Thematic-Integrative Comic:

Implementation of PQ4R Narrative Structure Using Islamic Approach

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Abstract—**In this study examines how to develop new learning media from printed textbooks to education comics using PQ4R methods in early production steps that implementation of the narrative structure thematic-integrative learning using Islamic approach. The methodology of this research is qualitative descriptive. Collecting data using triangualation data (observation, interview, and documentation). Data analyze using data reduction, data display, drawing conclusion and verification. Data sources are 3 teachers of 3rd grade from different elementary schools and 1 expert from Malang comic creator community. The result of this study shows that the narrative structure implemented based on a linear plot, which the problem, goals, and value of story raises from Islamic value and thematic-integrative learning as challenges in the middle of the story to achieve the goals. In conclusion, all the materials in the printed textbook could be developed into linear narrative structure comic using PQ4R method.**

Keywords: narrative structure, thematic integrative, comic, elementary schools, PQ4R, Islamic

I. INTRODUCTION

Thematic-integrative learning is a learning activity which integrates multiple subjects into a particular theme that explains in the learning process (attitudes, skills, and knowledges) and the meaning of related concpets [1]. Thematic-integrative learning delivered to students by printed textbooks learning media. The students of 3rd grades elementary schools are children. Comics could excited the children to reading and learning, also knowledge and confidence. Comics could teach more than reading but expanded the serious issues to be presented in a format that students like [2].

In the previous research on the development of printed textbooks into comics previously showed that the ability of Indonesian language literacy in 3rd grade elementary school students in reading and writing has been successfully carried out and has a significant impact on student learning outcomes [3]. And some researchs combining the development of educational comics using PQ4R method to impelement the comics in the classroom [4,5]. The gap of the researchs shows in the explanation of comics production stages did not clearly presented and the comics as learning media presented at Read learning stages only in PQ4R method. So in this research examines the development of printed textbooks into educational comics in early production stages which arrangged

narratives structure by using all learning stages in PQ4R method.

The creation of a narrative story has an important role in explaining information to the reader, because if the narrative story is intended to educate, then the narrative story must be able to explain the educational purpose to the reader as clearly as possible [6]. Considering the learning objectives in accordance with UU RI No. 20 of 2003 on National Education System that "Education is a conscious and planned effort to create a learning atmosphere and process so the students actively develop their potential to have spiritual power religion, self-control, personality, intelligence, noble character, and skills needed by himself, society, nation and state" [7], then educational comic narrative story should be put the religious spiritual values inside. According to the survey of The Pew Forum on Religion and Public Life, Islam is the majority religion of Indonesia, up to 87.2% of the total population, even the largest in the world [8]. Islam is a factual religion that provides many norms or rules about life. The acculturation process of local culture and Islam makes Islamic values being a society role model then Islam is not only a religion but also an Indonesian culture [9].

Based on the problems that have been described above, this research examines how to implement narrative structure of PQ4R thematic-integrative comic education using Islamic approach. The results of this research expect to support the next thematic-integrative printed textbooks development become a comic learning media, especially in early comic production stages which arrangge narrative structure to integrate multiple subjects into a single narrative story in the same theme.

II. METHODOLOGY

The methodology of this research using qualitative descriptive research. The focus of this research on K13 thematic-integrative printed textbooks for 3rd grade elementary schools theme 1 "Growth and Cycle of Living Things" especially discuss about integration of Bahasa Indonesia and Mathematics subject. The participants of this research are 3 teachers of 3rd grade elementary school from different schools (SDN Tlogowaru 1, SDN Tlogowaru 2, and SD Islam Nurul Muttaqin Al Barokah) and also 1 expert media from Malang comic creator community.

A. Data Collection

Data collection techniques using data triangulation, includes observations, interviews, and documentation can be described as follows:

1) Observation: This research uses moderate participation observation. Moderate participation observation is balance observation which take place the researcher being an outsider and insider, so when collected the data, researcher participates in some activities but not all activities. In this research, observations were held during the teacher made up learning process in the class.

2) Interview: In this research using semi-standard interviews. Semi-standard interview is one type of in-depth interview category which held more freely than structured interviews. In this interview, the interviewer arranges an outlines of the conversation, but during the interview interviewer asks questions freely, the outline of main questions do not have to be asked sequentially and the sentences does not have to be rigid but can be modified according to the situation when the interview held. In this research, interviews were conducted using interview outline about the strategies that the teacher has tried through narration to be able to attract students' involvement and understanding in learning.

3) Documentation: The documentation in this research aims to strengthen data on the development of thematic-integrative printed textbooks become educational comic narrative structure.

B. Data Analysis

Data analysis uses descriptive analytic method, which describes the data collection into words. Data derived from observation notes, interviews, and documents that are described the clarity of reality.

Data analysis in qualitative research was held since before entering the field, while in the field, and after completion in the field. Miles and Huberman suggest that the activities in qualitative analysis are: data reduction, data display, and drawing conclusion or verification [10]. Data validity uses data triangulation to test data credibility. Data triangulation is a validity checking technique that uses something else outside the data for checking purposes or as comparative data for research data taken [11]. Triangulation of this research uses the methods and data sources. Triangulation method is using different data collection at the same data source to test its stability. This carried out by comparing observational data with interview data and documentation data. Whereas triangulation data sources is using the same method at different sources. This carried out by using interview and observation methods on different research subjects including 3 teachers of 3rd grade from different elementary schools and 1 expert media from Malang comic creator community.

III. RESULTS AND DISCUSSION

This research was held at SDN 1 Tlogowaru, SDN 2 Tlogowaru and SD Islam Nurul Muttaqin Al Barokah located in the area of Tlogowaru Kedungkandang, Malang. Qualitative data analysis includes data reduction, data display, conclusion drawing and verification [12]. The results section of this research described as follows.

A. Data Reduction

Data reduction is the process of selecting main concepts, focusing on important concepts that fit the research objectives, determining themes and structure and eliminating unnecessary data. At this stage, data from observations, interviews, and documentation are sorted to be focus on the research objectives. Sorting data is described as follows.

1) Classification of learning activities: Data of learning activities classification is taken from observation and documentation data. In the printed textbooks of thematic-integrative learning has multiple subject integrates, there are Bahasa Indonesia (indonesian languange), Mathematics, PJOK (sport), PPKn (nationality), and SBdP (arts). Learning material consists of 4 sub-themes, each sub-theme consists of 6 learning steps. Learning activities consist of 12 type, including: Introduction, Let's Tell a Story, Let's Discuss, Let's Create, Let's Practice, Let's Sing, Let's Dance, Let's Try, Let's Observe, Let's Write, Closing, and Activities with parents. Closing is a learning reflection activity that is held independently by the teacher with conducting a cognitive, affective, and psychomotor review of learning. While activities with parents are student learning activities that involve parents with conducting discussions in accordance the information in the textbook [13]. The total accumulation of learning activities in the printed textbooks for all subjects in all sub themes is 145 learning activities. The data taken is matched with learning stages of the PQ4R method as learning strategies to selected the mapping of learning content that could be included in educational comics. The learning stages of the PQ4R method consists of 6 namely : a) Preview (P) contains an explanation of the main ideas of learning to be achieved; b) Question (Q) contains questions from the main idea of learning; c) Read (R1) contains a discussion of material that completes the question stage; d) Reflect (R2) contains problem solving information that is known from the read stage or examples of learning material; e) Recite (R3) contains the main point resume of all discussions using their own language; f) Review (R4) contains a repetition of discussions to ensure learning objectives [12]. After the learning activities of the printed textbooks are mapped in the PQ4R learning method, total of learning activities raise up until 285 activities. That's happens because one learning steps of sub-theme contains multiple learning activities, and one learning activites contains multiple subject and learning stages of PQ4R methods. Focus by this research objectives, total learning activities of Bahasa Indonesia and Mathematics is 175 activites.

2) Narrative strategies to attract student involvement and understanding: The narrative strategy data that the teacher has sought to attract students' involvement and understanding is

taken from observational data; interviews notes with 3 teachers of 3rd grade from different elementary schools and 1 expert media from Malang comic creator community; and documentation to find out the preparation of educational comic in early production that is narrative story. Student's books are arranged by text and image contents. In early page of the student's book introduce 7 characters of primary school children using pictures and character names [12]. Explanation of learning material using narrative text and character daily activities images which accordance the stages of learning material that will be achieved. However, presentation of material in the printed textbooks seems stiff and unfocused because 1) the narrative is not arranged in a continuous story because it is compartmentalized on learning material; 2) examples of daily activities carried out by different characters so that they are not focused on one character. In the printed textbooks religious values are delivered in PPKn (nationality) subjects which covering all religions. All students who will be participants in this research are Muslim. So in this research, religious spiritual values are focused on Islamic religious values. Islam is a factual religion that provides many norms or rules about life. The process of acculturation of local culture and Islam makes Islamic values a role model of society so that Islam is not only a religion but also a culture of the people of Indonesia [9]. Therefore the narrative strategy to attract student involvement and understanding is arrange a narrative structure to make the story that includes learning material using the rules of Islamic cultural life approach.

B. Data Display

Data display is the description of a structured information collection that gives the possibility of drawing conclusions and taking action. Qualitative data display is presented with narrative text to combine information which arranged into solid and easily to understand. Based on data reduction, data can be displayed as follows:

1) Classification of learning activities: The results of the classification of the learning activities by printed textbooks into the PQ4R method at Bahasa Indonesia and Mathematics subjects total is 175 data, which are described in table 1. In the PQ4R method column shows the total of data in each subject with "B" to represent of Bahasa Indonesia data and "M" to represent of Mathematics data. Column of review learning stage (R4) does not contain data because the closing learning activities are global which are not focused on specific subjects so at that stage Bahasa Indonesia and Mathematics can be delivered flexibly. The discussion of Bahasa Indonesian material has covered the complete PQ4R learning stage, while the integration of Bahasa Indonesian and Mathematics material covers the Q4R learning stage. The discussion of the two subjects most discussed in the Reflect (R2), Read (R1), and Recite (R3) stages.

TABLE I.   CLASIFICATION OF LEARNING ACTIVITY

Printed Text Books		Classification Activity using PQ4R Method					
Activity	*Total*	*P*	*Q*	*R1*	*R2*	*R3*	*R4*
Introduction	7	5B		2B			
Let's tell a story	6			1B	1B 1M	3B	
Let's discuss	10		1B	3B	3B 1M	2B	
Let's be creative	7			2B 1M	3B 1M		
Let's practice	44	2B 5M	6B 5M	5B 12M	3B 6M		
Let's Sing	4			2B	2B		
Let's try	3			2B	1B		
Let's watch	43		2B	1B 1M	18B 1M	5B	
Let's write	36		2B	6B	11B 1M	16B	
Activities with parents	15				15B		
Total Activity	**175**	**5**	**12**	**47**	**76**	**35**	
Total Details	**140B 35M**	**5B**	**7B 5M**	**40B 7M**	**59B 17M**	**29B 6M**	

Description:

B : Bahasa Indonesia (Indonesian Language)

M : Mathematics

2) Narrative strategies to attract student involvement and understanding: The K13 thematic-integrative printed textbooks entitled "Theme 1 : Growth and Cycle of Living Things" terdiri dari 4 sub tema, yakni : consists of 4 sub themes, namely: a) Characteristics of Living Things; b) Growth and Cycle of Human; c) Growth and Cycle of Animal; and d) Growth and Cycle of Plant. In table 1 of Classification of Learning Activity shows that the discussion of Bahasa Indonesia and Mathematics is mostly delivered at the Reflect (R2), Read (R1), and Recite (R3) learning stages. So to make a narrative that explains the 4 sub themes of learning material using rules of Islamic cultural life mapped into the Reflect (R2), Read (R1), and Recite (R3) stages. Beside that in addition to referring the printed textbooks, the teacher has their own narrative strategies to attract student involvement and understanding, such as, a) fiction / nonfiction storytelling by using daily life approach as an example of problem solving; b) explanation is assisted by using hand gestures and facial expressions; c) draw or write things that are delivered on the board.

C. Drawing Conclusion and Verification

This is the last part of discussion which drawing conclusion based on data reduction and data display findings, which are as follows:

1) Classification of learning activities: Data display shows that Bahasa Indonesia covers all stages of PQ4R methods, while the integration of Bahasa Indonesian and Mathematics covers at the Q4R stage. So the Preview stages focuses on Bahasa Indonesia subjects, while the other learning stages could be integrate Bahasa Indonesian and Mathematics

subjects especially at the Reflect (R2), Read (R1), and Recite (R3) stages.

2) Narrative strategies to attract student involvement and understanding: By giving examples of fiction / nonfiction approaching the problems of daily life that is accordance with linear type narrative structure. While the other narrative strategy that is explained by using hand gestures, facial expressions, and drawing or writing on the board can be directed into the visualization of the comics. Linear narrative structure according to Anderson and Lukens that linear narrative structure is arranged logically and not based on chance. Linear plot is generally used in fairy tales, realistic fiction approach, and fantasy [14]. That narrative structure divided into 3 parts namely: a) Beginning contains the introduction of characters and conflicts or main problems of the story. Usually the main character makes a goal that will cause a conflict or problem or by making a goal will cause a conflict or problem for the character; b) Middle contains the main characters involved in a series of events or opportunities to achieve goals that lead to the resolution of conflict or problem; and c) Ending contains the main characters who get or do not get their goal as a conflict or problem resolution. Therefore the educational comic narrative structure in accordance with learning material using the PQ4R method can be arranged using a linear plot as follows:

- Beginning covers Preview and Question stages because the Preview stage becomes a general description that will be explain in the initial stages of learning and character introduction. The Question stage as a starting point of general questions as character conflict which become the goal of the story and leads character going to the next event;

- Middle covers Question, Read, Reflect, and Recite stages because the Question stage as a continuation of the question and a continuing conflict. The conflict will get resolved through the Read stages with an example at the Reflect stage. So at Recite stage the characters repeat what has become a solution of conflict using their own sentences;

- Ending covers Recite and Review stages because the Recite stage can be a reflection of the discussion as conflict resolution that has been understood by the characters globally. Whereas the Review stage is the final conclusion of discussion in accordance with the discussion in the beginning section.

The conflicts, the goal, and the value of the narrative structure are raised with a rules of Islamic cultural life, while thematic-integrative learning material as a challenge in the middle of the narrative structure to achieve the goal of the story. The results of the implementation linear narrative structure as the development of thematic-integrated printed textbooks into educational comics focusing on Bahasa Indonesia and Mathematics using the PQ4R method and rules of Islamic cultural life approach can be presented in the following table.

TABLE II.   IMPLEMETATION NARRATIVE STRUCTURE

Narrative Structure	Education Comic : Growth and Cycle of Living Things			
	Step	Islamic Cultural Life	Bahasa Indonesia	Mathematics
Beginning	P	Daily activity of Muslim in their life with any role of Islam	Allah create any living things around	
	Q	Asking about existence of Allah	Challenge to observe the living things around	
Middle	Q	Asking about the living things as creation of Allah	Challenge searching the characteristic of living things	Challenge read number places, compares, and add thousands number of data forest fire area news
	R1	Read explanation of Qur'an text about living things	Read explanation the characteristic of living things	Read explanation how to read, compares, and add thousands number
	R2		Observe characteristic of living things	Observe an example how mention the number places, comparison, and addition
	R3		Matching the characteristic of living things	Assign number places, compares, and add numbers
	Q	Asking the goals of Allah creates human	Challenge searching the growth and cycle steps of human	Challenge add and subtract thousands number of data population news
	R1	Read explanation of human in Qur'an texts	Read explanation of growth and cycle steps of human	Read how to add and subtract thousands number
	R2		Observe the growth and cycle steps of human	Observe an example of addition and subtraction the thousand numbers
	R3		Arrange the growth and cycle steps of human	Assign addition and subtraction the thousand numbers
	Q	Asking about the goals of Allah creates the animal	Challenge searching the growth and cycle steps of animal	Challenge calculate multiplication on market transaction
	R1	Read explanation of animal in Qur'an text	Read explanation the growth and cycle steps of animal	Read how to multiple thousand numbers
	R2		Observe the growth and cycle steps of animal	Observe multiplication of thousand numbers
	R3		Arrange the growth and cycle steps of animal	Assign the multiplication of thousand numbers

TABLE II. Cont.

Narrative Structure	Education Comic : Growth and Cycle of Living Things			
	Step	*Islamic Cultural Life*	*Bahasa Indonesia*	*Mathematics*
Middle	Q	Asking about how Allah creates plants as the living things	Challenge searching the growth and cycle steps of plants	Challenge calculate division on market transaction
	R1	Read explanation of plants in Qur'an text	Read explanation the growth and cycle steps of plants	Read how to divide thousand numbers
	R2		Observe the growth and cycle steps of plants	Observe division of thousand numbers
	R3	Find out that Allah creates everything by design in Qur'an text	Arrange the growth and cycle steps of plants	Assign the division of thousand numbers
Ending	R3	1. Find out Allah is not an any of His creation 2. Find out faith the existence of Allah by His creation and our limitations	1. Match the living things characteristic 2. Arrange the growth and cycle of human, animal, and plants	1. Assign the number places and comparison 2. Assign the addition and subtraction 3. Assign the multiplication and division
	R4	Not by seeing Allah make us faithfulness but by understanding the sign of His almighty by Qur'an text even the Qur'an has written before the science revealed	Allah manage the growth and cycle of His creation, the living things	Number places, comparison, addition, subtraction, multiplication, and division in daily life activity

Description :

P : Preview

Q : Question

R1 : Read

R2 : Reflect

R3 : Recite

R4 : Review

IV. CONCLUSION

The development of thematic-integrative printed textbooks into narrative structure of educational comic PQ4R using the rules of Islamic cultural life approach shows that based on the classification of learning activities in Bahasa Indonesia and Mathematics subjects can be integrated at the Q4R stage (Question, Read, Reflect, Recite, and Review), while Preview stage only discusses Bahasa Indonesia subjects. So by considering the teachers narrative strategy that use fiction / nonfiction approach to explain daily life problem solving, the narrative structure of educational comic using linear narrative structure, which consist of 3 parts, namely: the beginning part discusses Bahasa Indonesia subjects while the middle and ending part discussed the integration of Bahasa Indonesia and Mathematics subjects. The rules of Islamic cultural life approach in the narrative structure of educational comic is delivered by conflict issues, the goal, and the value of the story. While thematic-integrative learning is delivered as a challenge to achieve the goal of the story. Therefore the results of this research indicate that the development of thematic-integrative printed textbooks for 3rd grade elementary school entitled "Theme 1 Growth and Cycle of Living Things" focused on Bahasa Indonesia and Mathematics subject into educational comic as new learning media by implementing PQ4R methods and rules of Islamic cultural life approach be compiled using linear narrative structure. In conclusion, all the materials in the printed textbook could be developed into linear narrative structure comic using PQ4R method.

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