DEVELOPMENT OF COMIC STRIP MEDIA BASED ON IBIS PAINT X APPLICATION IN LEARNING

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Abstract

Learning on Aqidah Akhlak subjects requires creativity and innovation, in order to get a positive response from students. The passive attitude of students' learning is caused by many variables, including conventional and outdated learning media. The creativity of learning Aqidah Akhlak subjects based on information and communication technology, collaborated with comic strip media on the Ibis Paint X application. The main purpose of this study was to find the right learning media in comic strips media based on the Ibis Paint X application, in order to create effective and efficient. This study uses research and development (R & D) with a approach ADDIE (Analysis, Design, Development, Implementation, Evaluation). The test subjects in the class of 20 people. Data collection is a questionnaire and documentation. Instrument validation through media and content experts as well as questionnaire instrument validation. Data analysis refers to the development trial procedure and evaluation results. The findings of this study are: (1) The development of comic strip media based on the Ibis Paint X application through the ADDIE stage and meets expert validity standards, both media (91.6%) and content (97.5%); and (2) The response of students to the use of Comic Strip media based on the Ibis Paint X Application in Aqidah Akhlak learning is very high with a percentage of 92%..

Keywords: *Learning Media, Comic Strips, Ibis Paint X Application, Aqidah Akhlak.*

Abstrak

Pembelajaran pada mata pelajaran Aqidah Akhlak memerlukan kreativitas dan inovasi, agar mendapat respon positif dari siswa. Sikap belajar siswa yang pasif disebabkan oleh banyak variabel, antara lain media pembelajaran yang konvensional dan ketinggalan jaman. Kreativitas pembelajaran mata pelajaran Aqidah Akhlak berbasis teknologi informasi dan komunikasi dikolaborasikan dengan media komik strip pada aplikasi Ibis Paint X. Tujuan utama penelitian ini adalah untuk menemukan media pembelajaran yang tepat pada media komik strip berbasis aplikasi Ibis Paint X, agar tercipta efektif dan efisien. Penelitian ini menggunakan metode penelitian dan pengembangan (R&D) dengan pendekatan ADDIE (Analysis, Design, Development, Implementation, Evaluation). Subyek tes di kelas berjumlah 20 orang. Pengumpulan data yang dilakukan adalah angket dan dokumentasi. Validasi instrumen melalui ahli media dan isi serta validasi instrumen angket. Analisis data mengacu pada prosedur uji coba pengembangan

dan hasil evaluasi. Temuan penelitian ini adalah: (1) Pengembangan media komik strip berbasis aplikasi Ibis Paint X melalui tahap ADDIE dan memenuhi standar validitas ahli, baik media (91,6%) maupun konten (97,5%); dan (2) Respon siswa terhadap penggunaan media Comic Strip berbasis Aplikasi Ibis Paint X dalam pembelajaran Aqidah Akhlak sangat tinggi dengan persentase sebesar 92%.

Kata Kunci: Media Pembelajaran, Comic Strip, Aplikasi Ibis Paint X, Aqidah Akhlak.

A.   INTRODUCTION

An interesting learning media to study is comics. Comics are known as picture stories. Comics are more accurately called storytelling pictures. This means that even without a narration, readers can enjoy comics, just like when watching TV shows or the big screen with the right description (Gusdiansyah, 2013). The type of comic that became the basis of development research is the comic strip, which is a short comic consisting of only a few panels, initially in the 1950s this comic became a trend to fill various newspapers or magazines as fun stories or criticisms of social and political systems (Dirjenbud, 2020). Learning through comics can improve student learning outcomes and communication skills (Dewantara, 2020).

Initial observations were made on the learning of Aqidah Akhlak at MTs DDI Pekkabata, it was found that several obstacles were found by educators in delivering teaching materials, namely the facilities in schools had not been able to meet the needs of interactive learning so that it was difficult to provide understanding to students who were numerous and had different characters in understanding the lesson. This is because students are not enthusiastic about learning because the material presented by the teacher at each meeting uses the same method or with limited variations in delivery. An alternative solution to create effective and efficient learning is the use of comic strip media based on the Ibis Print X application.

B.   RESEARCH METHODS

This research was conducted using the Research and Development (R & D) method. R & D is a research method used to produce certain products, and test the effectiveness of these products, to be able to produce certain products, research that is needs analysis is used and tests the effectiveness of these products so that they can function in the wider

community (Sugiyono, 2018). This study uses a procedural development model by adapting the ADDIE (Analysis, Design, Development, Implementation, Evaluation) model (Rayanto, et al., 2020). Based on the ADDIE development model, the development stages in this study consisted of 5 stages, namely:

a. Analysis stage, namely analyzing the need for Akidah Akhlak learning media based on Comic Strips through the Ibis Paint X application, and the requirements,

b. The design stage is the design of the initial idea for the comic strip, making the concept of the story according to the content of the moral creed, making a flowchart, designing the content of the story in the form of a storyboard (storyboard), and making a basic sketch.

c. The development stage includes design improvements, correcting image design and comic content content before being validated, making product validation questionnaire instruments for media design experts and content experts, validating comic strip learning media designs carried out by experts, analyzing weaknesses and revising the design . Products that have been revised and received a good predicate will proceed to the implementation stage.

d. The implementation phase in the form of a trial was carried out in class VII MTs DDI Pekkabata on the subject of moral aqidah.

e. The evaluation stage, namely the media analysis process based on data that has been obtained through questionnaires and corrected based on input from respondents.

The subjects of the trial of the comic strip learning media product were class VII students of MTs DDI Pekkabata with a total of 20 students. This study used data collection techniques, namely assessment questionnaires, and documentation. The research instrument includes an assessment questionnaire sheet. The questionnaire used in this study is as follows: An assessment questionnaire for media design experts which contains assessments on aspects of content, presentation, and language with an assessment score between 1 to 4 (very appropriate, appropriate, less appropriate, and not appropriate). The assessment indicators in the instrument are as follows:

Table 1: Media expert assessment indicators

No.	Aspect	Indicator
1		1. Image shape and size.

	Graphic/image display	2. Imaginative variety of images.
		3. Selection of relevant and interesting comic strip backgrounds and characters.
		4. The suitability of the image with the text.
		5. Coloring technique (color selection).
2	Display of writing/words	6. Selection of themes and titles.
		7. Font shape and size in text and conversation.
		8. Selection of word balloons.
		9. Writing clarity.
		10. Use of relevant language.
3	Media function	11. Comic strip media is easy to operate/use.
		12. The language of delivery of comic strip media can be understood easily.
		13. Presentation of learning materials in comic strip media.
		14. Comic strip media storyline.
		15. Comic strip media as a learning resource.

An assessment questionnaire for material experts on moral creed which includes assessments on aspects of content, presentation, and language with an assessment score between 1 to 4 (very appropriate, appropriate, less appropriate, and not appropriate). The assessment indicators in the instrument are as follows:

Table 2: Material expert assessment indicators

No.	Aspect	Indicator
1	Contents	1. Compatibility of comic strip media content with KI, KD and Indicators
		2. Ease of understanding examples of behavior depicted in comic strips
		3. Comic media is relevant to the material that students must learn
		4. Comic media is equipped with evaluation test questions
2	Presentation	5. Ease of using media
		6. Ease of understanding the storyline of comic media
		7. Comic media has a motivational value in behavior
3	Language	8. The use of language according to the characteristics of students
		9. Use of dialogue or text that leads to understanding concepts
		10. Clarity in providing information.

Student response assessment questionnaire: used to determine student responses after implementation or trial of comic strip-based media products for learning morals. The assessment indicators in the student response questionnaire instrument are as follows:

Table 3: Indicators of student response questionnaires

No.	Indicator
1	Comic media is easy to use independently
2	Comic media can be used anywhere and anytime
3	Comic media contains interesting pictures and characters
4	Comic media contains interesting stories and conversations
5	I can understand the storyline in comic media well
6	The examples of behavior shown in comic media stories are very clear
7	I can understand the subject matter presented in comic media

8	I am enthusiastic about answering the questions provided on comic media
9	Using comic media for learning Aqidah, morals is fun
10	I am more motivated to learn morals by using comic media

The analytical technique used in this research is quantitative analysis in the development evaluation process.

1. Media validity analysis

Media validation examines the feasibility of comic strip-based media and their suitability for the material of moral creed. The answer to the expert validation questionnaire in this development uses a Likert Scale measurement technique which is a scale used to measure attitudes, opinions, and perceptions of a person or group, namely: (a) Score 4 (Very Appropriate/Very Good); (b) Score 3 (Appropriate/Good); (c) Score 2 (Inadequate/Inadequate); and (d) Score 1 (Not Appropriate/Very Poor) (Sugiyono, 2018). The media and material design expert validation questionnaire test was carried out by comparing the number of respondents' scores () with the number of ideal scores (N), while the formula is as follows:

$$P = \frac{\sum R}{N} \times 100\%$$

Information:

P   : Score percentage (rounded up)

R   : The total score of answers given by respondents

N   : Total score ideal

The validation measurement criteria used are (a) < 69% (Very Poor) = Not feasible/invalid/needs to be revised; (b) 70 – 79% (Poor) = Less feasible/ less valid/needs to be revised; (c) 80 – 89% (Good) = Eligible/valid/no need for revision; and (d) 90 – 100% (Very Good) = Very feasible / very valid / does not need to be revised (Nizamuddin, 2020).

2. Practical analysis of media feasibility

After all validators stated that they were feasible to use based on media validation data analysis, then a trial was carried out at the implementation stage of media products

by collecting data using student response questionnaires on the use of comic strip-based media. Answers to the student response questionnaire using the Guttman Scale measurement technique. This scale is used to get a firm answer in a problem, namely Yes (1) or No (0) (Sugiyono, 2018). Practical measurement of media feasibility uses the same formula as measuring media validity.

C. RESEARCH RESULTS AND DISCUSSION

1. Comic Strip Media Development through the Ibis Paint X Application for Learning Akhlak

The development of comic strip media for learning morals in this study was carried out through the development procedure of the ADDIE model (Analysis, design, development, implementation, evaluation). The results of each stage of the research procedure are described as follows:

a. Stage of Analysis (Analysis)

The analysis is carried out before determining the right media to be developed, in this process the researcher analyzes the curriculum and the characteristics of the students as follows:

1) Curriculum analysis

Developing a media in learning must refer to the applicable curriculum. The characteristics of the 2013 curriculum and the types of media that are in accordance with the direction or objectives of the 2013 curriculum. The characteristics of the 2013 curriculum, namely: (a)Develop a balance of spiritual and social attitudes, curiosity, creativity, cooperation with intellectual and psychomotor abilities; (b) Schools provide learning experiences for students and utilize the community as a learning resource; (c) Develop attitudes, knowledge, and skills and their application; (d) Give freedom to develop various attitudes, knowledge, and skills; (e) The core competencies of the class are further detailed in the basic competencies of the subjects; (f) Class core competencies become organizing elements of basic competencies; and (g) Basic competencies are developed on the principle of accumulative, reinforced and enriched between subjects and levels of education (horizontal and vertical organization) (Suhendra, 2019).

Based on the characteristics of the 2013 curriculum in the Akidah Akhlak Subject which emphasizes interactive learning to understand commendable behavior, the relevant

media used is interactive media so that learning about morals becomes meaningful. Interactive media contains things that can trigger independent activities of students in the classroom. The use of comic strip-based media was developed, by combining commendable behavioral content with pictures that tell stories or plots and interesting comic characters, it can trigger interactions between educators and students as well as fellow students.

2)   Analysis of student characteristics

Initial observations were made in class VII of MTs DDI Pekkabata to identify problems and learning needs, characteristics, and learning styles of students. The results of the initial analysis found that the facilities were limited, the number of students were many, the character of the students varied, the learning method was monotonous. The monotonous learning causes problems such as noise causing the limited ability of educators to explain the material directly, or in other words, students find it difficult to understand the material provided (Jalinus et al., 2016). based on the characteristics of students in class VII MTs DDI Pekkabata, it is considered very important to develop comic strip media for learning morals.

b.   Stage Design

Based on the material for moral aqidah for class VII semester 1 regarding commendable behavior in accordance with the class VII moral aqidah package book, the initial design of the comic was carried out on December 1, 2020 with the following design stages:

1)   Initial idea design

The contents of the comics carry the theme of commendable morality which is taken from the subject matter of moral aqidah, namely Obedient and Sincere behavior. The design is adapted to the theme with the storyline in the comics and comic images.

2)   Flow chart

The flowchart design includes three parts, namely input, process and output (Soeherman et al., 2008). The flowchart for media development is in the form of a comic plot sequence chart and its use (reading procedures), which starts from the beginning or the comic prologue, reading the plot on each panel (panels 1 to 6) to the question or

feedback panel. The following is the flowchart design for the comic strip "Due to disobedience" and "Envelope":

(a)   *Flow chart* comic "The Consequences of Disobedience"

The following is a flowchart for comic strip I with the title "The consequences of disobedience" which consist of the initial use procedure, each scene in the comic panel until the end of the comic:

Figure 4: Flowchart of comic "The result of disobedience"
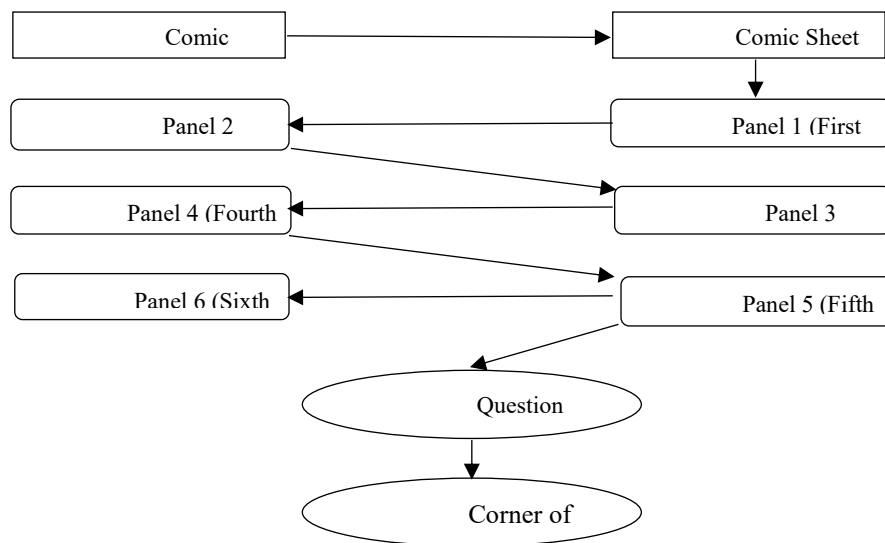
Based on the chart above, the comic strip media "Due to disobedience" is used by manually reading the contents of the comic starting from the prologue as an introduction to the storyline, then reading each comic panel from left to right sequentially according to panel numbers 1 to 6. Next, after reading the 6 comic panels, move on to the question panel as an exercise after studying the material. The final part as a reflection is the words of wisdom found in the corner of the question panel.

(b)   *Flow chart* Envelope comics

The comic strip media "Envelope" is used by manually reading the contents of the comic, the plot is the same as in Figure 4 above.

3)   Storyboard

After determining the theme and behavior that will be told in the comic strip, based on the plot on the flowchart, the comic story concept is designed in the form of a storyboard as a guide in making comic sketches, there are two storyboards for each comic

design, namely Obedient and Ikhlas behavior which are described in the following table. this:

(a)   Obedient behavior comic entitled (The Consequences of Disobedience)

Table 4: Comic storyboards "Consequences of disobedience"

No.	Comic panels	Story explanation
1.	Scene 1	Anisa as the class leader reprimanded Adit and Ihsan for talking about the film they watched last night.
2.	Scene 2	Anisa warns Ihsan and Adit for violating school rules by not putting clothes in (not neatly). The teacher (Bu Jum) reprimanded Ihsan and Adit for not paying attention to their friend's advice and being directed to go to class.
3.	Scene 3	Mrs. Jum (a moral creed teacher) teaches moral aqidah material about obedient behavior according to comic pictures and students give examples.
4.	Scene 4	Students give an example of obedience behavior, and Mrs. Jum appreciates it.
5.	Scene 5	Adit and Ihsan throw trash everywhere and it doesn't matter because Ibu Jum isn't there.
6.	Scene 6	Jum's mother came and was angry because Adit and Ihsan threw trash in any place and were given sanctions.
7.	Feedback panel (questions)	This panel contains 5 questions about obedient behavior and the story in the comic "The consequences of disobedience" and ends with words of wisdom.

The comic for commendable obedience contains stories about student behavior related to obedience to school rules, entitled "The consequences of disobedience".

(b)   Storyboard Comics of sincere behavior entitled (Envelope)

Table 5: Storyboard comic "Envelope"

No.	Comic panels	Story explanation
1.	Scene 1	Mr. Rahmat (Teacher) asked the students to be prepared to take part in the residents' tahlilan.
2.	Scene 2	Students read the Qur'an at the funeral home and receive envelopes after reciting the Koran.
3.	Scene 3	Abdul (student) was happy to receive the envelope, and unfortunately it fell without knowing it.
4.	Scene 4	Ihsan (Abdul's friend) advised Abdul, that the envelope was lost because it was not sincere to help others
5.	Scene 5	Anisa (Abdul's friend) scolds Abdul for helping others by expecting an envelope in return
6.	Scene 6	Mr. Rahmat (Teacher) advises his students about the importance of sincerity in helping others, and gives back Abdul's envelope.
7.	Feedback panel (questions)	This panel contains 5 questions about sincere behavior and the story in the "Envelope" comic as feedback after reading the comic strip media. Then equipped with motivational words to strengthen the sincere behavior of students.

The comic for sincere commendable behavior contains stories about student behavior related to dishonest behavior when doing tahlilan activities as well as lessons

about sincerity by teachers to students entitled "Envelopes". After the storyboard design is completed, the initial sketch of the comic is drawn manually according to the concept guidelines in the storyboard.

4) Comic strip elements

After the design of the sketch and comic story, a brief description of the elements in the comic strip consisting of the characters, setting of place, time and plot of the comic story as well as the number of panels used to tell the story, are: (a) Comic setting: the setting of the story is in accordance with real life students, namely in the school environment, with school hours from morning to afternoon; (b) Characterizations: students and teachers become characters in this comic as well as complementary characters in the story such as residents; (c) Comic panels: the number of panels used to complete one story in this comic is 6 panels each; (d) Story content: tells about obedient and sincere behavior with a synopsis of the story; and (e) Complementary comics: a list of questions about obedient and sincere behavior as student feedback and words of wisdom for student motivation.

c. Development Phase (development)

1) Comic image enhancement

This stage is the improvement of the comic image into a smoother, more attractive and permanent image with the editing process using the Ibis Paint X application, the comic sketch is scanned first into the application then the editing process is carried out, as follows: (a) Refine the drawing lines and panels using the features deep pen brush, all early comic sketches (characters and backgrounds) are redrawn using the deep pen feature combined with the ruler feature to create straight lines and circular lines; (b) Giving speech balloons (round and oval) using the deep pen feature and placing them in the order of conversation; (c) Writing conversational text with text features using Monospace Bold font, as well as sound effects in certain scenes; (d) Coloring images using the coloring feature by combining various appropriate colors and textures for the background and characters; (e) Provision of sound imitation words and other sound effects; (f) Giving certain effects such as hand waving, hand movement, taking something, walking, expression of wonder, expression of fear and others; and (g) Adding a 3D shadow effect with the shading feature.

2) Compile and print comics for validation needs

The finished comic panel images are then put together and packaged in a comic strip in a systematic way and added with additional items such as questions as feedback for students and words of wisdom as motivation, each comic is included in one reciprocal paper. The finished comics are then printed for validation tests by media and material experts.

3) Setting up a validation questionnaire instrument

After the comic is ready to be validated, a questionnaire containing an assessment of the comic strip is prepared with details of 15 assessment indicators for media experts covering aspects of graphic/image display, written/word display, and media functions and 10 assessment indicators for material experts covering aspects of content, presentation and language , which is then distributed to each validator along with the comic strip media to be validated.

4) Media expert validation

(a) Validation I

A comic strip media validation test was conducted on January 5, 2021, to selected media experts as needed.At this stage the comic strip media is given to be read by the validator along with a questionnaire instrument that has been prepared to provide an assessment of the comic strip media by judging based on aspects of graphic/image display, written/word display, and media function. The results of the questionnaire validation analysis are 78.3% and are in the less category. Therefore,comic strip media is still not feasible in terms of mediation to be tested, so it is necessary to make revisions/improvements based on suggestions and inputs that have been given by media experts as follows: (a) The color contrast between the text and the image is adjusted again; (b)The shape of the letter fonts is adjusted again to the ability of class VII students in reading and understanding various types of fonts; (c) The choice of word balloons is even more varied by adjusting the size of the comic panel; (d)The arrangement of comic panels in sheets was adjusted again to make it clearer and easier to read according to the order of the panels.

(b) Validation II

After revisions/improvements were made to the comic strip media based on suggestions from media experts, the researcher then prepared an instrument for the second phase of the validation test for media experts. On January 7, 2021, the revised/improved comic media was given to the same media expert for validation. The validator was again given the same assessment questionnaire along with the revised comic strip media.Based on the analysis of the results of the validation of the second stage of media experts, obtained a total score of 15 assessment indicators, namely 55 from an ideal score of 60, with a percentage of 91.6% this number is in the Very good category with a percentage between (90 - 100) %, so it can be said that the media comic strips are very feasible in terms of mediation to be tested at the implementation stage.

5) Material expert validation

(a) Validation I

The comic strip media that has been assessed and validated by the media expert is then given to the material expert to assess the content of the comic or comic material and its suitability for the subject matter of moral aqidah. The researcher conducted a comic material validation test on January 11, 2021 to the material experts selected according to the validation needs. At this stage, comic strip media are given to be read by the validator along with a questionnaire instrument that has been prepared to provide an assessment of the comic strip media by judging based on aspects of content, presentation and language.

Based on the analysis of the results of material expert validation by assessing based on aspects of content, presentation, and language, obtained a total score of 10 assessment indicators, namely 29 from an ideal score of 40, with a percentage of 72.5% this figure is in the Less category with a percentage between (70 – 79) %, so that the comic strip media is still not feasible in terms of content/material to be tested, so it is necessary to make revisions/improvements based on suggestions and inputs that have been given by material experts as follows: (a) The use of capital letters needs to be considered including the names of people; (b) Slang is used sparingly because not all students can understand; (c) The size of the text in the dialogue needs to be enlarged again to make it clearer; and (d) The completeness of material on obedient and sincere behavior needs to be added to the comics.

(b) Validation II

After revisions/improvements were made to the comic strip media based on suggestions from material experts, the researchers then prepared instruments for phase II validation tests for material experts. On January 13, 2021, the revised/improved comic media was given to the same material expert for validation. Based on the analysis of the results of the validation of stage II material experts, obtained a total score of 10 assessment indicators, namely 39 of the ideal score of 40, with a percentage of 97.5% this number is in the Very good category with a percentage between (90 - 100) %, so it can be said that the media comic strips are very feasible in terms of content/material to be tested at the implementation stage. As the final stage of the development process, perfected comic sheets that are ready to be tested into comic strip media packaging with covers and consists of several copies according to needs. After the development stage is complete, comic strip media is implemented for aqidah moral lessons at the implementation and evaluation stages.

2. **The Feasibility of Comic Strip Media for Akhlak Akidah Learning in Class VII MTs DDI Pekkabata**

The comic strip media that has gone through the development stage is then carried out a feasibility test in learning moral aqidah in grade VII, with the following stages:

a. Implementation Phase (implementation)

The comic strip media feasibility test was carried out on January 25, 2021, the subjects of the comic strip media trial were class VII students of Mts DDI Pekkabata, totaling 20 people.

1) Initial activity

At this stage, the teacher begins early learning with activities such as checking the attendance list of students, praying before learning, providing an introduction to the material, explaining the learning objectives, and conveying the media and learning resources used.

2) Core activities

The teacher explains the material for obedience and sincerity briefly, and comics are distributed to students after the core lesson. The students then read the comics for a few minutes, the students seemed enthusiastic. After reading the comics, the teacher opens a feedback session to the students. There are

also interactions between students and other students related to obedient and sincere behavior depicted in comics.

3) Closing activity

Educators direct students to work on short questions available in comic media as a daily assignment process, then are directed to read and reflect on the wise words available in comic strip media. Next, the teacher gives conclusions on obedient and sincere behavior. Several activities carried out by students were based on observations in the learning process using comic strip media, namely: (a) reading comics enthusiastically, (b) interacting with teachers regarding the behavior described in comic strips, (c) demonstrating conversations spoken in comics, (d) Communicating opinions regarding obedient and sincere behavior with other friends, and (e) Working on questions provided in the media, thus triggering the thought process. After the lesson is over, Questionnaires were distributed to students to collect data in the form of responses and responses to the comic strip media that had been implemented. This response is a requirement to determine the feasibility of the media to be used as an alternative media in learning morals in schools.

b. Stage of Evaluation (evaluation)

The evaluation stage is carried out after obtaining data from student response questionnaires. Analysis of the results of the questionnaire responses of 20 students to the comic strip media, which is an average of 9.2 or 92%. The results of student responses showed 6 students gave a score of 10, 12 students gave a score of 9 and 2 students gave a score of 8, so that the average student assessment score was (9.2) from the ideal score (10) with a percentage of 92 %. This figure is in the very good category, which is between (90 – 100)%, thus, comic strip media get a very positive response from students, besides that based on observations when using comic strip media, students look very enthusiastic in reading comics.

Based on the overall accumulation of the assessments at the validation and feasibility testing stages, media experts and material experts after going through the improvement process have given predicates worthy of implementation, and received very

positive scores for student responses. Thus the comic strip media that has been developed is a very practical and appropriate media to be used in learning morals

D. CONCLUSION

The development of comic strip media is carried out through 5 stages, namely analysis, design, development, implementation, and evaluation. The analysis refers to the curriculum and characteristics of students, then makes flowcharts and storyboards as guidelines in drawing comic story designs, then the media is designed through 2 processes, namely manual (drawing comic sketches and determining themes, titles, settings, characters, and storylines manually). , and editing (improvement of images and comic content using the Ibis Paint X application). The finished comics are packaged based on their panels and then validated by media experts and material experts to determine the feasibility of implementing the media. The validation results from media experts after 2 times of the validation process showed a final score of 55 from an ideal score of 60 with a percentage of 91.6%, so that comic strips are included in the category of mediation worthy to be implemented. While the material expert validation after 2 validations obtained a total final score of 39 out of an ideal score of 40 with a percentage of 97.5%, so that comic strips are included in the category of content/material worthy to be implemented. Media that have been valid/decent, are then implemented in the learning of aqidah, morals, material for commendable, obedient and sincere behavior in class, then evaluated based on student responses through questionnaires. The evaluation results showed 6 students gave a score of 10, 12 students gave a score of 9 and 2 students gave a score of 8, so that the average score of the students' assessment was (9, 2) from the ideal score (10) with a percentage of 92% in the very good category according to the criteria for assessing student responses. The comic strip media received a very positive response from students, so it was appropriate to be developed because it was more practical, efficient, effective, and interesting.

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