



**Development of ICIMAI (*Islam Cinta Damai*) Comics to Improve
Elementary School Students' Tolerance Character**

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Abstract

The concept of Bhinneka Tunggal Ika exemplifies the diversity of Indonesia while emphasizing its ability to harmoniously unite these differences. However, today conflicts often arise in society caused by differences. The inculcation of multiculturalism in education in schools is thus essential, especially regarding the character of tolerance. Therefore, Research and Development (R&D) research was carried out with the ADDIE development model, which aims to develop and produce ICIMAI comics

that link examples of intolerant everyday practices with Islamic values, expected to help improve the tolerance character of students. The development involved media experts, material experts, practitioners, or teachers who evaluated the product. In addition, product tests were also conducted on a limited scale and in the field, each of which involved elementary school students. The results revealed that experts and practitioners declared that the product is in the "Very Good" category, so it is feasible and valid. Students on the limited scale test gave a positive response. The tolerance character of students also experienced an increase, as indicated by a significant increase in tolerance scores after the intervention using ICIMAI comics.

Keywords: Comics, character, elementary school students, tolerance

A. Introduction

Since Indonesia has diverse religious adherents, conflicts that often arise in society are partly caused by differences in attitudes toward beliefs and religious groups (Hariyadi et al., 2023; Mackey & Dolven, 2018). A survey conducted by the Indonesian Survey Institute in 2016 revealed that 27.8% of Indonesians were classified as very intolerant, and 13.7% were intolerant (LSI, 2016), and this number continues to fluctuate until 2023, with the highest increase in 2019 (LSI, 2022). This conflict denotes that the attitude of tolerance toward religion has not been implemented properly (Suryan, 2017), even by teachers in Indonesia who should be examples in society (Sirry, 2024).

Education has, in fact, a crucial role in anticipating the growing development of intolerance. One of the efforts is through multicultural education for students (Ainna et al., 2019). Among the things that can be done are through holding seminars, public discussions, socialization, and others. Students may easily accept these various methods at the tertiary level (Abdulkarim et al., 2020; Masrukhin et al., 2017) as well as middle school (Mustakim et al., 2021; Sufanti et al., 2021) because the ability to think has reached a high level of thinking. Unlike the case with elementary school students, this will not be easy to understand because their thinking skills have only reached the ability to understand factual knowledge about things they see around school and where they live (Anggito et al., 2022; Endaryanto & Harumurti, 2014; Schunk, 2012).

Even so, instilling tolerance is essential from an early age, either from the elementary level or even before the child enters school (Suradi et al., 2022), with the hope that it can foster moderate traits that can prevent radicalism in the future (Yuliana

et al., 2022). In addition, inculcating tolerance in children in social life will foster a sense of compassion, peace, love, and a spirit of Unity in Diversity (Tisnawati, 2019). It needs to be habituated and practiced because as Sunarti and Sari (2021) reported, the tolerance attitude of students in elementary schools remains in the low category. Starting tolerance education early is essential, and school is a significant environment for shaping learning experiences and developing tolerance ideas (Dursun-Bilgin et al., 2018).

So that the values of tolerance as taught in Islam can be internalized and quickly accepted, especially for elementary school students, this research offers a comic product called the ICIMAI (*Islam Cinta Damai*/Islam Loves Peace) comic. This comic is intended for elementary school children as a means of instilling the value of tolerance in students, bearing in mind the importance of tolerance in creating a religious life that is harmonious, safe, and far from conflict.

The function of comics is to facilitate learning by conveying several information messages with visual aspects that can be influential, impressive, and easy to remember (McCloud, 1994). An image in a comic can increase attention, understanding, memory, and adherence to information and instructions given (Houts et al., 2006). In its implementation, comics are liked, easy to read, and provide vital information for children, so they are suitable for children aged 4-18 years (Hanson et al., 2017).

Many studies have been conducted on the effectiveness of using comics as a learning medium. It increases understanding, knowledge insight, problem-solving, motivation, and learning outcomes. For example, in the fields of mathematics (Fadillah, 2018; Febriyandani & Kowiyah, 2021; Nugraheni, 2017; Putra & Milenia, 2021; Subroto et al., 2020) and physics (Lesmono et al., 2021), comics can foster students' interest in reading (Handayani & Koeswanti, 2020), as well as providing teaching on values about solving a problem (Rozkosz & Wiorogórska, 2016).

In Islamic education, comics are also used to enhance and facilitate the learning process, such as using comics in learning Islamic Religious Education (Pratama, 2018; Triasih, 2022). Comics are also included in the hadith learning process, so it is quite helpful in making hadith learning more easy (Tresnawati et al., 2016). As for the use of comics as a medium for the education of tolerance values in school, Negoro (2022) and Suwastini et al. (2022) have utilized comics to raise cultural values and social and local wisdom.

Developing comic products containing learning about tolerance has also been done before. Anggito and Sartono (2022) developed educational comics to instill an attitude of tolerance in students. The difference with the current research lies in the different products developed. In addition, their study only raised general issues unrelated to Islamic aspects. Susanti and Wibawa (2022) have also sought to instill a character of tolerance in students, but the difference is that their research only focused on issues related to socio-cultural diversity. Moreover, Krisna et al. (2020) also sought to improve the morality of elementary school students. However, the focus of the research was not only on the mere character of tolerance but also on various other characteristics such as honesty, responsibility, and discipline.

Based on the research that has been conducted, none has specifically made or studied comics with the theme of tolerance, which contains discussions related to various issues of tolerance that occur in today's modern society. As such, development was carried out to focus on increasing the tolerance character of students by integrating the discussion material with Islamic values. Therefore, this research was conducted to develop and produce ICIMAI comics linking examples of intolerant everyday practices with Islamic values. Through the ICIMAI comic, the tolerance character of students is expected to improve.

B. Method

Types of Research

This research is research and development in the field of education, which is a type of research that produces products for educational purposes. However, this research only reached the product trial stage, not the production and distribution stage. This study employed the ADDIE development model: Analysis, Design, Development, Implementation, and Evaluation (Aldoobie, 2015).

Research Procedure

The procedure for making ICIMAI comics consisted of several stages (Aldoobie, 2015) as follows.

1. Analysis Phase

Things that were analyzed before making a product were in the form of problem analysis, analysis of student characteristics, and instructional analysis. Problem analysis was carried out by looking at the latest phenomena regarding the growing

development of intolerance so that the view is that tolerance must be instilled in children from an early age. The second analysis was an analysis of student characteristics, which was performed by knowing in advance the stages of cognitive development of elementary school students. The third analysis was instructional, describing the concepts of tolerance in Islam in materials appropriate to the child's developmental stage.

2. Design Stage

After getting the analysis results, the next step was to plan and design the product, including compiling comic scripts and planning for design. Comics were then created using an image processing application, Corel Draw X7. After it had been developed, an independent review was carried out to ensure that all content and product design complied with the content and design standards for making good learning media products.

3. Development Stage

After obtaining maximum results, the product was assessed by experts and practitioners. There were two experts—one material expert and one media expert—and two practitioners, namely one teacher from a public elementary school and one from an Islamic elementary school. Experts and practitioners provided input for product improvement to maximize the product. The inputs were then used as a basis for improving the product. According to experts and practitioners, improvements were made in several reviews and revisions so that a valid and feasible product was obtained.

4. Implementation Stage

This stage was carried out through limited- and field-scale trials. First, after the product had been declared feasible by the expert, the product was tested on a limited scale at MIN 5 Sragen by taking a random sample of 25 students. Students provided responses and input on the developed products. Based on the responses and input from students, product improvements were made again so that product quality could be further improved.

Second, after the product was improved based on students' responses and input, the product was tested on a field scale. This test applied the product through quasi-experimental research using two different samples. The experimental class's first

sample received intervention using ICIMAI comics. In contrast, the second sample, the control class, received classical tolerance learning through lectures by the teacher. Before the intervention was conducted, the tolerance character of students was measured first. Likewise, after the intervention, the tolerance character of students was re-measured. The measurement results before and after the intervention were then compared in the first and second samples. This comparison determined the differences in students' tolerance scores before and after the intervention. The first sample and the second sample could also be compared to the tolerance character scores so that the effectiveness of ICIMAI comic products in influencing the tolerance character of students could be seen.

5. Evaluation Stage

This stage was performed in two ways: summative and formative evaluation. Summative evaluation was carried out at the end of the research implementation, while formative evaluation was conducted at the end of each stage of development. The summative evaluation aimed to evaluate the entire development process and the final results obtained from the development. It could be seen from the final results of the implementation in the form of an increase in the students' tolerance character score. If there is a significant increase, the final development process and results have been completed. Meanwhile, if it has not been able to improve the tolerance character of students as a result, repairs and retesting of the product must be carried out so that a more viable and valid product is obtained.

Data Type

The type of data used in this study is qualitative data in the form of comic quality category values. The data were then converted into quantitative data, wherein the expert and practitioner questionnaire, the qualitative data "very good" was changed to number 4, "good" was changed to number 3, "not good" was changed to number 2, and "very bad" was changed becomes number 1. Meanwhile, for student responses, the qualitative data "yes" was changed to 1 for positive statements and 0 for negative statements, and the answer "no" was changed to 0 for positive statements and 1 for negative statements (Creswell, 2014).

Data Collection Instruments

This study used an instrument in the form of a comic-quality questionnaire. The questionnaire was reviewed from various aspects, depending on the research subject. The material expert questionnaire consisted of writing, implementation, language, truth, depth, and breadth of concepts aspects. The media expert questionnaire included comic anatomy, image quality, and overall appearance. Aspects of the teacher's subject encompassed a combination of aspects from media experts and material experts. In comparison, aspects of the student response questionnaire were aspects of writing, concept clarity, language, cartoon anatomy, overall appearance, and instilling tolerance values. The aspects of each subject are valid because they were developed based on the 2014 Textbook Assessment Instrument issued by the National Education Standards Agency, Arafik (2021) and Murti (2020), which experts have validated.

Data Analysis Technique

The steps in data analysis (Wilkinson, D., & Birmingham, 2003) are as follows:

1. The scores from experts and elementary school teachers in the form of scores were added up according to Table 1.

Table 1. Scoring Rules

| Category | Score |
|---------------|-------|
| Very good | 1 |
| Good | 2 |
| Not good | 3 |
| Very Not Good | 4 |

2. After the data were collected, the average score for each aspect of the criteria assessed was then calculated by the following formula :

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

With:

| | | | |
|-----------|-----------------|---|------------------------|
| \bar{X} | = Average score | n | = Number of appraisers |
| $\sum x$ | = Total score | N | = Number of statements |

Changing the average score obtained into a qualitative value follows the classification of ideal assessment categories based on interval distances, as detailed in Table 2.

Table 2. Classification of Ideal Rating Categories

| Average Score | Category |
|----------------------|---------------|
| $4 \geq X \geq 3.25$ | Very good |
| $3.25 > X \geq 2.5$ | Good |
| $2.5 > X \geq 1.75$ | Not good |
| $1 \leq X \leq 0.75$ | Very Not Good |

3. The percentage of ideal judgments was calculated. After the data were collected, they were then analyzed by calculating the percentage of the assessment, which is written mathematically as follows:

$$\text{Percentage rate rating} = \frac{\text{Obtained Score}}{\text{Overall Score}} \times 100\%$$

The results of this percentage were used to determine the percentage level of the assessment category obtained from material experts, media experts, peer reviewers, and elementary school teachers. If the results obtained are in the category of "Very Good" or "Good," the product in the form of comics can be used as a medium for instilling the value of tolerance in children. Otherwise, it is necessary to revise it so that the product becomes of higher quality and is suitable for use. Furthermore, students' questionnaire sheets were analyzed to determine students' responses to comic media. The answers to this questionnaire used the Guttman scale in the form of dichotomous ratio data, containing two alternative answers, namely "Yes" or "No." Classification of student response categories based on their intervals is presented in Table 3.

Table 3. Classification of Student Response Categories

| Average Score | Category |
|----------------------|---------------|
| $0.75 \geq X \geq 1$ | Very good |
| $0.5 > X \geq 0.75$ | Good |
| $0.25 > X \geq 0.5$ | Not good |
| $0 \leq X \leq 0.25$ | Very Not Good |

The data analysis technique employed percentages like the Likert scale proposed by Sugiyono (Sugiyono, 2012).

$$NP = \frac{R}{SM}$$

With:

NP= The value of the emergence of student activity

R = The score obtained

SM = The maximum score of the expected aspects

If the analysis results show "Very Good" or "Good" results, comics can be used to instill tolerance. Conversely, the product must be revised again to meet feasibility as a medium for instilling tolerance in elementary school students.

C. Results and Discussion

1. ICIMAI Comic Product Development Results

ICIMAI comic products consist of several parts, from the cover to the core of the comic, in the form of story lessons. The comic cover reads "Islam Loves Peace," which motivates students to love peace, one of which is through religious tolerance. The table of contents contains the comic sections along with the page markers. The character introduction contains pictures and names of characters, namely Zein, Ms. Zein, and Ustadz Somat. There are 4 (four) sub-materials, namely each about "Allah our Lord," which explains that the Lord of Muslims is Allah SWT and must always submit to and obey Him, "Religious Diversity is like a Rainbow," which explains the diversity of religions that beautiful as the beauty of a rainbow, "Maintaining the Beauty of Difference," which explains ways to maintain harmony amid religious diversity, "Islam Loves Peace," which explains the consequences if there is no tolerance and heaven's reward for those who practice tolerance, as well as "Story Wisdom," which contains lessons that can be learned from the stories that have been presented before on Figure 1.



Figure 1. Contents and Appearance of Comics

Teacher and Practitioner Assessment Results

Expert and practitioner assessments were carried out using expert and practitioner questionnaires comprising various assessment aspects tailored to each assessor's expertise. The assessment was performed several times. The first assessment showed unfavorable results, so repeated improvements were made to the product so that the product was declared feasible and valid by experts and practitioners. The final assessment results from media and material experts are shown in Table 4 below.

Table 4. Media and Material Experts Assessment Results

| Aspect Expert | Assessment | Σ All Assessment Criteria | Average | Percentage of Ideal Score |
|------------------|--------------------|----------------------------------|---------|---------------------------|
| Media | Comic Anatomy | 16 | 4 | 100% |
| | Image Quality | 11 | 3.7 | 91.7% |
| | Overall View | 18 | 3.6 | 90% |
| | Average | 15 | 3.8 | 94% |
| Theory/Materials | Aspects of Writing | 6 | 3 | 100% |
| | Concept Truth | 11 | 3.7 | 91.7% |
| | Concept Depth | 8 | 4 | 100% |
| | Breadth of Concept | 10 | 3.3 | 83.3% |
| | Execution language | 8 | 4 | 100% |
| | | Average | 21 | 3.5 |
| | Average | 10.7 | 3.6 | 94% |

Apart from being assessed by experts, the products developed in this study were also assessed by practitioners or teachers. Assessment by practitioners must be carried out because practitioners will later use the developed product. The assessment was conducted using a questionnaire whose assessment aspects were a combination of aspects from media experts and material experts. The final assessment of the teacher is displayed in Table 5 below.

Table 5. Teacher Assessment Results

| Assessment Aspects | Σ All Assessment Criteria | Average | Percentage of Ideal Score |
|--------------------|----------------------------------|---------|---------------------------|
| Writing | 14 | 3.5 | 87.5% |
| Concept truth | 22 | 3.7 | 91.7% |
| Concept depth | 14 | 3.5 | 100% |
| Concept breadth | 22 | 3.7 | 91.7% |
| Execution | 12 | 3 | 75% |
| Language | 37 | 3.1 | 77.1% |
| Comic anatomy | 26 | 3.3 | 81.2% |
| Image quality | 20 | 3.3 | 83.3% |
| Overall view | 32 | 3.2 | 80% |
| Average | 22.1 | 3.4 | 85.3% |

In addition to providing an assessment, the teacher provided input so that the developed comics were getting better. The teacher found several sentences quite difficult for elementary school-aged children to understand. Therefore, the teacher recommended replacing the sentence with more straightforward language so that students could more easily understand the meaning of the sentence.

Limited Scale Trial Results

Experts and practitioners conducted limited trials after the product was declared valid and feasible. A limited trial was conducted on 25 randomly selected students of Madrasah Ibtidaiyah Negeri (MIN) 5 Sragen and 25 randomly selected students of Kedungodowo Elementary School. The steps taken by the researchers were to give comics to students to observe and read. When finished, the researchers gave a questionnaire called "Student Response" to get responses. The final results of student responses are presented in Table 6.

Table 6. Student Responses to Limited Trials Results

| Response Aspect | Σ All Assessment Criteria | Average | Percentage of Ideal Score |
|---------------------------|----------------------------------|---------|---------------------------|
| Writing | 10 | 1 | 100% |
| Concept clarity | 10 | 1 | 100% |
| Language | 9.5 | 0.95 | 95% |
| Cartoon anatomy | 10 | 1 | 100% |
| Full view | 10 | 1 | 100% |
| Planting tolerance values | 10 | 1 | 100% |
| Average | 9.92 | 0.99 | 99% |

Students generally stated that the comics developed were very good, from comic content to comic design. Based on the results of interviews with several randomly selected students, it can be revealed that students easily understood the content of comics, and it also has various lessons that can be learned and implemented in everyday life. Even so, some students found misspelled words, so students pointed out or asked about the damage to the comic.

Results of Wide-Scale Trials

After a limited trial showed that students responded positively, a test was carried out on a large scale by implementing ICIMAI products in learning. This trial employed two research samples; where the first research sample was the experiment's target by getting intervention in the form of ICIMAI comic implementation. Meanwhile, the second research sample received intervention following the usual classroom learning situation, namely, getting lectures from the teacher regarding tolerance. In order to know the results of the intervention using ICIMAI comics before and after the intervention, measurements of the students' tolerance of characters were carried out. The results of the intervention, along with the previous and post-measurements of the character of student tolerance, can be depicted in Figure 2 below.

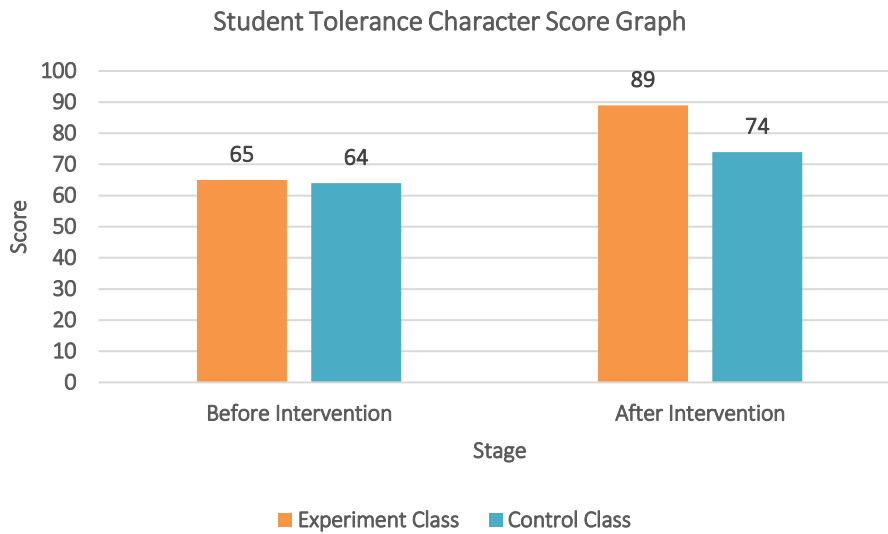


Figure 2. Graph of Student Tolerance Character Scores in Experimental and Control Samples Before and After the Intervention

Figure 2 illustrates that the average student tolerance score was almost the same before the intervention was carried out in both classes. Nevertheless, different results were obtained after different interventions where the experimental class exhibited a higher score. The experimental class experienced a more significant increase in tolerance character than the control class, where the increase in each class was 24 and 10. It implies that there was a difference in the increase in scores 14. This increase in score indicates that the intervention using ICIMAI comics gives better results on the character of student tolerance compared to only using lectures by the teacher.

2. Discussion

Based on the results previously described, it is known that the results of the assessment of experts and practitioners all showed "Very Good" results. The average results of the media and material experts' assessment were all above a score of 3.25, with an ideal percentage of 94%. These results are also supported by the assessment of school practitioners or teachers, which also demonstrated an average score of more than 3.25 with an ideal percentage of 85.3%. Referring to Tables 4 and 5, it can be seen that the assessment of experts and practitioners was in the "Very Feasible" category. The final assessment indicated that ICIMAI's comic products are appropriate for elementary school students to use as a medium for instilling tolerance values. The

ICIMAI comic also received a "Very Good" response from students of Madrasah Ibtidaiyah (MI). According to the assessment of students, all aspects assessed were in the "Very good" category. This assessment also indicates that ICIMAI comics, a medium for instilling tolerance, are fascinating and liked by elementary school students. As has been done by Ikashaum (2019), Juhadi et al. (2021), and Rachman et al. (2019), a product that has been declared valid and feasible by experts and practitioners can be applied to students to see student responses on a limited scale.

After knowing that students respond well to the learning products developed on a limited scale, they could proceed to large-scale tests (Ikeda et al., 2021; Wibowo et al., 2022). The purpose of testing on a broad scale is to determine the effect of the product being developed on various problems encountered. This study identified the problem as the importance of tolerance in religious life, but Indonesia found various intolerant practices. The results revealed that ICIMAI comic products could increase students' tolerance of characters, as indicated by a more significant increase in tolerance character scores in the experimental class that was intervened using ICIMAI comics. These results align with research by Anggito et al. (2022), stating that comics discussing multiculturalism could improve elementary school students' character. These results are also supported by Anggito and Sartono (2022) and Susanti and Wibawa (2022), who asserted that the use of comics can be an effective medium for instilling a character of tolerance in students by bringing up the issue of diversity in social life.

According to the final input provided by experts, practitioners, and students, the advantages and disadvantages of ICIMAI comics can be identified. There are three advantages of ICIMAI comics, where the first is using pictures and colorful speech balloons that interest students in reading and learning. The second advantage is using direct examples in everyday life, which makes it easier for students to understand tolerance in Islam. The third advantage is that it is an effective and efficient medium for planting tolerance, as it saves time and costs. In addition to having advantages, the developed ICIMAI comic also has disadvantages: there are still some wrong words in the writing of words, such as the word "mereka," which is written "merek" for the missing letter "a." Deficiencies in development are natural, and further research is tasked with perfecting it (Atmaja et al., 2021; Gall et al., 2003).

D. Conclusion

Based on this discussion, it can be concluded that this research has produced a product in the form of a comic called ICIMAI (Islam Cinta Damai/Islam Loves Peace). The comic integrates learning about tolerance found in everyday life with Islamic values. The product has been declared valid and feasible by experts and practitioners and has received a good response from students. After being tested on a field scale, the product significantly increased students' tolerance, as indicated by an increase in scores before and after the intervention. The implementation of ICIMAI comics can significantly increase the tolerance character of students compared to only giving lectures related to tolerance, as evidenced by the difference in the increase.

E. Recommendation

Limitations in this study's development are the limited material scope and the limited level of education that can use this ICIMAI comic. Therefore, further research can be recommended to broaden and deepen discussions related to tolerance so that students can understand tolerance material more comprehensively, which can improve the tolerance character of elementary school students. Apart from that, further research can also develop ICIMAI comics at other levels of education, such as the early childhood education, junior high school, and senior high school levels.

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