning in the classroom. This is backed by a checking process that includes media experts, instructional design experts, and material experts, in which all assessment categories are considered very suitable for use. As well as getting an average result of 4.50 in large group trials or field trials, which means a high acceptance score.
2. In the effectiveness test using the N-gain score, learning using comic learning media for Islamic religious education, the cooperative script learning model, showed an increase in learning outcomes after the application of the developed learning media with a coefficient of 0.58, or getting into the "effective" or moderate category. So it can be stated that the Islamic Religious Education comic media, the cooperative script learning model, is effective for improving Islamic learning for students.

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