

IMPROVING STUDENTS' MOTIVATION AND LEARNING OUTCOMES IN SIRAH LEARNING THROUGH SCIENTIFIC APPROACHES AND COMIC MEDIA

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Abstrak

Penelitian tindakan kelas (PTK) ini dilatarbelakangi oleh rendahnya motivasi dan hasil belajar peserta didik dalam pembelajaran Sirah. PTK ini bertujuan untuk meningkatkan motivasi dan hasil belajar peserta didik dalam pembelajaran Sirah melalui pendekatan saintifik dan media komik. PTK dilaksanakan sebanyak 2 Siklus karena pada siklus ke 2 sudah diperoleh nilai rata-rata ≥ 85 dengan KKM 80. Setiap siklus terdiri dari perencanaan, pelaksanaan, pengamatan, dan refleksi. Penelitian melibatkan peserta didik kelas VIII Ali bin Abi Thalib SMPIT as Syifa Boarding School Jalancagak. Instrumen yang digunakan untuk mengumpulkan data terdiri dari lembar observasi aktivitas peserta didik, rubrik matriks asesmen, dan angket tanggapan peserta didik terhadap pembelajaran. Berdasarkan temuan dan pembahasan disimpulkan bahwa penggunaan media komik dapat meningkatkan motivasi dan hasil belajar peserta didik. Hal ini dilihat dari peningkatan motivasi belajar peserta didik kelas VIII Ali Bin Abi Thalib SMPIT as Syifa Boarding School pada mata pelajaran Sirah meningkat dari 64.9 (cukup) pada siklus 1 menjadi 85.16 (sangat baik) pada siklus 2; dan peningkatan hasil belajar peserta didik, terutama pada hasil belajar ranah keterampilan dari 40.18 (buruk) pada siklus 1 menjadi 87.09 (sangat baik) pada siklus 2. Adapun pada ranah pengetahuan meningkat dari 81.5 (baik) menjadi 89 (sangat baik).

Kata kunci: Media Komik, Hasil belajar, Motivasi Belajar, Sirah Belajar.

Abstract

In Sirah learning, low motivation and student learning outcomes motivate classroom action research (CAR). Using a scientific approach and comic books, this CAR aims to increase student motivation and learning outcomes in Sirah learning. CAR was performed in two cycles because an average value of more than 85 was obtained with a Minimum Value of 80 in the second cycle. Planning, implementing, observing, and reflecting were all part of each cycle. Students from Ali bin Abi Talib SMPIT As Syifa Boarding School Jalancagak took part in the study. Student activity observation sheets, an assessment matrix rubric, and a student response questionnaire to learning were the instruments used to collect data. Based on the findings and discussions, it was concluded that there was an increase in the learning motivation of Ali Bin Abi Talib SMPIT As Syifa Boarding School class VIII students in the Sirah subject increased from 64.9 (sufficient) in cycle 1 to 85.16 (very good) in cycle 2, as did student learning outcomes, particularly in the domain of cognitive, which increased from 40.18 (poor) in cycle 1 to 87.09 (very good) in cycle 2. The part of knowledge improved from 81.5 (good) to 89. (very good)

Keywords: Comic Media, Learning Outcomes, Learning Motivation, Sirah Learning.

INTRODUCTION

Sirah is one part of Islamic Religious Education subjects that

students must learn and master, both cognitive, affective and psychomotor aspects. Sirah lessons can spur students to practice moral messages and positive

values in everyday life (Hijriyani, 2018; Zain, Rahminawati, & Rachmah, 2022).

Thus, Sirah's learning should include more than explanations and presentations and narrations that explain the sequence of events and when and where these events occurred. Teachers need to provide exciting presentations, provide motivation that encourages students to be enthusiastic and enthusiastic in learning Sirah. Motivation will affect all aspects of human life, both in work and other elements (Kohar et al., 2013), including learning.

Motivation plays a significant role in the learning process because motivated students will show high interest, enthusiasm and perseverance. It can affect the success or failure of students in learning, including in Sirah learning which tends to be seen as unimportant and uninteresting, merely telling the history and past events.

Based on initial observations that in Sirah learning in class VIII Ali bin Abi Talib SMPIT As Syifa Jalancagak, there are still some obstacles and problems. Such as low enthusiasm and motivation to learn Sirah, low participation and active learning, low discipline in learning, boredom and boredom, no reason to learn outside the classroom, and assignments are less noticed by students. In addition, students' mastery of Sirah material is in a low category, as found in the learning outcomes of students with KKM 80. Only 50% of students have achieved KKM. After conducting initial reflection by the teacher and colleagues, the causes for the above problems were found as follows 1) Sirah's subject has the characteristics of being boring for students; 2) the learning methods are still conventional (lectures); 3) the learning media used are not varied. This

fact is supported by the conclusions of Ariefyanto (2013) and Septiyaningsih (2016), who explained that history lessons (read: Sirah) are tedious, monotonous, uninteresting, and make you sleepy and less productive up to date. This is because the teacher only uses the lecture method in his learning, so the teacher becomes the centre and dominates learning, while students are only listeners.

The description above shows that innovative efforts are needed from educators who can generate students' learning motivation. A basis will stimulate students to carry out certain activities, consciously or unconsciously, to achieve learning goals (Dimiyati & Mudjiono, 2006; Winarni, Anjariah, & Romas, 2016; Monika & Adman, 2017). In turn, this will impact learning outcomes (Puspitasari, 2013; Palupi, 2014; Andriani & Rasto, 2019). Thus motivation always determines the intensity of learning effort for students (Bakar, 2014).

Among the efforts to increase motivation and learning outcomes is to apply a learning approach and use media appropriate to the Sirah subject's characteristics. Using the right direction and learning media will make it easier for students to understand the learning material. A scientific approach can help achieve graduate competency standards (SKL) which cover the realms of attitude, knowledge and skills. Skills are acquired through being applied in scientific steps starting from activity observation (observe), question (ask), data collection (data collection), and generalisation (associating and communicating). The scientific approach can encourage and strengthen students' competence to create contextual works (Salim, 2014). Primarily if it is supported by learning media that can accelerate the learning

process (Baso, 2008; Rusman, 2016). Among the media that are considered appropriate for learning Sirah is comic media.

According to Prasetyo and Handoko (Agusvian, Sopian, & Nursyamsiah, 2021), comics are works of art in the form of static images strung together to form a storyline. Comics can be in the form of printed works on paper annotated with text or can also be digital with attractive displays. Comics are influential because they show more interesting learning, foster learning motivation, and stimulate students' desire to read. Making comics continues to develop according to the era. In the digital age, making comics is digital, no longer using conventional media. The utilisation of digital comic media can

make learning more effective and attract interest and increase student motivation in learning (Riwanto & Wulandari, 2018).

METHODS

The type of research used is Classroom Action Research (*Classroom Action Research*). This research is collaborative to solve problems and improve the quality of learning and increase the professionalism of an educator (Sukidin et al., 2002; Widayati, 2008; Suyadi, 2011; Mulyasa, 2011; Suyadi, 2012; Arikunto et al., 2012; & Salim, et al., 2015). The PTK model that will be used is the Kemmis and McTaggart PTK model, as shown in the following figure.

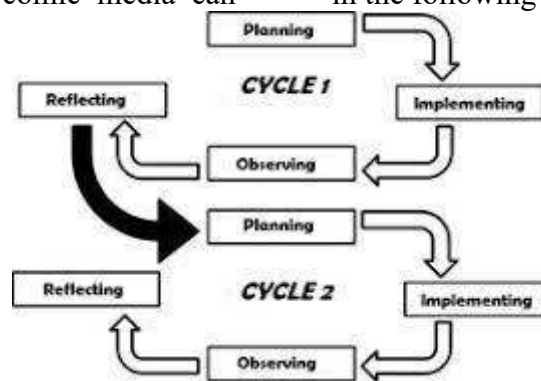


Figure 1: Kemmis and McTaggart PTK Design

This research was carried out in schools and classes where the researchers taught, namely in class VIII Ali bin Abi Talib SMPIT at Syifa Boarding School Subang, West Java, totalling 30 students in *Sirah* learning the topic of Badr War. As for collecting PTK data, the following research instruments were used:

1) Hands

The test is used to measure students' ability, both before and after the action is carried out, namely the use of comic media. The test questions are

designed in the form of questions *multiple choice*. The average value of this test is used as a reference to determine the success of learning according to the indicators. Furthermore, the test result data is processed as follows:

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

Information:

χ = Average value

$\chi \sum X$ = The total value of all students

$\chi \sum N$ = Number of students

2) Questionnaire

The questionnaire instrument explored teacher and student responses to *Sirah's* learning through comic media. The questionnaire was on a Likert scale (4, 3, 2, 1). The value scale can also use very good, suitable, sufficient and fewer categories. Furthermore, to calculate the percentage of learning activity/motivation, the following formula is used:

$$P = \frac{\text{The total score of the observations}}{\text{Maximum total score}} \times 100\%$$

(Aqib et al., 2009)

3) Observation

Observation is an instrument to obtain data on learning activities carried out by teachers and students, with four categories: excellent, good, enough, and less. The rating scale can produce interval data in the form of a score through the total score obtained from the instrument through the following calculations.

$$P = \frac{\text{The total score of the observations}}{\text{Maximum total score}} \times 100\%$$

(Aqib et al., 2009)

4) Field Notes

Observers use field notes to record important events related to *Sirah's* learning, which are not listed in other instruments. The role of the observer is crucial for writing various letters during *Sirah's* learning activities.

RESULTS AND DISCUSSION

After conducting an initial reflection on the findings of the initial observations, the researcher and colleagues (observers) discussed compiling the following points: 1) Determine the class used for Classroom Action Research, namely class VIII Ali bin Abi Talib SMPIT As Syifa

Jalancagak Subang, West Java; 2) Formulate the main problems that will be fixed in cycle 1, namely the low motivation and activeness of students in *Sirah* learning; 3) Formulating an action hypothesis, namely comic media can increase the motivation and activeness of students in *Sirah* learning; 4) Set indicators of cycle success of 85%; 5) Develop a cycle one action plan; 6) Develop PTK instruments in the form of tests, questionnaires, and observations; Determine instructors and observers; 7) Develop designs, scenarios, and comic storylines according to the KI and KD specified in *Sirah* learning. The details are explained as follows.

A. Cycle 1

1) Planning

At this stage, it is carried out: formulate/review learning problems that will be corrected according to the results of the initial reflection; Review action hypotheses and indicators of success that have been set in cycle 1; Review lesson plans and designs for making comic media in *Sirah's* learning; and Reviewing test questions, questionnaires, and observations.

2) Implementation

It has been determined that cycle one is focused on improving and increasing student motivation and participation, with 85% of students achieving a KKM score of 80. Giving Actions in cycle one is carried out in three meetings which are explained in detail below.

The implementation of *Sirah* learning is divided into three categories, Preliminary Activities, Core Activities, and Closing. Preliminary activities carried out for 15 minutes include the following

activities: 1) the teacher asks student representatives to lead a prayer before learning begins; 2) The teacher invites students to read a book for 5 minutes; 3) the teacher gives game guess the word; 4) The teacher asks about the topic of past learning; 5) the teacher conveys the competencies to be achieved and plans for today's learning activities; 6) The teacher divides the students into five groups (by counting 1-5), followed by dividing the groups into making comics; and 7) the teacher

explains the assessment technique to be carried out.

Furthermore, the core activities are carried out for 55 minutes with the scientific learning model.

a) Level Observation (Observe)

The teacher provides stimulants to students by showing video footage of the Badr war so they can observe and feel virtual reality from the events of the Badr War and not feel bored.



Figure 2. Footage of the Battle of Badr

Source: <https://www.youtube.com/watch?v=AznS8DoVizs>

After finishing observing, listening, and watching the video, the teacher explains the procedures and steps in making Sirah comics on the subject of the Badr War, starting from drafting the script, setting, storyline, the characters that will be shown, the pictures that will appear, the values that become the message, and the dialogues needed to complete the image in the comic.

b) Level Question

After the students watched the video about the Badr war and listened to the teacher's explanation about the steps for making comics on that subject,

the teacher asked students about: the background of the Badr war, the strength of the Muslims, and polytheists in the battle of Badr; and the causes of the war between the two sides.

c) Level Data Collection

After listening to and taking notes from the teacher's questions about the subject of the Badr War, students in groups carry out: group discussions to answer the teacher's questions as well as material for the main story for making comics, making stories about the Badr war in pictures as comic material; determine setting, storyline, and characters in the

events of the Badr war; identity, collect and create images that will appear in comics; explaining the influence of the Badr war in the preaching of the Prophet Muhammad; mentioning the wisdom of the Battle of Badr; and conclude and make a report on the results of group discussions on the worksheets that have been provided

d) Level Generalization

After the group discussion, students carry out the following activities: listen to the explanation of the teacher who conveys the game's rules in the presentation. (the group representative takes the serial number to appear, other groups may respond to the group presenting after the presentation is complete); Each group conveys the conclusions from the results of making comics about the Badr war following the results of the discussion; Listening to the teacher's explanation in giving comments and completing material about the Badr war that has been discussed; Listening and

re-watching the video about the Badr war to strengthen understanding of the storyline and messages conveyed in the video.

e) Closing Activities

After finishing the group presentations and giving comments to reinforce the understanding of the material, the teacher conducts questions and answers. With the teacher, students conclude the lesson, give test provide (the third meeting) and appreciate and praise students for the comics that have been made and close learning by praying.

After completing the action in cycle 1, the teacher gives an evaluation to measure cognitive, affective, and psychomotor abilities. Mental related to material mastery, affective related to Sirah learning attitudes and motivation, and psychomotor related to Sirah's comic-making skills on Badr War. The acquisition of values in the cognitive and psychomotor aspects is as follows.

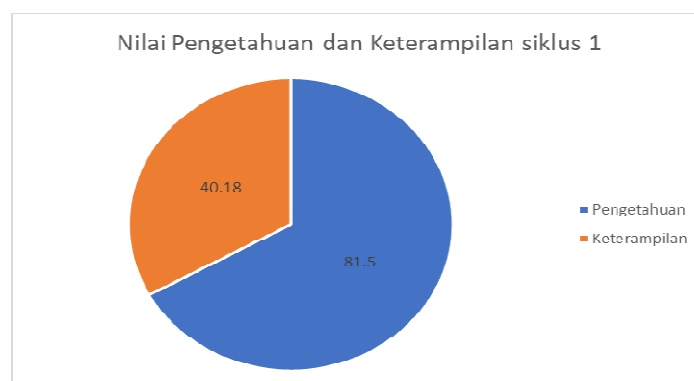


Figure 3. The average value of the Aspects of Knowledge and Skills Cycle 1

The picture above shows that in terms of knowledge, the average value obtained slightly exceeds the KKM (80) that has been set. However, the skills aspect still

needs improvement, and the intermediate results of these two aspects show an excellent category. Thus, the learning outcomes are not following the

indicators of the learning success set. The learning motivation of students in cycle 1 reached the

good category; more details can be seen in the following figure.

Motivasi Siswa Dalam Pembelajaran Sirih Siklus 1

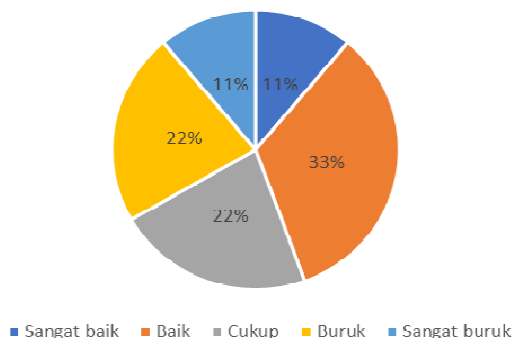


Figure 4. Student Motivation in Cycle 1

From the picture above, there are still many students whose motivation is just enough (22%), 22% bad, and terrible (11%). This shows that there is still a need for improvement and improvement both in terms of learning outcomes and learning motivation.

3) Observation

At this stage, the observer observes the implementation of learning carried out by the Sirih subject teacher and keeps the

learning activities of students during Sirih learning using comic media. The practical aspects are classified into three parts: preliminary activities, core activities, and closing. After multiplying the teacher's learning observations, a score of 81.66 was obtained (good category). Meanwhile, a score of 64.9 (sufficient) was obtained in observing student activities, with the following details.

Aktivitas Belajar Peserta Didik Pada Siklus 1

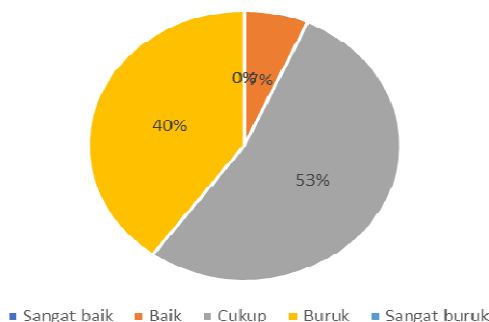


Figure 5. Student Learning Activities in Cycle 1

The picture above shows that learning activities are still categorised as sufficient; in fact,

there are still 40% in the wrong category. Thus it is necessary to

improve the learning process to increase their learning activities.

4) Reflections

In cycle I, the focus of improvement is increasing students' motivation and learning activities in the Sirah subject. Based on the results of observations of teachers and students, the following data were obtained,

- a) The average implementation of learning conducted by teachers is 81.66 (good category)
- b) The average motivation in student learning activities is 64.9 (enough)
- c) The average value of knowledge is 81.5 (good category)
- d) The average value of skills is 40.18 (inferior category)
- e) The average value of skills and knowledge is 60.68. (enough category)
- f) Sirah's average learning motivation is 67 (enough category)

From the data above, researchers and colleagues who are also observers discuss and reflect on the actions taken in cycle one. Among them are that the learning carried out by the teacher is good, only the explanation and presentation aspects of learning through comics need to be improved, clarified, especially in action with steps to make comics systematically, and giving examples of making comics or showing comics that have already been made or that an application is needed to make digital-based comics that are more in line with the characteristics of students in this digital era.

In addition, although learning is included in the excellent category, the score is below 85. This means it must be increased again until it

reaches a minimum limit of 85, with new learning activities reaching 64.9 (enough). So it is necessary to improve both the learning motivation, process and learning outcomes.

B. Cycle two

1) Planning

The planning stage in the cycle is designed to improve motivation and learning outcomes which are still in the excellent category. Therefore, other efforts are needed so that motivation and learning outcomes increase. One of the differences from planning in cycle one is using the Pixtoon application to create digital comics.

2) Execution

The second Cycle was carried out because the success indicators had yet to be achieved by at least 85%. The focus of improvement in cycle two is still focused on improving and increasing student motivation and participation so that 85% of students can achieve a KKM score of 80. The difference between the implementation of the actions in Cycle 1 and Cycle 2 lies in using facilities and media in making comics. In cycle 1, comics were made manually and drawn directly by students, while in cycle two, it was done with the help of an application called Pixtoon in the computer lab. Giving Actions in cycle two is carried out in three meetings which are explained in detail below.

As in Cycle 1, the implementation of *Sirah* learning is divided into three categories, Preliminary Activities, Core Activities, and Closing. Preliminary activities carried out for 15 minutes

include the following activities: 1) the teacher asks student representatives to lead a prayer before learning begins; 2) The teacher invites students to read a book for 5 minutes; 3) the teacher gives *game* guess the word related to *Sirah*; 4) The teacher asks about the topic of past learning; 5) the teacher conveys the competencies to be achieved and plans for today's learning activities; 6) The teacher divides the students into five groups (by counting 1-5), followed by dividing the groups into making digital comics; and 7) the teacher

explains the assessment technique to be carried out.

Furthermore, the core activities are carried out for 55 minutes with the scientific learning model.

a) Level Observation (Observe)

The teacher provides stimulants to students by displaying video footage of the Badr war so they can observe and feel *virtual reality* from the events and not feel bored. Still, it is different from the video footage in the first cycle.



Figure 5. Footage of the Battle of Badr

Source:<https://www.youtube.com/watch?v=OR7aYhZCUnw>

After finishing observing, listening, and watching the video, the teacher explains the procedures and steps in making *Sirah* comics on the subject of the Badr War, starting from drafting the script, setting, storyline, characters to be shown, pictures to be raised, the values that become messages, and the dialogues needed to complete the images in the comic through the application Pixtoon.

b) Level Question (Ask)

After the students watched a video about the war of Badr and

listened to the teacher's explanation about the steps to make a digital comic with the help of the Pixtoon application on the subject, the teacher asked the students about: The background of the war of Badr; Preparations between the Muslim forces and the Quraysh polytheists in the battle of Badr; The strength between the Muslim parties and the polytheists Quraish in the battle of Badr; The motivation of both teams in fighting; The influence of the Badr Kubra war on the preaching of the Prophet,

peace be upon him; and Wisdom from the battle of Badr.

c) Level Data Collection

After listening and taking notes from the teacher's questions about the subject of the Badr War, students in groups do; holding group discussions to answer the teacher's questions as well as the primary story material for making digital comics, creating stories about the Badr war in the form of digital comics; determine the setting, storyline, and characters in the events of the Badr war; identifying, collecting and creating images to be displayed in digital comics; explaining the influence of the Badr war in the preaching of the Prophet Muhammad; mentioning the wisdom of the Battle of Badr; and Concluding and making reports on the results of group discussions on the worksheets provided

d) Level Generalization

After the group discussion, students carry out the following activities: Listen to the teacher's explanation of the game's rules in the presentation. (the group representative takes the serial number to appear, other groups may respond to the group presenting after the presentation is complete); Each group conveys the conclusions from the results of making comics about the Badr war following the results of the

discussion; Listening to the teacher's explanation in giving comments and completing material about the Badr war that has been discussed; and Listening and re-watching the video about the Badr war to provide reinforcement of understanding of the storyline and messages conveyed in the video.

e) Closing Activities

After finishing the group presentations and giving comments to reinforce the understanding of the material, the teacher conducts questions and answers, and together with the teacher, students conclude the lesson, provide tests at (the third meeting) and appreciate and praise students for the comics that have been made and close learning by praying.

After completing the action in cycle 2, the teacher gives an evaluation to measure cognitive, affective, and psychomotor abilities. Mental related to material mastery, affective related to Sirah learning attitudes and motivation, and psychomotor related to Sirah's comic-making skills on Badr War. As for what is displayed in this section, only cognitive and psychomotor aspect evaluation data obtained an average score of 85.16 (very good category). Details are shown in the following figure.

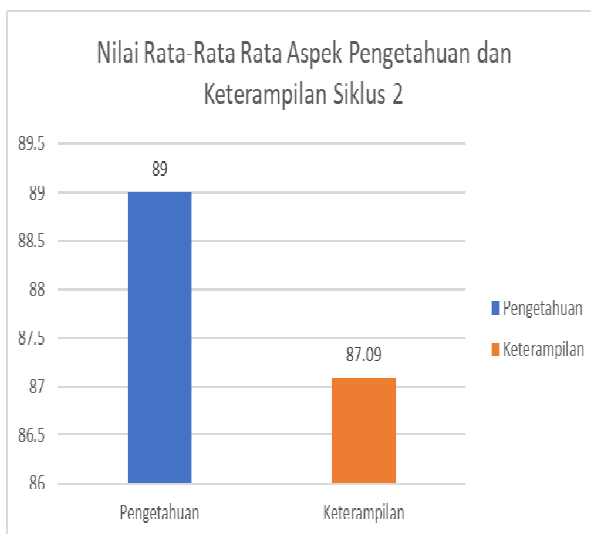


Figure 7. The average value of the Knowledge and Skills Aspects of Cycle 2

The picture above shows that the scores achieved by students have been achieved following a minimum success indicator of 85%, with a knowledge score of 89% and skills of 87%. Thus the use of digital comics in the second cycle of learning has succeeded in increasing learning outcomes,

both aspects of knowledge, and parts of skills, including learning motivation, if done with the right and proper procedures (Riwanto & Wulandari, 2018)

Students learning motivation scores obtained the same score of 85.16, and in detail can be seen in the following figure.

Motivasi Belajar Peserta Didik Pada Siklus 2

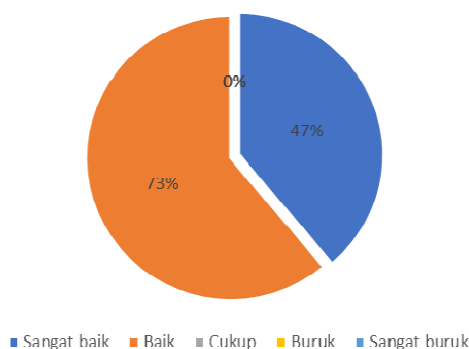


Figure 8. Student Learning Motivation in Sirah Cycle 2 Subject

There was an increase in cycle two after carrying out the reflection results in cycle 1, which had yet to reach the predetermined success indicators. Among the results of cycle 1's reflections is that the teacher clarifies explanations of material and procedures for making

comics, and applications are needed that are more interesting and increase students' learning motivation. The application used in making comics in cycle two switches from conventional to digital.

3) Observation

The third stage in Classroom Action Research is observation. At this stage, the observer observes the implementation of learning carried out by the Sirah subject teacher and observes the learning activities of students during Sirah learning using comic media. The practical aspects are classified into three parts: preliminary activities, core activities, and closing. Observation of teacher learning implementation obtained a score of 91.6 (excellent) and 95.42 (exceptional) students.

4) Reflection

Based on learning observations in cycle 2, there has been an increase in teacher and student activity, motivation, and learning outcomes. The details are as follows: 1) Teacher activity increased from 81.6 to 95.42 (very good) and students from 64.9 (sufficient) to 95.42 (outstanding category); 2) The average value of students' motivation is 85.16 (very good); 3) The average value of knowledge is 89 (very good); 4) The average value of skills is 87.09 (very

good); 5) The average value of knowledge and skills is 88.05 (very good).

Thus, based on the above data, the actions in cycle two are complete, both from the aspect of increasing motivation and the element of learning outcomes that have reached above the 85% success indicator. This is because the teacher suggested improvements in the cycle one reflection. The teacher made many changes, especially in making comics from conventional to digital comics. The use of computers and the Pixtoon application significantly increases student participation in learning and motivation and learning outcomes in both knowledge and skill aspects.

Based on the explanation above, it can be seen that students' learning motivation increased from 66.58 (enough category) to 85.16 (the good type). This shows that applying a scientific approach and comic media can improve learning motivation, as shown in the picture below.

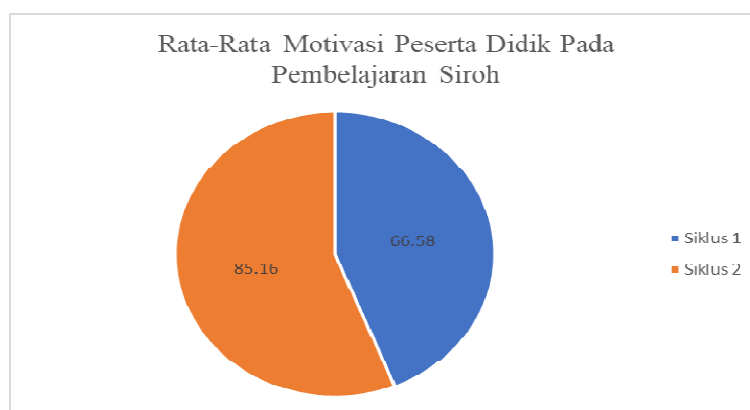


Figure 9. Average Student Motivation in Sirah Learning Cycles 1 and 2

Furthermore, from the aspect of the value of knowledge and skills, there

has been a remarkable increase, as shown in the following figure.

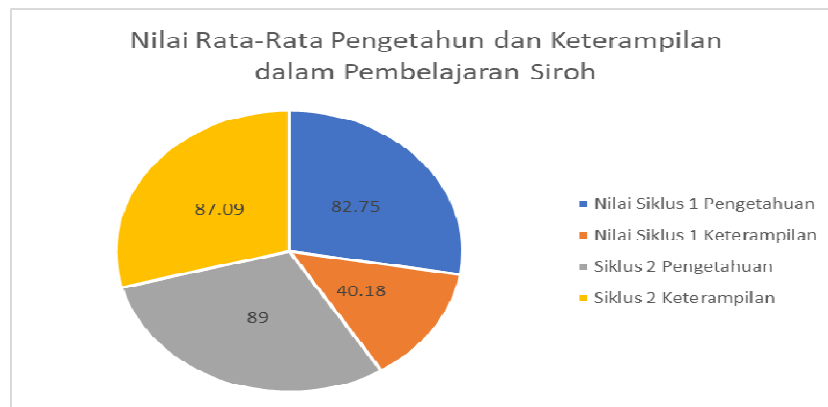


Figure 10. Average Value of Knowledge and Skills Cycle 1 and 2

In cycle 1, the knowledge score was 82.75. This shows that cognitively the students were good, but they still needed to be improved in terms of skills. This is because there are groups of students who cannot finish or have yet to finish making comics which are part of this subject matter project. In addition, they did not get a detailed explanation about making comics, and the class situation could have been more conducive on weekends.

In cycle 2, after improvement, efforts have been made from various aspects, such as teachers working to create digital comics with more detailed explanations and the availability of the Pixtoon application that makes it easier for students to choose the pictures provided on the application. The average value of knowledge increased to 89 (very good), the average value of skills was 87.09 (very good), and the combined average of both was 88 (very good). This shows that the learning is sufficient after the success indicator is achieved in cycle 2. The motivation and learning outcomes of the students have increased and reached a minimum success indicator of 85% after applying a scientific approach and using the digital comic

media production application correctly and accurately (Baso, 2008; Salim, 2014; Rusman, 2016; & Agusvian, Sopian, & Nursyamsiah, 2021).

CONCLUSION

The use of comic media in Sirah learning can increase student motivation and learning outcomes in excellent categories. The details are described as follows: 1). There is an increase in the learning motivation of class VIII students of Ali Bin Abi Talib SMPIT AS Syifa Boarding School in the Sirah subject, and it has achieved an 85% success indicator. Student motivation increased from 64.9 (fair) in cycle 1 to 85.16 (very good) in cycle 2; 2). Students learning outcomes experienced a significant increase, especially in the skills domain, from 40.18 (poor) in cycle 1 to 87.09 (very good) in cycle 2. As for the part of knowledge, it increased from 82.75 (good) to 89 (very good); 3). The above improvements are inseparable from efforts to improve learning activities carried out by teachers and the use of comic media, which can attract interest and motivate students to study Sirah.

Based on the conclusions above, the researcher recommends that: 1). Comic media, especially digital comics,

can be used in learning various subjects, not just Sirah; 2). Schools need to provide a representative computer lab for application-based learning so that it runs more smoothly; 3). Comics created by students that meet manual and digital standards can be compiled and published in print and electronic publications.

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