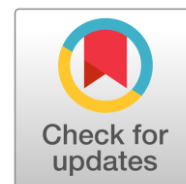


Design of Teaching Materials in the Form of Comics Based on Cooperative Integrated Reading and Composition (CIRC)

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Received, 15 April 2025

Accepted, 18 May 2025

ABSTRACT

Purpose - This research has the following objectives: (1) to respond to problems that occur in the learning of reading and writing skills, (2) to develop the book *Al-Qiro'ah Ar-Rosyidah* in the form of a comic based on CIRC, (3) to determine the level of validation of textbooks in the form of comics based on cooperative integrated reading and composition (CIRC). CIRC itself is a cooperative and integrated learning model that combines two abilities, namely reading and writing skills.

Design/methodology/approach - The research method used is the development research method (R&D) and the Borg and Gall research design which consists of 10 stages of development but is simplified to 4 stages without reducing the quality of development, these stages are potential problems, data collection, product design, product validation. The data collection techniques used are observation, interviews, and distributing questionnaires. While the validators of this teaching material consist of material experts and media experts.

Findings/results - Based on the problems that occur in learning Arabic reading and writing skills where students are not eager to learn because of the lack of innovation in the textbooks used, therefore to answer the problems that occur researchers try to develop good teaching books and can make students eager to learn. Based on the results of the development that has been carried out, the coursebook was successfully developed by integrating interesting comics and in accordance with the CIRC learning model, besides that the results of validation conducted by validators from material experts and media experts show that the teaching materials



are suitable for use. Material expert validators assessed in terms of material coverage and language obtained a score of 92%, while media expert validators 84%.

Originality/value - In this study, it can be concluded that this teaching material is suitable for use at MTsN 1 Palembang as a resource for student learning in the subjects of reading and writing skills. Therefore, it is expected that this teaching material will enhance students' reading and writing skills in Arabic language learning.

Paper type – Research paper

Keywords: Teaching Materials, Comics, CIRC.

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Introduction

Aside from being the language of the Qur'an, Arabic plays an important role in the development of human society (Imron et al., 2023a), Arabic also has a big role to play (Mukmin, Hidayah, & Amelina, 2024) in a formal educational institution that has Islamic characteristics (Irmansyah & Pratiwi, 2021). Arabic is a subject that is used during learning activities, both in the realm of Islamic madrasas and public schools (Irmansyah et al., 2023).

In Arabic language learning, there are four language skills that have been divided up into three categories (Suryati & Nazarmanto, 2022) These skills include; maharah al-istima' or listening skills, maharah al-kalam or speaking skills (Muhammad & Purnama, 2025), maharah al-qiro'ah or reading skills (Ramadhani & Qaaf, 2025), and maharah al-kitabah or writing skills (Nurul Hidayah, 2022). The four parts of the maharah are certainly interrelated and complementary to each other (Wasilah et al., 2024). Maharah kitabah or reading skills is the ability to write which is used to communicate indirectly (Hidayah et al., 2023), and maharah qiro'ah or what can be called reading skills are related to writing skills (Imron, 2020) in (Wasilah et al., 2023), the article by reading can know the meaning of the writing used in communicating indirectly (Utami et al., 2021).

Moreover, Arabic language learning is often considered difficult by students (Hidayah & Muyassaroh, 2023), then educators must find a good and right way (Devi et al., 2024) to create a fun learning atmosphere to improve reading skills (Musthafa & Maymunah, 2021) and students' writing skills (Nurani et al., 2023).

Learning activities can be said to be successful if there is active interaction and communication between students and educators (Hidayah, Mukmin, & Apriyani, 2024). One of the tasks of educators is to be able to make the atmosphere of learning activities run pleasantly (Zuhaida et al., 2025), in that case educators need fun teaching materials as well (Ritonga et al., 2022). As an ideal educator must be able to develop a teaching material (Jumhur & Irmariyadi, 2018) in order to achieve the goals in a learning (Tanjung & Fahmi, 2024).

Based on pre-research conducted by researchers (Purwanti et al., 2022), Students still use teaching materials that are fairly monotonous in terms of media and

material. Researchers focus on the material contained at the point of reading and writing skills in Arabic language learning, where during the learning process at that point students look lethargic and not enthusiastic and have difficulty understanding material that is not supported by adequate media at the point of reading and writing skills.

Therefore, researchers realize the needs of students and try to develop teaching materials to support the learning process in improving students' reading and writing skills in Arabic language learning. Considering what students need, researchers are trying to develop the book of Al-qiro'ah Ar-rosyidah as a teaching material in the form of comics based on cooperative integrated reading and composition (CIRC).

Method

This research aims to produce a textbook developed from the book of Al-qiro'ah Ar-rosyidah in the form of comics and based on cooperative integrated reading and composition. In addition, the research design used in this study is the Borg and Gall (1983: 775) research design in (Mukmin, Hidayah, & Yansyah, 2024). There are 10 Steps of Borg and Gall development research design (Maharani & Muhammad, 2024) However, the researcher simplified it into only 4 steps, namely (1) potential and problems, (2) data collection, (3) product design, (4) product validation.

Data collection techniques in this study are, (1) observation, this observation was conducted at MTsN 1 Palembang class VII.i to review and obtain clear information related to the learning process of reading and writing skills in Arabic language learning (2) interviews, this interview was conducted with Arabic language teachers in class VII which was to obtain information related to methods, media, strategies and evaluations used in the learning process. (3) questionnaire, in this questionnaire sheet the researcher spreads a needs questionnaire to VII.i class students to find out the needs of students related to teaching materials to be developed, namely teaching books in the form of comics based on cooperative integrated reading and composition (CIRC).

To complete the research design steps in product validation, researchers chose two validators who are experts in the fields of media and material. The data obtained from the validation process, both in the form of qualitative data and quantitative data, were analyzed descriptively to improve and refine the final product and use a development research design.

Result and Discussion

It has been found during pre-research, that at MTsN 1 Palembang there are problems such as students still have difficulty in reading sentences in Arabic, and students tend to find it difficult to understand the meaning of the material because the media images are relatively few and passive in textbooks, besides that students also



still have difficulty in writing Arabic sentences. This is motivated by the lack of teacher innovation in developing teaching materials and the method used is the lecture method, thus making students feel bored and passive during the learning process.

Learning reading and writing skills requires effective and good teaching materials (Rinda & Rizal, 2024) so that students can master these skills (Hardiyanti, 2022). Therefore, to produce effective teaching materials, it is necessary to pay attention to the learning needs of students (Muzaki, 2021) and pay attention to the adjustment of objectives in the preparation of teaching materials (Nuraini & Setyowati, 2023). In addition, in compiling and developing (Aziz, 2020) teaching materials, it must have a newer difference compared to existing teaching materials (Imron et al., 2023b) in (Maharani & Muhammad, 2024).

After collecting data and identifying problems, researchers began to develop and design teaching materials in the form of teaching books developed from the book of Al-qiro'ah Ar-rosyidah in the form of comics based on CIRC (cooperative integrated reading and composition). Why should it be in the form of comics?, researchers choose comics as media not without reason, the article itself is an interesting, simple media and of course easily understood by students (Shomad & Rahayu, 2022). In addition, the form of comics in the form of images that are arranged and arranged to contain characters in a story to increase the imagination of the reader (Darmawan et al., 2021), so that it can help learners understand the meaning of the sentences they read in Arabic (Umami et al., 2025).

In addition to using comics as media, researchers use the CIRC approach to support the preparation of directed teaching materials. CIRC or can be called cooperative integrated reading and composition is one type of cooperative learning model which can trigger students to be actively involved and can express themselves in group discussions (Ariyana & Suastika, 2022). Learning with this CIRC model also requires students to be active in reading and writing activities in language arts which can certainly trigger and spur students' understanding (Mulyadin et al., 2021). The CIRC learning model has 6 phases/steps in learning (Lestari et al., 2023), these phases include; (1) orientation phase, (2) organization phase, (3) concept introduction phase, (4) exploration phase, (5) publication phase, (6) reinforcement and reflection phase. With the above statement, researchers are increasingly convinced to develop teaching materials in the form of CIRC-based comics.

The design of teaching materials in the form of CIRC-based comics is designed using websites and applications, to draw comic characters the researcher first sketches in the Ibis PaintX application then the finished sketch is transferred to the Skyreels website to make the comic characters better both in colour gradation and image accuracy on each character, after the comic image has been finished the researcher uses the Canva application to compile the storyline and material.

The design of teaching materials in the form of CIRC-based comics begins by displaying the main cover with a landscape background with identical writing in green

and white, after which the next page contains an introduction, namely there is a guide to the use of coursebooks prepared according to the steps of the theoretical basis previously mentioned, then after the coursebook guide there is a table of contents of the book which contains the page number of each title of both chapters and sub-chapters. The following below is a detailed picture showing the above statement.

Figure 1. Teaching Materials Cover Design



Figure 2. Teaching Materials Guide Design



Figure 3. Teaching Materials Table of Contents Design



Furthermore, researchers design chapter covers on each material, this chapter cover has a look that is not far from the main cover, on this chapter cover there is an animation that describes the title of each chapter. After that the researcher will compile and design the content of teaching materials in accordance with the theoretical basis steps previously mentioned. Here are some steps for preparing teaching materials, among others, namely:

The first step is Orientation. In this step, students listen to the teacher's explanation regarding learning objectives, therefore the researcher compiles learning objectives by adjusting KI, KD & learning indicators. At this stage students can know and understand the learning objectives that will be carried out. The following below is a detailed picture that shows the above statement.

Figure 4. Teaching Materials Chapter Cover Design



Figure 5. Teaching Materials Learning Objectives Design





The second step is Organization. In this step the teacher forms students into groups of 4 people or heterogeneously. Therefore, the researcher compiles a learning material design that contains commands on page 3 of the sub-chapter A (أ) section in the teaching material so that students better understand the course of the learning process. At this stage, learners are able to think more broadly and can share thoughts between groupmates.

The third step is concept introduction. In this step the teacher provides material that will be discussed during the learning process. Researchers compile material with comic media containing an organized conversation, the comic material is listed on page 3 after sub chapter A (أ) under the title conversation. At this stage, students begin to be able to give an overview related to the material provided and begin to think critically.

The fourth step is Exploration and Application. In this step, learners work together in reading the conversation material according to the instructions listed in the sub-chapter points A (أ) and B (ب) then find the main idea through reading skills questions listed in point C (ج) while in writing skills listed in the sub-chapter points A (أ) and B (ب). At this stage students begin to understand the material and can formulate questions with cooperation and interaction that triggers the enthusiasm of students.

The fifth step is Publication. In this step, students present the results of the group in working on tasks in the textbook material, this is done after students have finished discussing and getting the main idea sought through the questions specified in the teaching material. At this stage, learners are brave and confident in presenting by showing the ability to read and write the results of discussions in Arabic.

Figure 6. Teaching Materials Design



Figure 5. Teaching Materials Evaluation Design



From the description above, it can be understood that the purpose of the design of this teaching material is to develop students' reading and writing skills in Arabic language learning, besides that by applying the theoretical basis of the CIRC learning model and comic media can spur students' enthusiasm in the learning process and

trigger students to be able to think critically in understanding the material being taught. After completing the preparation of teaching materials in the form of CIRC-based comics, researchers conducted validation related to materials and media on teaching materials that had been developed.

The validation of this material expert was carried out by Mr. Nazarmanto, Lc., M.Pd.I. and the following validation results can be seen through the table below:

Table 1. Material Expert Validation Results (Material Aspects)

Indicators	Rating Scale					Total Value
	1	2	3	4	5	
Material is easy to understand				✓		4
The correctness of the content of the material presented					✓	5
The suitability of the questions with the material				✓		4
The suitability of images or charts on the material				✓		4
The suitability of the material to the conditions of the students					✓	5
Clarity of material description					✓	5
Variety of question forms				✓		4
Consistency of presentation					✓	5
The use of appropriate language in explaining material					✓	5
Learning activities can motivate students.					✓	5
				16	30	46

Explanation:

1. Very poor
2. Less good
3. Quite good
4. Good
5. Very good

From the previous table, researchers know that the results of product validation in the part of the learning material / content that will be used in the learning process get a score of "Good" in terms of the content of the material that is easy to understand, the material matches the daily activities of students, application and evaluation questions. The results obtained are "very good / very valid" in terms of language, sentences and vocabulary. To find the percentage of the results of the previous questionnaire, the researcher used the following formula:

$$NP = \frac{\text{Score obtained}}{\text{Highest score}} \times 100$$



NP = Nilai Pakar (Expert value)

$$NP = \frac{46}{50} \times 100 = 92\%$$

From the previous results, researchers know that the assessment of material experts for CIRC-based comic textbook material obtained a result of 92% with a very good score and is feasible to use with revision. Researchers get criticism and suggestions to make revisions in terms of material to produce good and more effective teaching books.

Table 2. Products Revision of Material Aspects

Validator	Errors	Revision
Nazarmanto, Lc., M.Pd.I.	1. Correct the wrong harokat in the material	Correct the <i>harokat</i> on some of the wrong words in the CIRC-based comic textbook material.
	2. Use the correct vocabulary according to the Arabic dictionary.	Correct the wrong vocabulary according to the Arabic dictionary on the CIRC-based comic book material.

Furthermore, the media expert validation was carried out by Mr. Irmansyah, M.Pd.I., the following validation results can be seen from the table below.

Table 3. Media Expert Validation Results

Indicators	Rating Scale					Total Value
	1	2	3	4	5	
Comic animation design					✓	5
Selection of comic themes in textbooks and materials				✓		4
Color selection of images and writings				✓		4
Clarity of material in comics				✓		4
Appropriate font size				✓		4
Type of writing used is appropriate				✓		4
Display and placement of comic images					✓	5
Layout				✓		4
Composition and combination of colors				✓		4
Suitability of comic design with material				✓		4
				32	10	42

Explanation:

1. Very poor
2. Less good
3. Quite good
4. Good
5. Very good

From the previous table, researchers know that the results of product validation in the media section that will be used in the learning process get a score of “Good” in terms of comic animation images that are easy to understand, animated images in accordance with the material, application and evaluation questions. The results obtained are “very good / very valid” in terms of image colour, layout and harmony. To find the percentage of the results of the previous questionnaire, researchers used the following formula:

$$NP = \frac{\text{Score obtained}}{\text{Highest score}} \times 100$$

NP = Nilai Pakar (Expert value)

$$NP = \frac{42}{50} \times 100 = 84\%$$

From the previous results, researchers know that the assessment of media experts on teaching books in the form of CIRC-based comics obtained a result of 84% with a very good / very valid value and is suitable for use with revision. Researchers get criticism and suggestions to make revisions in terms of media to produce good, varied and more effective teaching books.

Table 4. Media Aspect Product Revision

Validator	Errors	Revision
Irmansyah, M.Pd.I.	1. Improve the main cover that illustrates the comic-shaped coursebook	Improving the main cover by adding comic characters according to the material in the textbook
	2. Enrich the animation / add more animation on empty pages	Adding comic animation to each empty page
	3. Adjust the animation to the learners	Adjusting animation according to students
	4. Adjust the animation to the storyline	Adjusting comic animation to the storyline

Based on the results of the validation of material and media experts, the design of teaching materials developed is suitable for use in the learning process to improve students' reading and writing skills. This is supported by the statement of Hamzah(2007) in (Wahyudi, 2022) that teaching materials that are effective and suitable for use must have cognitive, complete, and quality accuracy. In addition, effective



teaching materials must also be able to provide maximum learning experience with the conditions; (relevance) where the material presented is in accordance with the needs of students, (clarity and simplicity) using language that is easy to understand, (interesting) can attract students' attention from a visual perspective in the form of images and ways of delivery, (interactive) actively involves students, clear learning objectives, contextual and has an evaluation in order to measure student understanding (Kosim et al., 2025).

Conclusion

From the above it can be concluded that: 1) The product developed is teaching material in the form of comics based on cooperative integrated reading and composition (CIRC). 2) Teaching materials in the form of CIRC-based comics are suitable for use in students at MTsN 1 Palembang, characterized by a presentation of the feasibility of material experts at 92% and media experts at 84%. 3) Teaching materials in the form of CIRC-based comics can be used in improving Maharoh qiro'ah and Maharoh kitabah of students.

As for the researcher's suggestions for further researchers, namely; it is advisable to add themes that are more relevant and can attract higher student interest, besides that it is advisable for further researchers to test the use of this coursebook at various levels of education not only at MTsN 1 Palembang to provide a more comprehensive picture of the effectiveness of using coursebooks.

Implication

The development of teaching material design in the form of comics based on cooperative integrated reading and composition (CIRC) shows that the product results in the form of teaching books can be used for the learning process to improve students' reading and writing skills.

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