

## The Effectiveness of Using Comic-Based Worksheet as Fiqh Learning Media for Junior High School Student

\*Defika Andriana Sari<sup>1</sup>, Zakariyah<sup>2</sup>

<sup>1,2</sup>*Institut Pesantren KH. Abdul Chalim Mojokerto, Jawa Timur, Indonesia*

\*Correspondence:  [defika08andrianasari@gmail.com](mailto:defika08andrianasari@gmail.com)

### Article Information:

Received : 25-03-2023

Revised : 13-06-2023

Accepted : 18-06-2023

**Keywords:** Comic,  
Fiqh Learning Media,  
Students, Worksheet

### Abstract

This article aims to describe the effectiveness of using comic-based student worksheets with fiqh material as learning media. The modern era has had a big impact on the systematic way of life in society. This change was driven by the development of science and technology in it, which was very influential, especially in education. Currently in making learning media not only use objects that can be searched around life but can also be digital. Student worksheets are teaching materials that can be developed in making fiqh learning media. In carrying out this research, using a type of quasi-experimental research as well as a literature review method that analyzes fiqh teaching materials in the form of comic-based student worksheets. The data is described based on the results of research on the effectiveness of using student worksheets that have been done with previous researchers. The results show that the use of comic-based teaching materials can increase effectiveness in the learning process with fiqh material, giving a significant influence and interest of students in teaching and learning activities on the understanding and clarity of fiqh material

## INTRODUCTION

Globalization is a process of systematic change in society as a whole and there is no time limit. The flow of globalization brings many changes to all the impacts of human life. Developments in science and technology motivate change, thereby encouraging humans to have the ability to adapt and participate in every development (Asista, 2019). Globalization which is currently happening in all corners of the world cannot be separated from the rapid development of information and communication technology as the main supporting factor. The development of information and communication technology is related to developments in science in the world of education, it can even be called the development of information and communication technology is the result of the development of science itself, thus these developments must also be used in the field of education (Utomo, 2018).

Tilaar explained that the analysis identifies benchmarks for global power in four ways, namely: (1) the development of science and technology in various factors, especially in terms of information with innovations that make it easier for humans in the world of

technology; (2) the development of science and technology participates in promoting free trade; (3) the establishment of cooperation with the abolition of borders on countries both from a regional and even international scope; and (4) there is a growth and development of human thinking in various ways such as the advancement of human awareness regarding human rights in the systematic of life in society and the improvement of democracy. As the generation of the digital field, the style of learning processes in students must change both in terms of teaching methods and also the preparation of teaching materials that are intended to be used in the teaching and learning process in the classroom. Educators must have the ability to adapt to these advances in learning process activities, especially in the process of designing learning media (Musofa & Janattaka, 2019).

One of the learning media is teaching materials. Teaching materials are a collection of educational materials that are arranged in an orderly and systematic manner and show a complete picture of the competencies to be achieved by students in learning process activities (Widyasari et al., 2017). By teaching material, students can learn by mastering competence thoroughly and systematically. Teaching materials that are used in the learning process if they are developed according to the needs of students and educators properly, then the quality of learning will be able to increase. With the emergence of teaching materials, the role of educators in the learning process is not the main one. At first educators were seen as the only source of information in schools while students were passive. Now, educators only guide, while students think more actively (Magdalena et al., 2020). Success in learning is highly dependent on an educator in compiling and designing material through teaching materials. In building students to understand the material, educators must establish strategies that are related and in accordance with the material. Teaching materials are also strategies that can be pursued in the form of arranged material content, so that students can learn independently with the suitability of the existing curriculum (Suryaningsih & Kusmana, 2018).

The teaching materials to be studied are comic-based LKPD (Student Worksheets) containing assignments which have all been adapted to the objectives and topics of the learning activities that are being carried out (Latifah et al., 2016). In the LKPD, especially for the assignments given to students, it must be clear and appropriate to the subjects studied so that learning objectives and basic competencies can achieve good grades as expected. Comics are teaching materials whose contents need to convey educational material more simply. Teaching will be more effective if the objects and events that are

## **The Effectiveness of Using Comic-Based Worksheet as Fiqh Learning Media**

*Defika Andriana Sari, Zakariyah*

used as learning media can be applied in real terms with the circumstances that occur. The application of objects and events as learning media is not only determined by reality but also depends on the purpose or content of the information that must be understood. Comics have something to do with graphic arts, where graphics mean line drawings. Graphics are interpreted as live explanations, stronger and more effective (Lubis, 2018). Good graphic media must develop the imagination of students. This imagination can be generated by compiling visual elements in teaching materials. When designing, it is necessary to pay attention to the benchmarks, namely simplicity, color, space, shape, texture, integration, balance, emphasis and lines. The simplicity of the layout is self-explanatory. The thick line symbols highlight the importance while the thin ones only clarify the details (Sari et al., 2022).

Research shows that learning progress can change by using learning media. Learners are not just objects but also a key part of the learning process. This progress can help students to have self-confidence so that the teaching and learning process becomes more interactive, participatory and collaborative. In addition, using learning media can help educators save time when explaining subject matter, motivate students' interest in learning, attract students' attention, make the concepts explained by educators clearer, and help students to easily remember the material explained in the lesson. class (Riwanto & Wulandari, 2018). This helps students to avoid verbalism in the learning process, which is also in line with the benefits of learning media, namely providing a real experience to students.

In terms of its characteristics, the progress of students at the seventh grade junior high school level includes: learning to acquire physical skills so that students can use them when playing; learning so that students have good actions in themselves; learn to interact with his lifelong friends; learn to play roles that are appropriate to their gender; learn to write, read and count as basic skills; learn to build concepts that include action, social life and nature; learn to build positive social attitudes with others; and study in order to know the things that are good and bad. Thus, when learning activities students need more help than an educator's understanding. As explained above, the attitude of students at the elementary school level looks more like moving, playing and doing work activities in a group, and liking activities that are permissible for them to directly do and feel something. So, Educators must have the ability to provide maximum learning, and also by making media for the teaching and learning process to take place (Riwanto & Wulandari, 2018).

## **The Effectiveness of Using Comic-Based Worksheet as Fiqh Learning Media**

*Defika Andriana Sari, Zakariyah*

In fiqh learning, it requires the use of instructional media in the learning process. This is because fiqh material is abstract in nature, so as to balance it with the knowledge abilities of students who still have real characteristics or adjustments to facts. Learning media can be used to help concretize the abstraction so that it can be understood by students. The learning activities of fiqh material itself are carried out by educators as facilitators who have the ability to create good situations and conditions in the learning process and are able to prepare facilities that can make it easier for students when observing and processing information to find concepts from what they witness and also understand (Yasyakur, 2017). This is because in studying fiqh, the first focus of learning activities is to build interactions or direct reciprocity between natural objects and the students they study and understand.

Based on the explanation above, it can be concluded that using comic-based student worksheets as learning media will further assist educators in terms of preparing designs when providing information to students in the form of learning materials. The rest is in fiqh subjects. By utilizing student worksheets based on comics, students can be helped by seeing objects that are understood directly through pictures and building student motivation in learning process. Especially in the content of material that is still abstract and cannot be seen by students in the sphere of life around them. Thus, this study has a goal, namely to explain the effectiveness of using comic-based student worksheets as learning media for fiqh subjects.

Yunita Sari and Nuhyal Ulia (2018) use comics as a teaching material in the learning process. In his article, teaching materials with comics are effective in improving student learning outcomes, being more creative in terms of problem solving. Sony Ari Wibowo and Mila Roysa use comic strips as a medium for learning Indonesian. In his article, the use of comic media has been tested to a "very good" level of success. Ambaryani and Gamaliel (2017) developed comic media to increase learning. In his article, comic media is developed using the discovery learning model and is effective because it has succeeded in going through the validation stage in the very good category. Tri Astuti, et al (2021) use comic media as contextual learning. In his article, this comic media is able to interest students in seeing and reading the material presented. Nailul Himmi Hasibuan, et al (2022) utilize comic media as an understanding of mathematical literacy. In his article, this comic media can facilitate students, reduce boredom, be skilled and independent in learning. The update in this study is that using comic-based worksheets in the learning process of Fiqh material

## **The Effectiveness of Using Comic-Based Worksheet as Fiqh Learning Media**

*Defika Andriana Sari, Zakariyah*

makes it easier for students to understand Islamic laws. The discussion presented is concise and the design presented is attractive, therefore that students enjoy solving Fiqh questions and do not feel bored while studying.

### **METHOD**

The method in this study uses a quasi-experimental research method in which in the formulation of the problem there must be a causal relationship between the variables in the background. Thus, attention and handling need to be done in overcoming existing problems by creating innovations. Appropriate learning media is needed in an effort to improve student learning outcomes, namely by using comic-based Student Worksheets (LKPD) as fiqh learning media. The research instruments used in data collection were previously tested in order to obtain quality research instruments. Testing this instrument is done by testing the validity. Testing the validity of the items is done using a Likert scale, the variables that are measured are then translated into several variable indicators.

### **FINDINGS AND DISCUSSION**

#### **Definition of Learning Media**

Learning media is a completeness in the systematics of learning, so its use must be able to provide an increase in obtaining student learning outcomes (Zuriah et al., 2016). Nunu mahnun argues that *media* comes from the Latin *medium* has meaning *introduction* or *intermediary*. In Arabic, media is an intermediary or message delivery from the sender of the message to the recipient of the message. Furthermore, the media is a place that is used to convey learning information from the source of the message to the recipient of the message (Ramdani, 2012). According to the Association of Education and Communication Technology (AECT), media is an intermediary that is used in the process of conveying information.

In the National Education System Law no. 20 of 2003, learning is a reciprocal process of students with educators and learning resources within a scope. Asy'ari also believes that learning is included in educational actions carried out by educators in the classroom. This action has an impact on the self-development of students, including development both in terms of skills, knowledge and students' actions (Hafidzah et al., 2021). RI Minister of National Education No. 41 explains that the learning process in both primary and secondary education must be inspirational, interactive, challenging, fun and able to increase the enthusiasm of students to be able to participate actively, and must be

## **The Effectiveness of Using Comic-Based Worksheet as Fiqh Learning Media**

*Defika Andriana Sari, Zakariyah*

able to provide sufficient space for initiative, creativity and independence according to their talents, interests and development. psychological and physical of students.

Learning media is one of the success factors of teaching and learning activities in the classroom. Mahardika argues that learning media is a means of conveying and channeling information to recipients, so that it can produce learning process activities that are effective and efficient in creating a conducive learning environment, which will make it easier for students to understand the material and increase students' interest in learning more. well and interactions between educators and students during learning activities in class (Kironoratri, 2020). From the various definitions above, the conclusion obtained is that learning media is a tool used in conveying information in the form of subject matter in building interactions between educators and students during teaching and learning activities.

Moreover, the various characteristics of the media, Gerlach and Ely expressed their opinion that there are three characteristics of the media that can be used as reasons for using instructional media and explain things that the media can do but cannot be done by educators, namely: 1) Fixative features, which are media has the ability to create an event, besides that, being able to record, store and preserve the media, in various forms both photos, audio and even video. All things that are channeled through the media can be made and used easily when needed, with the fixative characteristics of the media, educators can use the media anytime and anywhere; 2) Manipulative characteristics, namely changes can occur in an event or object. For example, events that occur over several days can be shortened to a few minutes or even seconds by using the timelapse or slowmotion features. Timelapse can be used to speed up an event that is stored in the form of temporary media, slowmotion is used to slow down an event or object that has been saved. The characteristics of the media really require full attention when editing activities so that errors do not occur, such as when cutting parts of a video or in a video system so that a different meaning does not appear from the actual event; 3) Distributive features, namely features that bring the possibility of events to be transported through space, as well as events that can be seen simultaneously by students even in a relatively large number with an experiential stimulus that is made as if students are participating in it. Once an event is recorded in any form of media, it can be created and used simultaneously and repeatedly in various places (Aisyah et al., 2020).

Learning media in terms of its function is as a tool that can be used to increase student learning motivation. Risky argues that considering the advantages and disadvantages of the media to be used is an effective learning stimulus for students. There are three main elements in the media, namely sound, visual and motion. Then besides that there are five core elements in the learning process, namely: communicators in this case are educators, materials that are utilized in learning, learning media, communicators are students, and the objectives of the learning itself (Mardayani et al., 2013). Learning media is essentially a unit in the teaching and learning process. For educators, learning media make it easier for educators when distributing material and achieving goals in learning. For students, learning media can make it easier for students to understand the material that has been delivered by educators.

### **Definition of Fiqh Learning**

Etymologically, fiqh comes from the word "faqiha-yafqahu-faqihan" which has the meaning of understanding or understanding. Understanding is an effort to understand Islamic teachings that are sourced from the Qur'an and Hadith. Whereas in terminology, jurisprudence is broad and deep knowledge about Islamic orders and realities. The term fiqh is specifically used in a deep understanding of Islamic laws (Jamhuri, 2017). There are verses in the Qur'an related to the word fiqh, such as in Q.S At-Taubah: 122.

وَمَا كَانَ الْمُؤْمِنُونَ لِيَنفِرُوا كَافَّةً فَلَوْلَا نَفَرَ مِن كُلِّ فِرْقَةٍ مِّنْهُمْ طَائِفَةٌ لِّيَتَفَقَّهُوا فِي الدِّينِ وَلِيُنذِرُوا قَوْمَهُمْ إِذَا رَجَعُوا إِلَيْهِمْ لَعَلَّهُمْ يَحْذَرُونَ

"It should not be for the believers to all go (to the battlefield). Why don't some people go from each group among them to deepen their knowledge of religion and to warn his people when they have returned to him, so that they can find him" (Al-Qur'an And Translation Special for Woman, n.d. ).

In the perspective of Abdul Hamid Hakim, that jurisprudence is a science related to *syar'a* law, it is obtained through *ijtihad*. According to Imam Abu Hanifah, fiqh is a science that explains things related to rights and obligations. Syafi'iyah scholars explain that jurisprudence is the science that explains all related *syara'* laws with the practice of dissidents based on detailed arguments. While Abdul Wahab Khallaf, jurisprudence is knowledge that is related to the legal *syar'* amaliyah and then the benefit is taken from the detailed arguments.

With the various definitions above, it can be concluded that fiqh is a science related to the understanding of syara' law which has to do with the amaliyah of mukhallaf people, both physically and spiritually, the law is obtained and determined based on the arguments of the Al-Qur'an and Hadith by way of ijtihad .

### **Media in Class VII Fiqh Subject**

Thus, the Fiqh LKPD studied by researchers is one of the teaching materials used with class VII fiqh material. In discussing the Fiqh LKPD, applying the book of Mabadi Fiqh juz 1 as a reference for the material being studied, especially for Islamic boarding schools. Mabadi Fiqh Juz 1 contains 15 discussion chapters, including, Islam, the pillars of Islam, prayer, fadhu-fardhu ablution, uncleanness, private parts, prayer times, call to prayer and iqomah, pillars of prayer, zakat, fasting, prayer 2 holidays, pilgrimage, dhikr-dhikr and reading after prayer. So that the material in the Fiqh LKPD is not too broad, the researcher only focuses on the 7 chapters of mabadi fiqh material, this is in accordance with the application used in odd semesters.

Of the 7 chapters examined in class VII LKPD Fiqh into 3 chapters without reducing the material in the original book of Mabadi Fiqh juz 1, namely: (1) Islam, the Definition of Islam and the Pillars of Islam. In the view of Muslims, the word Islam itself has several meanings, including: a) Submission to the commands and laws of Allah; b) Follow the teachings of the previous Apostle correctly; c) Islam is a name of religion; d) Pointing to the opinion of the scholars; and e) Saying two shahada sentences (Firmansyah, 2019); (2) Wudu, the pillars of Wudu and those that cancel ablution. The condition for the validity of prayer is ablution. Wudhu has the meaning of an-Nadhzafah which means cleanliness (Ajib, 2019). ; and (3) Prayers, the Five Daily Prayers and Prayer Times. One of the obligations of Muslims is prayer. In Arabic, prayer means prayer. Meanwhile, in terms, it is a series of worship that starts with takbiratul ihram and ends with greetings (Rahayu & Ardiansyah, 2015).

### **Fiqh Learning Media with Comic-Based LKPD (Student Worksheets).**

Everything in the form of materials that function to assist educators in teaching is called teaching materials. Teaching materials can be utilized in the learning process both in writing and not. Teaching materials developed can be in various forms, one of which is LKPD (Kumalasari, 2019). Student Worksheets (LKPD) are facilitators in the learning process which contain assignments that are appropriate to the material for students in which there are instructions, steps to complete them. In Prsatowo's perspective, the



## **The Effectiveness of Using Comic-Based Worksheet as Fiqh Learning Media**

*Defika Andriana Sari, Zakariyah*

function of the LKPD itself is as follows: As a learning media that is designed in an effort to facilitate the learning and teaching process and see whether there is an increase in the effectiveness between educators and students (Primary & Saregar, 2019).

Comics are teaching materials whose contents need to convey educational material more simply. Teaching will be more effective if the objects and events that are used as learning media can be applied in real terms with the circumstances that occur (Sarinah et al., 2016). The application of objects and events as learning media is not only determined by reality but also depends on the purpose or content of the information that must be understood. Comics are not only a medium of entertainment for readers, but also for educating. The content is positive, such as inserting educational information and themes related to education or science (Laksana, 2015). Comics are a series of images that ultimately produce stories that students can understand. Seth Spaulding said about how students learn through pictures: 1) Picture illustrations are teaching materials that can effectively attract students' learning interest; 2) Picture illustrations are abstract materials that can be applied according to experience through words; 3) Picture illustrations help students understand the text of the book, especially in interpreting and remembering the contents of the text; 4) Illustrations in general, students prefer one page with full pictures and clearer instructions. Moreover, half of the comic contains illustrations; 5) The illustration of the contents of the image needs to be related to the realities of life so that students' interest is further increased; 6) The contents of the illustrations need to be arranged so that they are not contradictory when viewing and the important parts of the illustration are centered to the left of the image (Sabri et al., 2017).

From Edmund Faison's results regarding the use of graphics and images in the learning process, it can be concluded: 1) To get maximum student learning outcomes, images must have something to do with learning material so that they are easy to observe, more realistic, integrated with text, reproducible and of course simple ; 2) Color images attract more students than black and white and images are in accordance with personality and even age; 3) The coloring of the pictures creates a realistic impression that students prefer (Dewi et al., 2020).

Comics have something to do with graphic arts, where graphics mean line drawings. Graphics interpreted as vivid explanations, stronger and more effective. Good graphic media must develop the imagination of students. This imagination can be generated by compiling visual elements in teaching materials. When designing, it is

## **The Effectiveness of Using Comic-Based Worksheet as Fiqh Learning Media**

*Defika Andriana Sari, Zakariyah*

necessary to pay attention to the benchmarks, namely simplicity, color, space, shape, texture, integration, balance, emphasis and line (Ismail & Kandarisma, 2020). The simplicity of the layout is self-explanatory. The thick line symbol is for highlighting importance while the thin line is just for highlighting the details. The difference between the foreground and background is seen in terms of its main elements. There doesn't have to be a complicated decoration so as not to confuse students. The attention of students must be focused on the main idea of a material. With depictions that are only intended for media instruction, it must be limited (Kurniawarsih & Rusmana, 2020). In learning media, it is necessary to use words simple, concise sentences and of course easily understood by students. Integration means that there is a connection between various visual elements so that all of them function together. This can be made by utilizing visual elements such as spacing, lines, colors, textures, shapes (Zamzami & Subiyantoro, 2014).

Comics are a form of images that are arranged in a story that has several things that must be considered, namely: 1) Use images according to the level of experience. Images must be easier for students to understand, including the characters of each character in comic stories; 2) The simplicity of a good picture is that it only contains the important things. Many images depend on photographic details to a large extent. The creative ability to create images can be applied through the elements of ideas; 3) The clarity of effective image symbols places more emphasis on the clarity of understanding symbols (Lelyani & Erman, 2021). Comics as a medium for channeling information or messages based on observations and experiences. From the past until now, has comic fans who always grow with each generation. Comics are very popular not only among children, but also teenagers and even adults. Comics are currently popping up not only in the realm of print media, but also through social media (Fadillah, 2018).

Therefore it can be concluded that comic-based LKPD can help students in carrying out fiqh learning activities that are in accordance with the stages of LKPD which are designed to be creative, this makes it easy for students to carry out. This creates a more enjoyable learning process if carried out.

## **Use of Comic-Based LKPD (Student Worksheets) Media in Class VII Fiqh Learning Process**

## **The Effectiveness of Using Comic-Based Worksheet as Fiqh Learning Media**

*Defika Andriana Sari, Zakariyah*

In addition to the effectiveness and ease of using comic-based LKPD (Student Worksheets) media, there is much research that discusses the effectiveness of using comic-based Student Worksheets in making learning media (Rahmawati, 2018). As well as the results of the research conducted, namely the benefits of LKPD learning media designed with comic models, it shows that the learning media is feasible to be implemented in the learning process activities, in this study it was found that the effectiveness of its use during learning. The results of this media design are very liked by students not only from the elements of the content but also the appearance (Arista & Rakhma, 2020). Then, research was carried out using comic-based student worksheets in fiqh class VII subjects, in this study students looked interested and active and critical in asking and responding after reading learning media made by researchers. Comic-based student worksheets for designing learning media received good responses from students.

Media is designed to explain learning material presented by educators, emphasizing important matters of subject matter, by giving it a variety of learning processes students will become more enthusiastic about participating in the teaching and learning process in the classroom (Munandar et al., 2015). By implementing learning media when learning fiqh class VII is carried out, students can be helped when processing thoughts, feelings, caring, desires and an increase in student enthusiasm. This increase will also have an impact on increasing learning outcomes when the evaluation process is carried out by educators (Lubis, 2018).

Thus, having knowledge and insight regarding the development of education is an important thing that must be possessed by educators so that learning activities are not boring. Educators must be able to utilize various kinds of facilities in the form of comic-based student worksheets that can be utilized in order to support the teaching and learning process. Learning media in fiqh subjects must have the ability to show students the objects being studied face-to-face. In the learning process students interact directly with objects that are understood. Effective learning experience is obtained from good learning process, namely by considering the advantages and disadvantages shortcomings of learning media that are implemented when teaching and learning activities take place. As a facilitator in learning activities, it is imperative for an educator to be active in developing as creatively as possible so that useful learning can be seen, which can attract student motivation, process their thoughts and stimulate students to be enthusiastic in good learning activities.

**The Effectiveness of Using Comic-Based LKPD as a Media for Learning Jurisprudence Class VII**

Learning media was tested in knowing the responses of students to the products being developed. The product trial will be implemented in class VII Islamic Middle School Nusantara Bumi Nabung with 16 students. The LKPD trials were distributed to students, then the researchers distributed the products that had been developed. Describing the content, students pay attention, understand from the instructions for using the LKPD and pay attention to the contents of the comic-based LKPD. Then, the researcher ordered the students to try to work on the LKPD per sub-material. After going through the testing process in knowing student responses to class VII comic-based LKPD SMP Islam Al-Amin Nusantara Bumi Nabung, if there are no suggestions or input in improving the product, then the LKPD can be applied or used as a learning medium with fiqh material about Islam, ablution and prayer for class VII students.

The trial was carried out for one day to find out the responses of students from the comic-based fiqh worksheets used totaling 16 students in class VII Islamic Middle School Al-Amin Nusantara Bumi Nabung. Based on the data in determining the eligibility of the LKPD product from student responses, the highest score used is 5, while the lowest score is 1, with the following calculation data:

**Table 1**  
**Media Trial Results by Students**

No	NAME	STATEMENT ITEM NUMBER														
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	
1	Ayu Jayanti	5	4	5	4	5	5	5	4	5	4	5	4	5	5	65
2	Eka Anisa	5	5	5	5	5	5	5	4	4	4	5	4	5	5	66
3	Faila Shifatuz S	5	5	5	5	5	5	5	4	4	4	5	4	5	5	66
4	Farel Raditia	5	4	5	5	4	5	4	4	3	5	4	5	3	5	61
5	Feiza Aulia Qonita	5	5	5	5	5	5	5	5	4	5	5	5	5	5	69
6	Ferdi Gunawan	5	4	5	5	5	4	4	5	5	5	4	5	5	5	66
7	Iqbal Romadoni	5	4	5	5	5	5	5	4	5	5	5	4	5	5	67
8	Maulana Azril	5	5	5	5	1	5	5	5	5	4	4	4	5	5	63
9	Meliana Kartika	5	5	5	5	5	5	5	4	4	5	5	4	5	5	67
10	M. Maulana Adi M	4	5	5	4	5	4	4	5	4	4	5	5	4	4	62
11	Resti Naila R	4	5	5	5	5	5	5	5	4	5	5	4	5	5	67
12	Rupiana Sari	5	5	4	5	5	4	5	5	5	5	5	4	5	5	67
13	Selfiana Dwi	5	5	5	5	5	5	5	5	4	5	5	5	5	5	69
14	Tiara Isnaini	5	4	5	5	4	5	5	5	4	5	4	5	5	5	66
15	Vellysha Artika Sari	5	5	5	5	5	5	5	4	4	4	5	4	5	5	66
16	Zen Rosyid	4	4	5	4	5	5	5	5	5	5	4	5	5	5	66
$\Sigma x$																1053

Calculation of the assessment of the results of student responses are as follows:

$$X = \frac{\sum x}{N}$$

$$X = \frac{1053}{16} \Rightarrow X = 65,8$$

Based on the calculations obtained from the student response data above it was 65.8. So that it is included in the very feasible category.

**Table 2**  
**Provisions for Student Assessment Criteria**

No	Score	Category
1	$X > 58,8$	Very Feasible
2	$47,6 < X \leq 58,8$	Feasible
3	$36,4 < X \leq 58,8$	Feasible Enough
4	$25,2 < X \leq 36,4$	Less Feasible
5	$X \leq 25,2$	Not Feasible

## CONCLUSION

Based on the calculation of data analysis that the completeness of comic media from student responses was 65.8 with a very feasible category, it can be concluded that the use of comic-based worksheets is effective as a medium for learning Fiqh class VII. By utilizing this media, students will no longer have the thought that learning Fiqh is difficult and boring material. Comic-based LKPD is a worksheet containing illustrated stories which can be used as learning media with the aim of facilitating students' understanding of class VII fiqh material. So that in carrying out the learning process it is more interesting and the interest of students is more enthusiastic to follow it. With the limitations of research conducted only on Islamic material, Ablution and Prayer, future researchers should be able to implicate other material with indicators that are in accordance with the learning standards.

## REFERENCES

- Aisyah, S., Noviyanti, E., & Triyanto. (2020). Bahan Ajar Sebagai Bagian Dalam Kajian Problematika Pembelajaran Bahasa Indonesia. *Jurnal Salaka*, 2(1), 62—65.  
<http://garuda.ristekbrin.go.id/documents/detail/1653809>
- Ajib, M. (2019). *Fiqih Wudhu Versi Madzhab Syafi'iy*. Rumah Fiqih Publishing.
- Al-Qur'an dan Terjemahnya Special for Woman*. (n.d.).
- Arista, Z., & Rakhma, I. S. (2020). Pengembangan Media Komik Edukasi Berbasis

## The Effectiveness of Using Comic-Based Worksheet as Fiqh Learning Media

Defika Andriana Sari, Zakariyah

- Multimedia pada Subtema Keberagaman Budaya Bangsaku Kelas IV SD. *Prosiding Seminar Nasional Penelitian Dan Pengabdian Masyarakat*, 5(2), 631–633.
- Asista, A. (2019). Kajian Pragmatik Terhadap Kesantunan Berbahasa Berbasis Kearifan Lokal Dalam Harian Umum Palembang POS Sebagai Upaya Penyusunan Bahan Ajar Menganalisis Isi Struktur Teks Negosiasi Bahasa Indonesia Kelas X di SMK. *Wistara*, II(2), 142–152.
- Dewi, R. S., Hutasuhut, J., & Tarihoran, R. K. (2020). Campur Kode pada Komik Edukasi sebagai Upaya Pencegahan Covid 19. *Seminar Hasil Penelitian*.
- Fadillah, A. (2018). Pengembangan Media Belajar Komik terhadap Motivasi Belajar Siswa. *JTAM: Jurnal Teori Dan Aplikasi Matematika*, 2(1), 36–42. <https://doi.org/10.31764/jtam.v2i1.259>
- Firmansyah, M. I. (2019). Pendidikan Agama Islam: Pengertian, Tujuan, Dasar dan Fungsi. *Jurnal Pendidikan Agama Islam-Ta'lim*, 17(2), 79–90.
- Hafidzah, Subayani, N. W., & Alfiansyah, I. (2021). Pengembangan Modul Ajar Kepoh (Komik Edukasi Profesor Hana) Materi Perubahan Wujud Benda Kelas III Sekolah Dasar. *JTIEE*, 5(1), 1–16. <http://eprints.umg.ac.id/4933/>
- Ismail, M. S., & Kandarisma, A. (2020). Perancangan Komik Edukasi untuk Mencegah Bullying pada Anak SMP. *E-Proceeding of Art and Design*, 7(2), 1855–1864.
- Jamhuri, M. (2017). Upaya Pendidikan Madrasah Diniyah Dalam Meningkatkan Prestasi Belajar Siswa pada Materi Fiqih di Madrasah Diniyah Miftahul Ulum Pruten Ngembal Pasuruan. *Al-Murabbi: Jurnal Pendidikan Agama Islam*, 2(2), 311–324.
- Kironoratri, L. (2020). Komik Berbasis Pendidikan Karakter sebagai Media Pembelajaran Memproduksi Teks Cerpen. *Prosiding Seminar Dan Diskusi Nasional Pendidikan Dasar*, 1–11.
- Kumalasari, M. (2019). Analisis Respon Guru Dan Peserta Didik Terhadap LKPD IPA Berbasis Inkuiri Terbimbing yang Terintegrasi Ayat Al-Quran dan Hadist Di SMP Askhabul Kahfi. *Edu Sains Jurnal Pendidikan Sains & Matematika*, 7(1), 41–48. <https://doi.org/10.23971/eds.v7i1.1034>
- Kurniawarsih, M., & Rusmana, I. M. (2020). Pengembangan Media Pembelajaran Komik Matematika Siswa Kelas IV Sekolah Dasar Berbasis Budaya. *Jurnal Lebesgue: Jurnal Ilmiah Pendidikan Matematika, Matematika Dan Statistika*, 1(1), 39–48. <https://doi.org/10.46306/lb.v1i1>
- Laksana, S. D. (2015). Komik Pendidikan sebagai Media Inofatif MI/SD. *Ta'allum: Jurnal*

## The Effectiveness of Using Comic-Based Worksheet as Fiqh Learning Media

Defika Andriana Sari, Zakariyah

- Pendidikan Islam*, 3(2), 151–162. <https://doi.org/10.21274/taalum.2015.3.2.151-162>
- Latifah, S., Setiawati, E., & Basith, A. (2016). Pengembangan Lembar Kerja Peserta Didik (LKPD) Berorientasi Nilai-Nilai Agama Islam melalui Pendekatan Inkuiri Terbimbing pada Materi Suhu dan Kalor. *Jurnal Ilmiah Pendidikan Fisika Al-Biruni*, 5(1), 43–51. <https://doi.org/10.24042/jpifalbiruni.v5i1.104>
- Lelyani, A. A., & Erman. (2021). Kajian Unsur-Unsur Komik dan Sains Dalam Buku Komik Edukasi di Indonesia sebagai Alternatif Bahan Ajar. *Pensa E-Jurnal: Pendidikan Sains*, 9(2), 139–146.
- Lubis, M. A. (2018). Pengembangan Bahan Ajar Komik Untuk Meningkatkan Minat Baca PPKn Siswa MIN Ramba Padang Kabupaten Tapanuli Selatan. *Jurnal Tarbiyah*, 25(2), 152–173. <https://doi.org/10.30829/tar.v25i2.370>
- Magdalena, I., Sundari, T., Nurkamilah, S., Nasrullah, & Amalia, D. A. (2020). Analisis Bahan Ajar. *Nusantara: Jurnal Pendidikan Dan Ilmu Sosial*, 2(2), 311–326. <https://ejournal.stitpn.ac.id/index.php/nusantara>
- Mardayani, S., Hamdi, & Murtiani; (2013). Pengembangan Bahan Ajar Fisika yang Terintegrasi Nilai-Nilai Ayat Al-Quran pada Materi Gerak Untuk Pembelajaran Siswa Kelas X SMA. *Pillar Of Physics Education*, 1(April), 39–47.
- Munandar, H., Yusrizal, & Mustanir. (2015). Pengembangan Lembar Kerja Peserta Didik (LKPD) Berorientasi Nilai Islami pada Materi Hidrolisis Garam. *Jurnal Pendidikan Sains Indonesia*, 3(1), 27–37.
- Musofa, N., & Janattaka, N. (2019). Pemanfaatan Media Powtoon Pada Materi Komik Di Sekolah Dasar. *Jurnal Inventa*, 3(2), 147–157. <https://doi.org/10.36456/inventa.3.2.a2013>
- Pratama, R. A., & Saregar, A. (2019). Pengembangan Lembar Kerja Peserta Didik (LKPD) Berbasis Scaffolding Untuk Melatih Pemahaman Konsep. *Indonesian Journal of Science and Mathematics Education*, 2(1), 84–97. <https://doi.org/10.24042/ij sme.v2i1.3975>
- Rahayu, S., & Ardiansyah, R. (2015). Pengembangan Aplikasi Wudhu Dan Shalat Untuk Anak Menggunakan Sistem Multimedia. *Jurnal Algoritma*, 14(2), 606–612. <https://doi.org/10.33364/algoritma/v.14-2.606>
- Rahmawati, I. Y. (2018). Komik Sebagai Inovasi Dalam Pengenalan Keterampilan Menulis pada Pendidikan Anak Usia Dini (Paud). *Jurnal Audi*, 2(2). <https://doi.org/10.33061/ad.v2i2.1970>
- Ramdani, Y. (2012). Pengembangan Instrumen dan Bahan Ajar untuk Meningkatkan

## The Effectiveness of Using Comic-Based Worksheet as Fiqh Learning Media

Defika Andriana Sari, Zakariyah

- Kemampuan Komunikasi, Penalaran dan Koneksi Matematis dalam Konsep Integral. *Jurnal Penelitian Pendidikan*, 13(1).
- Riwanto, M. A., & Wulandari, M. P. (2018). Efektivitas Penggunaan Media Komik Digital (Cartoon Story Maker) dalam Pembelajaran Tema Selalu Berhemat Energi. *Pancar*, 2(1), 14–18. <https://ejournal.unugha.ac.id/index.php/pancar/article/viewFile/195/160>
- Sabri, H., Djirong, A., & Irfan, A. (2017). Pembelajaran PAUD: Mengenal Huruf dan Angka Melalui Komik Edukasi. *Jurnal: Imajinasi*, 1(1).
- Sari, D. A., Yusuf, M., & Setiawan, D. (2022). Pengembangan LKPD Fiqh Berbasis Komik Edukasi Model Distance Learning QR Code di SMP Islam al-Amin Nusantara Lampung. *Tarbawiyah: Jurnal Ilmiah Pendidikan*, 6(2), 154–172. <https://doi.org/10.32332/tarbawiyah.v6i2.5234>
- Sarinah, Mulyati, D., & Astra, I. M. (2016). Merancang Komik Cerita Tokoh Menggunakan Aplikasi Comicker sebagai Media Pembelajaran. *Jurnal Penelitian & Pengembangan Pendidikan Fisika*, 2(1), 103–110. <https://doi.org/10.21009/1.02115>
- Suryaningsih, N., & Kusmana, S. (2018). Pengembangan Bahan Ajar Karya Tulis Ilmiah Berbasis Pendekatan Konstruktivisme. *Jurnal Tuturan*, 7(2), 884. <https://doi.org/10.33603/jt.v7i2.1741>
- Utomo, E. P. (2018). Pengembangan LKPD Berbasis Komik untuk Meningkatkan Literasi Ekonomi Peserta Didik. *Jurnal Penelitian Pendidikan*, 35(1), 1–10. <https://doi.org/10.15294/jpp.v35i1.14015>
- Widyasari, R., Sihkabuden, & Sulthoni. (2017). Bahan Ajar Berbasis Inkuiri Terbimbing pada Mata Kuliah Ilmu Alamiah Dasar. *Prosiding TEP Dan PDs*, 38, 438–444.
- Yasyakur, M. (2017). Strategi Guru Pendidikan Agama Islam Dalam Menanamkan Kedisiplinan Beribadah Sholat Lima Waktu. *Edukasi Islami Jurnal Pendidikan Islam*, 5.09(2), 1185–1230.
- Zamzami, M. F., & Subiyantoro, H. (2014). Komik Edukasi Pewayangan “Punakawan” Sebagai Keteladanan Bagi Remaja Usia 13-15 Tahun. *Createvitas*, 3(2), 367–380.
- Zuriah, N., Sunaryo, H., & Yusuf, N. (2016). IbM Guru dalam Pengembangan Bahan Ajar Kreatif Inovatif Berbasis Potensi Lokal. *Jurnal Dedikasi*, 13, 39–49. 1693-3214