
Tracing the Trail of Wisdom: the Construction of Arabic-Language Comics Based Kh’s Inspiring Story Abdul Wahab Hasbullah

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Abstrak: Penelitian bertujuan mengembangkan produk Komik Berbahasa Arab Berdasarkan Cerita Inspiratif KH Abdul Wahab Hasbullah. Dilengkapi percakapan dan ilustrasi. Siswa diharapkan dapat meningkatkan kemampuan berbahasa Arab. Tujuan penelitian; Melahirkan produk Komik sebagai media pembelajaran siswa kelas X MAI Bahrul Ulum Tambakberas Jombang, Mendeskripsikan kelayakan Komik sebagai media pembelajaran siswa kelas X MAI Bahrul Ulum Tambakberas Jombang, Mendeskripsikan peningkatan kemampuan berbahasa Arab siswa kelas X MAI Bahrul Ulum Tambakberas Jombang antara sebelum dan sesudah. Jenis penelitian Research and Development. Model pengembangan Borg & Gall. Subjek uji coba kelas X MA. Al-I’dadiyyah Bahrul Ulum Tambakberas Jombang. Hasil validasi ahli media dan ahli bahasa valid. Hasil rata-rata ahli media 95%, ahli bahasa 93%. Hasil uji coba perorangan 100% sangat setuju, hasil uji coba skala kecil 94% sangat setuju, hasil uji coba lapangan 83% sangat setuju. Hasil pre-test rata-rata 74, post-test 83. Menunjukkan meningkatnya penguasaan kosa kata bahasa Arab dalam berinteraksi melalui media komik.

Kata Kunci: Konstruksi Komik; Berbahasa Arab; Kisah Inspiratif; KH. Abdul Wahab Hasbullah

***Abstract:** The research aims to develop Arabic Comics products Based on the Inspirational Stories of KH Abdul Wahab Hasbullah. Equipped with conversations and illustrations. Students are expected to improve their Arabic language skills. Research objectives; Giving birth to Comic products as a learning medium for students of class X MAI Bahrul Ulum Tambakberas Jombang, Describing the feasibility of Comics as a learning medium for students of class X MAI Bahrul Ulum Tambakberas Jombang, Describing the improvement of Arabic language skills of students of class X MAI Bahrul Ulum Tambakberas Jombang between before and after. Types of research Research and Development. Borg & Gall development model. The subject of the trial is class X MA. Al-I’dadiyyah Bahrul Ulum Tambakberas Jombang. The results of the validation of media experts and linguists are valid. The average result of media experts is 95%, linguists 93%. The results of individual trials are 100% in agreement, the results of small-scale trials are 94% in agreement, and the results of field trials are 83% in agreement. The average pre-test result was 74, post-test 83. Showing the increasing mastery of Arabic vocabulary in interacting through comic media.*

Keywords: Construction Comics; Arabic Language; Inspiring Story; KH. Abdul Wahab Hasbullah

INTRODUCTION

Language is an arbitrary system of sound symbols used by members of social groups to cooperate, communicate, and identify (Br Barus and Rudiansyah 2021). The main function of language is as a means of communication between people. One of the popular languages to communicate with is Arabic. Arabic is a Semitic language that has existed since thousands of years ago whose existence has been considered the oldest language and is ranked as the 6th international language of 22 state languages, since it was formalized as a legal language for use within the United Nations (UN) in 1973.

The process of developing Arabic cannot be separated from four skills, namely reading skills, listening skills, writing skills and speaking skills. The first skill used is reading skills, this can be done by reading news or comics that readers find easy to understand and interesting, because the beginning of liking is to generate interest and

interesting media models, with these skills, readers will indirectly master the vocabulary of Arabic vocabulary. However, Arabic grammar and vocabulary will not be enough if it is not applied in an expressive way. Then in this case speaking skills are needed.

As compared by the author with previous research entitled "Utilization of Comics as a Media for History Learning in Increasing Student Motivation and Learning Outcomes" written by Pranudya Gumawan and Sujarwo, "Arabic Language Training Through Speaking Skills (Maharah Al-Kalam) Muhaddatsah Method Using Pocket Book" written by Meishanti et., al., "The Effectiveness of E-Comik Media Development in Improving Mastery of Arabic Vocabulary In Grade III Students of SD Muhammadiyah 08 Dau Malang" written by Hidayatullah. Based on the research above, there is no discussion about the specifics of media development that refers to the skills of speaking in Arabic, even though one way for students to be proficient in the language is not only by mastering Arabic vocabulary, but must be with *ibarah* / expressions, therefore the author took the initiative to develop these skills in class X MA students. Al-I'dadiyyah Bahrul Ulum Tambakberas Jombang. Where in the school the development of vision and mission in Arabic language proficiency is not significant, therefore the media that the author will apply is very efficient if used in the school environment.

Based on the above problems, it can be concluded that the problem arises because there is no learning media to understand the lessons used by teachers in the learning process. One of the media that can help students to cultivate Arabic speaking skills is Comics, In addition, the selection of this media is also expected to help students in the learning process. This comic can be used as a tool to bring up Arabic learning methods with creative, innovative and interactive speaking skills. Researchers are motivated to conduct research on the development of comic media with aim of improving the quality of learning in understanding and speaking in Arabic with the title *"Tracing The Trail Of Wisdom: The Construction Of Arabic-Language Comics Based On KH's Inspiring Story Abdul Wahab Hasbullah"*

Comic is a word derived from English, namely *comic* which means happy story. In the Big Dictionary Indonesian gives the understanding that comics are illustrated stories (in magazines, newspapers, or in the form of books) that are generally easy to digest and funny.(Puspananda 2022) Comics are a form of visual communication media to convey information popularly and easily understood.(Syahmi and Ulfa 2022) The benefits of Arabic comics are as follows: (1) Improve learning outcomes and student motivation for history lessons that have been known to be boring (2) Present information in the form of pictures so that students are able to absorb various materials (3) not using the lecture method but with a direct method so that the process of absorbing material is easily understood by students.(Urip, Tarupay, and Hum 2023) The Arabic comics are illustrated stories in which Arabic is used. As a support for students in carrying out the process of mastering Arabic which in its habit uses textbooks only. Monotonous media gives a boring impression for students, as for the existence of Arabic comics can help students in facilitating the learning process.

Speaking skills is the ability to convey or express sounds to describe the ability to express articulated sounds or words for thoughts such as ideas, opinions, desires or feelings to the interlocutor.(Amir 2022) Language has various elements in which it is called sound (الأصوات), written rules (الكتايب), word rules (الصرف), sentence rules (النحو), and rules of

vocabulary mastery (المفردات). (Wahyuni et al. 2019). Then language skills can be interpreted as the ability of humans to convey ideas for social communication both written and oral. Receptive and productive which includes four language skills namely: listening (مهارة الإستماع), reading (مهارة القراءة), speaking (مهارة الكلام) and also writing (مهارة الكتابة). Speaking skills as one of the language skills that students must master, speaking skills (مهارة الكلام) are among the difficult and slow achieved by learners who learn Arabic. (Nurlaela 2020) The use of Arabic language skills is also the basic intellectual capital for every Arabic teacher in developing teaching materials and methods of learning Arabic effectively and efficiently. (Sya'bani 2021) The tamhir approach is an approach influenced by alirab behaviorism, namely the habituation of language through repetition and language exercises and also by the communicative approach. There are several learning methods that can be used in learning foreign languages, including Arabic. Regarding learning speaking skills, there are two learning methods that can be used in improving Arabic speaking skills, namely the direct method (طريقة المباشرة) and the audiolingual method (طريقة السمعية الشفوية). (Aprilia and Ubaidillah 2021) The following will be described about these methods:

1. Direct method (طريقة المباشرة)

The direct method arises as a result of dissatisfaction with the qowaid-tarjamah method, as for the character of the direct method, which is as follows :

- a. This method prioritizes speaking skills in addition to other language skills, this is based on the assumption that the main form of language is speech.
- b. Learning activities are carried out by avoiding direct translation, unless absolutely necessary.
- c. This method prohibits the use of the mother tongue.
- d. Vocabulary teaching is done by linking a word directly to something that is addressed. For example, directly linking a sentence with a related situation. So this method is called the "direct method."
- e. This method does not attach importance to grammar, on the assumption that grammar is not necessary in the acquisition of target language skills.
- f. This method is done by "repetition and memorization" techniques, namely by presenting foreign language sentences, songs, and dialogues to help improve the desired language skills.

This method cannot be separated from the criticism of linguists. Among the criticisms faced are the following:

- a. This method is more concerned with speaking skills, and excludes other language skills.
- b. The use of the student's mother tongue is not allowed, resulting in the need for hard effort and spending a lot of time.
- c. Requires teachers who are skilled in terms of language skills and present lessons.

Juwairiyah Dahlan said that this method is called the "direct method" because in practice a teacher directly uses the target language or the foreign language being studied. In this case, the teacher presents the material in Arabic without using the student's mother tongue. However, he added, under certain conditions, the use of the mother tongue is still allowed. For example, when explaining certain vocabulary that is abstract and there are no props at

all such as the words قريب, بعيد, كبير, صغير. The abstract vocabulary begins to be taught at the متوسط to المتقدم level, while the مبتدأ level, the vocabulary taught must be concrete.

2. Audiolingual method (طريقة السمعية الشفوية)

This method emerged as a criticism of the qowaid tarjamah method and the direct method. Other terms for this method are "طريقة السمعية" and "طريقة اللغوية". The characteristics of the audiolingual method include the following:

- a. This method assumes that the principle of language is speech, while writing is part of speech. So that the target language learning prioritizes speaking skills, not reading or writing.
- b. The teaching of foreign languages is carried out in a certain order, namely: *istima'*, *kalam*, *qiraah*, then *kitabah*. Learning begins by listening to the sound of language, then saying what is heard, then reading what is said, then writing down what has been read.
- c. The acquisition of a foreign language is the same as the acquisition of a mother tongue, which begins with listening, then expressing what is heard, then learning to read and write.
- d. Preferably teachers are native speakers who are trained in foreign languages .

The above quantum of learning Arabic speaking skills can be developed based on a quantum approach by paying attention to several principles, namely : (1) AMBAK (What Benefits to Me?), (2) Set up right learning environment, (3) Pause subject matter, (4) Recognize learning styles; visual, auditorial, or kinesthetic.

RESEARCH METHOD

This research was conducted at MA. Al-I'dadiyyah Bahrul Ulum Tambakberas Jombang using Research and Development. Research and Development (R&D) The above steps of research and development, according to (Arischa Kustantina, Hetty Marhaeni, and Artikel 2022) quoted in Borg & Gall and Sukmadinata which have adopted and modified it through three stages, namely: Study, research, development and testing. The preliminary study was conducted with a need assessment. The need assessment is carried out by referring to the literature review in accordance with the research variables conducted by the researcher. From the results of the need assessment and literature review conducted by the researcher, the next stage is to prepare a draft model that will be carried out at the FGD (Focus Group Discussion) stage, by analyzing the subjects at Madrasah Aliyah Al-I'dadiyyah Bahrul Ulum which totals 40 students of class X Madrasah Aliyah which will be raised in development. The results of the subject analysis were obtained from the results of student interviews which stated that the students' ability to speak foreign languages was not good, they still had difficulty in pronouncing in foreign languages. After that, the researcher conducted an analysis by formulating instructional objectives in operational verbs contained in indicators and developing learning materials that would be spoken in the KH Exemplary Comics. A. Wahab Hasbullah. Furthermore, the development stage is the development of learning media for the KH Exemplary Comics. A. Wahab Hasbullah. Starting with the preparation of the KH Exemplary Comic media. A. Wahab Hasbullah uses a paint studio clip that produces the form of KH's exemplary comic design. A. Wahab Hasbullah and the final stage there is validation from material experts and design experts. Then at the trial stage (testing) is carried out to find out the level of

feasibility of the initial level of development produced from the development stage by asking linguists and material experts to correct the product whether it is feasible or not to continue, so that improvements can be made to improve the learning product.

RESULTS AND DISCUSSION

KH. Abdul Wahab Hasbullah and His Struggle

Abdul Wahab Hasbullah is a charismatic scholar from Jombang who is also one of the founders of Nahdlatul Ulama. One of the major Islamic organizations that accommodates scholars throughout the archipelago.(Herawati and Isana 2023) Kyai Wahab Hasbullah, his nickname, was born in Mart 1881 or 1884,(Supriyatna 2006) or 1886-1888.(Arif and Al Amin 2021) Kyai Wahab has a slender little posture, sweet black skin, and a broad forehead. He appears to be a diligent worker and very active in the Islamic movement. Born to Hasbullah and Nyai Lathifah who is the daughter of Kyai Said, a son-in-law of Kyai Abdussalam or known as Mbah Shoihah a warlord Prince Diponegoro who controlled an area called Kapas and Wonosalam Jombang in 1825. One of the great kyai founders of the Gedang Islamic Boarding School or Pondok Selawe which until now has grown rapidly and was renamed the Bahrul Ulum Islamic Boarding School. The greatness possessed by Kyai Wahab in his work is certainly not far from the greatness of Kyai Hasbullah Said and Mrs. Nyai Lathifah. Not only mbah wahab but his brothers are no less great, namely Mbah Kyai Hamid, when mbah wahab is busy in his political world so that he is not always in the pesantren, so his brothers who manage the Islamic boarding school, including Mbah Hamid, he is not only an expert in science but also an expert in the spiritual field. His third sister is Mbah Nyai Khadijah, the wife of Mbah Kyai Bisri Syamsuri, a great scholar from Denayar. From this we can know that Mbah Wahab and Mbah Bisri Syamsuri are two Rois Aam Nahdlatul Ulama under the care of Kyai Hasbullah and Mrs. Nyai Lathifah. Mbah Wahab's third sister is Mbah Abdurrahim. He also co-manages the pesantren and focuses on the field of education. And the last one is Nyai Fatimah.

In addition to learning directly with his parents, KH. Hasbullah Said and Mrs. Nyai Lathifah, he also received education at several Islamic boarding schools and after that continued his educational journey in Makkah. The scientific sanad that he has is also almost the same as KH. Hasyim Asy'ari, his teacher was a waliyullah and a great scholar as well as the First Rois Aam of PBNU and after his death the mandate was continued by KH. Abdul Wahab Hasbullah.(Hidayah and Bashirotul 2023) In 1916, Kyai Wahab met his life partner, Nyai Maimunah, the daughter of KH. Mas Musa, a wealthy scholar and merchant from Kertopati, Surabaya. So it is not surprising that he often travels from Jombang to Surabaya to carry out political movements because he is supported by his relatives who have a great influence on the Islamic movement in Surabaya. After getting married, he also became a teacher at a pesantren founded by his in-laws in Surabaya. However, when KH. Hasbullah Said died, the leadership of Pondok Tambakberas, Jombang passed to him by collaborating with his brothers. Apart from Nyai Maimunah she has also been married 6 times, but she has never done polygamy. However, he married each of his wives who had died.(Arif 2021)

Mbah Hasbullah Said is known as a wealthy kyai, a merchant and very generous. It is said that his land, rice fields and yards stretch in three areas, namely Megaluh, Tembelang and almost all villages of Tambarejo to Denayar. Every harvest season arrives, there is a lot

of rice bertoon that he produces. Not for personal needs, he used the harvest to preach by distributing it to students, guardians and the community. So it is not surprising that the village he lives in is called Tambakberas village because of the abundance of rice he has. With such a person, it did not dampen his soul as a Sufi. In a history, among his brothers, he was not even very smart. But his brothers admit that he was the most powerful and patient in spiritual endeavors. Because of his advantages, he was respected.

As in the Arabic proverb "*waro'a kulli adziimin adziimatin*". Behind the great man, there must be a great woman as well. Mrs. Nyai Lathifah as her wife did not necessarily support her chin, in fact she also supported her husband's struggle by educating the students at the Islamic boarding school. As he asked Kyai Hasbullah when he was pregnant with each of his sons and daughters to recite the Qur'an 100 times a time, they were born. So it was also done by Mrs. Nyai Lathifah to her students. And it has become a proof that pesantren is a place to form Islamic character. Because the efforts made by caregivers are not only theoretical but also by doing many spiritual practices. So strong were the spiritual efforts made by Nyai Lathifah, that when she was pregnant with Mbah Wahab she dreamed of drinking sea water. There are many interpretations of the dream. Among them, drinking seawater requires strength because it is salty, and Nyai Lathifah is able to drink it. As for another interpretation, it is said that drinking seawater is a sign that the rice pond pond will have a name related to seawater, namely Bahrul Ulum. But for all the interpretation of dreams. Only Allah knows the essence. Remembering all her struggles and services as a mother of a great outri son and a student who is competent in education and spirituality. Perhaps it is appropriate to call Nyai Lathifah as Ummul Ma'had, the mother of the Bahrul Ulum Islamic Boarding School.¹

In the history of the rice pond book "*TAMBAKBERAS: Menelisik Sejarah, Memetik Uswah*" it is told that often when receiving guests he looks indifferent, so it is difficult for guests to explain the meaning of the matter conveyed. But on the contrary, what others told him, he was quick to understand. It's just that he is sometimes thinking about other things, so he doesn't seem to pay attention to what others say to him. As a result, he was still able to capture political conclusions and other people's conversation. (Tim Sejarah Tambakberas 2021) Kyai Wahab is a smart figure during his 20 years of stopping by and learning various knowledge from Islamic boarding schools, including Langitan Tuban Islamic Boarding School, Mojosari Nganjuk Islamic Boarding School, Cepoko Islamic Boarding School, Tawang Sari Sepanjang Islamic Boarding School, Kademangan Bangkalan Islamic Boarding School, Bungahan Kediri Islamic Boarding School and Tebuireng Jombang Islamic Boarding School. Even after studying in several places, he also traveled to Makkah according to the direction of his teacher to study from famous scholars. (Penerepan Koperasi Menurut KH Abdul Wahab Chasbullah; Jurnal 2022) Kyai Wahab is famous as a scholar who has a wide range of viewpoints and thoughts. Every problem he faced was always viewed with a broad dimension, then concluded by providing the right solution. In many cases, he always applied tolerant and tawassuth laws for the common good. Therefore, he is seen as a tolerant leader in NU and it is recorded in history that he was once the replacement of his teacher KH. Hasyim Asy'ari. (Perspektif et al. 2022)

Kyai wahab is one of the figures who has an important role in the process of forming Nahdlatul Ulama. He is known to the national and international arena, as evidenced by his

struggle to form the Hijaz Committee, an organization established as a form of resistance to the Wahhabi line in the Hijaz, one of the goals of which is to cancel the destruction of Islamic historical sites, including the tomb of the Prophet Muhammad SAW. (Herawati and Isana 2023) The process of forming Nahdlatul Ulama is not the same as other organizations that he founded. Starting from the emergence of various Hijaz administrators led by Kyai Wahab and other organizations, Kyai Wahab formed a more structural and systematic organization by holding an association of the archipelago scholars which was also initiated by KH. Hasyim Ash-Ari. The theme of the discussion in the association was to discuss efforts to maintain traditional Islam in Indonesia. The association did not take place once but has survived until now, which was later named Nahdlatul Ulama (*Kebangkitan Ulama*). Coinciding with 16 Rajab 1344 H (31 Januari 1926 M) Nahdlatul Ulama was officially established. (Salsabila and Ayundasari 2023)

KH. Abdul Wahab Hasbullah is known for his thoughts and movements in seizing the rights of the indigenous people taken by the Dutch colonialists. His struggle was manifested through strategic and cooperative resistance, namely by establishing many organizations and educational institutions guided by Islamic values. KH. Abdul Wahab Hasbullah has a critical and theoretical personality but is dedicated through movement and action. Every movement he made was based on the banner of Islam. For him, every place and situation can be used as a lesson. Because knowledge is developed as in the qoidah expressed by the fiqh scholar "*al-muhafadhotu 'ala qodimis sholih wal akhdzu bil jadidil ashlah*", (Yasin 2019) namely preserving positive classical literature and adopting better contemporary literature. It needs to be understood that the development of each period is different, but upholding the religious sharia must still be strengthened. Because religion is the pillar of every soul, which is closely related to God. However, the law will not be well preserved if it is not developed according to the conditions of each generation by carrying out reforms that still adhere to the original law. Through various events that he experienced from the Mecca branch of the Sarekat Islam Organization, he was able to expand his friendship relationships, especially with intellectual figures in Surabaya such as H.O.S Tjokroaminoto and Dr. Soetomo. So it can be concluded that his meetings with several figures became a benchmark for the development of KH's science. Abdul Wahab Hasbullah. The influence of Mbah Wahab's network of friends with the figures opened up a common awareness of the acts of discrimination and social restrictions carried out by the Dutch Colonials against the activities of Muslims. The restriction occurred in 1905 regarding the supervision policy of educational institutions. (Iskandar and Firdaus 2020) The policy was coordinated with local officials such as regents, wedana or education controllers during the Colonial period. Such as legal licenses for educational institutions and so on. However, the policies set are felt to be burdensome for teachers who do not have expertise in reading and writing Latin letters, they can only read and write Arabic and Pegon. The teachers also did not fully understand the concept of Dutch Colonial education administration. They also do not have administrative support tools such as typewriters. Therefore, there was a sense of concern among scholars about the development of Muslims at that time. And the determination to advance Islamic education is getting more and more blazing. Figures such as KH. Abdul Wahab Hasbullah, KH. Mas Mansyur and KH. Ahmad Dahlan Achyad finally agreed to form the Taswirul Afkar Educational Institution or a portrait of thought in 1918. (Ismaya 2021)

KH. Abdul Wahab Hasbullah can be said to be a kiai of the movement, because of his good leadership role and skills in preaching to the community and the organization he

founded.(Hidayah and Bashirotul 2023) In addition to establishing Taswirul Afkar KH. Abdul Wahab Hasbullah also founded an organization focusing on education and da'wah called Nahdlatul Wathon in 1914. In 1916 KH. Abdul Wahab Hasbullah founded the Nahdlatul Wathon school. In the school, the youth are dedicated to becoming preachers, they are trained to be proficient in delivering speeches. From the association of the preacher community at the Nahdlatul Wathon school, an organization called *Jam'iyatun Nasihin* was finally formed. After being known by various circles of society, finally KH. Abdul Wahab Hasbullah established many branches of Nahdlatul Wathon schools in several cities including Malang, Semarang, Gresik and Jombang as well as several areas in Surabaya. Some of these branches still use the name Nahdlatul Wathon and some give their own names, but are still under the auspices of Nahdlatul Wathon, among these names are madrasah *Far'ul Wathon*, *Hidayatul Wathon*, *Khitabatul Wathon* president from the West who gave many policies to his government in Turkey, including one of them, namely abolishing Islamic law as Muslims were forbidden to call the call to prayer and other violations of Islamic law, as well as abolishing all the old order which was then inscribed on the Western order. From the abolition of the caliphate in February 1924, it caused a lot of propaganda and feuds among Islamic leaders, including Indonesia.(Fuad 2020) *and Akhul Wathon*.(Taslina 2020)

Eight years before the establishment of Nahdlatul Ulama, KH. Abdul Wahab Hasbullah with other scholars with the blessing of KH. Hasyim Asy'ari established a movement organization for the nahdliyin both in the fields of education, da'wah and the economy. As explained by KH. Abdul Wahab Hasbullah together with scholars established Taswirul Afkar in 1914 as a forum for nahdliyin to learn various things about education, both in terms of administration and science. Then in 1916 he established Nahdlatul Wathon (the awakening of the country) as a forum to mobilize the spirit of nationalism. Meanwhile, the next organization spearheaded by KH. Abdul Wahab Hasbullah, namely Nahdlatul Tujjar (The Rise of the Traders), was established in 1918 as a forum for Nahdliyin merchants in order to build economic independence. The Nahdlatul Tujjar was born motivated by four things, namely (1) many people and even scholars whose principle of life with *Tajrid* (his life is filled with tawakkal without striving to improve life to be more prosperous and better) (2) Nahdlatul Tujjar as a solution to the act of inflation of modernist groups (Muhammadiyah, Persis and Al-Irsyad) against the merchants of nahdliyin (3) Nahdlatul Tujjar was established in the form of the reaction of the ulama to the Dutch colonial exploitation of the people's economy (4) The economic consciousness at that time tended to be individualist and even the relationship between Muslim merchants was almost neglected.(Aminuddin, Luthfi Hadi and Ulfah 2020)

Then as explained that KH. Abdul Wahab Hasbullah was also the pioneer of the establishment of a large Islamic organization, namely Nahdlatul Ulama. The term Nahdlatul Ulama was first initiated by KH. Abdul Wahab Hasbullah and Mas Mansoer when they founded a madrasah called Nahdlatul Wathon (National Awakening) in 1916.(Fuad 2020) In contrast to the Muhammadiyah organization which is seen as modernist, Nahdlatul Ulama is seen as a representation of the traditionalist group. This organization was born on January 31, 1926 to coincide with 16 Rajab 1344 H in the city of Surabaya which was also pioneered by the great Indonesian Islamic scholars, namely Hadratus Syech KH. Hasyim Asy'ari (Tebuireng, Jombang), KH. Abdul Wahab Hasbullah (Tambakberas, Jombang), KH. Bisri Syamsuri (Denanyar, Jombang), KH. Riduwan (Semarang), KH. Nawawi (Pasuruan), KH. Asnawi (Kudus), KH. R. Hambali (Kudus), K. Nakhtawi (Malang), KH. Doromuntaha

(Bangkalan), KH. M. Alwi Abdul Aziz and many other scholars.(Salik 2020) There are three reasons for the birth of Nahdlatul Ulama, namely; 1) As a movement of change in Indonesia, 2) As a role for politics,(Hawari, Suwaryo, and Kartini 2023) 3) There is influence due to the feud that occurred in the Middle East, precisely in Turkey. At that time, Ottoman Turkey was an Islamic kingdom that succeeded for hundreds of years and was defeated by the West. Because of the defeat, part of the territory of Ottoman Turkey was controlled by Mustafa Kemal,

Product Test Results

The results of media development in the form of exemplary comics by KH. A. Wahab Hasbullah uses the Borg and Gall research model in its development process. The development is carried out based on the following steps, namely:

1. Preparation and data collection stage

The results of the preparation and data collection stage are in the form of curriculum identification, competency standards, basic competencies, learning objectives, and learning indicators. At this stage, the researcher studies what is planned and collects data obtained from field observations and literature studies related to the research.

a. Competency Standards

Understand oral discourse through listening activities (in the form of ideas or simple dialogues) about أسوة حسنة

b. Basic Competencies

Find general information about detailed funds from various forms of oral discourse about أسوة حسنة which includes the example of KH. A. Wahab Hasbullah.

c. Learning Objectives

Re-mentioning verb osas found in oral discourse or simple dialogues about أسوة حسنة

After the identification was carried out, it was continued with a field study by analyzing the subjects at Madrasah Aliyah Al-I'dadiyyah Bahrul Ulum which amounted to 40 students of class X Madrasah Aliyah who would be appointed in the development. The results of the subject analysis were obtained from the results of student interviews which stated that the students' ability to speak foreign languages was not good, they still had difficulties in pronouncing in foreign languages. After that, the researcher conducted an analysis by formulating instructional objectives in operational verbs contained in indicators and developing learning materials that would be spoken in the KH Exemplary Comics. A. Wahab Hasbullah.

2. Product development stage

At this stage, the development of learning media for the Comic of the Example of KH. A. Wahab Hasbullah. Starting with the preparation of the KH Exemplary Comic media. A. Wahab Hasbullah uses a paint studio clip that produces the form of KH's exemplary comic design. A. Wahab Hasbullah and the final stage there is validation from material experts and design experts.

a. Comic Preparation

The exemplary comic of KH. A. Wahab Hasbullah was compiled using the clip studio point application. In the process of making it, first determine the theme and then continue to make a picture of the story and determine the character of each character, divided into antagonists, protagonists, trigonists and extras. After that, the author made a story in the form of a conversation about KH's example. A. Wahab Hasbullah which is divided into 11 chapters but still in one story. In assembling the comic storyline, the editor assembles it with a draft storyboard and then continues to draw rough sketches to a series of story panels more clearly. Then it is added with text balloons and sound effects. In the final stage, namely finishing, enhancements are carried out by giving colors or tones. After the content preparation stage is completed, the layout stage is continued by determining the appropriate size of the comic to be developed. A5 technical format, with a total of 100 pages and using Traditional Arabic and Latin fonts.

b. Comic Design Results

The results of comics designed using the clip studio point application are described as follows:

1) Comic front and back covers

The front cover uses the title illustration and full color, while the back cover contains a little mandate from the story in the comics.



(Front Cover)



(Back Cover)

2) Sub-chapters of comic pages

The sub-chapter contained in the comic learning media of KH. A. Wahab Hasbullah aims to give an interesting impression to the story in the comic. So that the content of the comic is not monotonous on one mandate only, but can take different messages in the comic which still refer to one discussion, namely the example of KH. A. Wahab Hasbullah.



Figure 1.3
(Chapter 1)



Figure 1.4
(Chapter 2)

3. Product trial stage (Product Validity)

The activity at this stage is to find out the level of feasibility of the initial level of development resulting from the development stage by asking linguists and material experts to correct the product whether it is feasible or not to continue, so that improvements can be made to improve the learning product. According to (Milya Sari. Asmendri 2020) the data in the form of symbols will be analyzed logically and meaningfully, while the data in the form of numbers will be analyzed with the following formula:

Hasil perhitungan presentase:

$$P = \frac{\sum x}{\sum x^1} \times 100$$

Information

P : Total number of response

$\sum x$: answers in 1 item

Σx^1 : The highest total number of answer scores in

100 : Constant number

Then according to (Milya Sari. Asmendri 2020) the use of conservation scale achievement level is used to determine the level of validity, effectiveness and attractiveness.

The categories are set as follows:

Table 1 Qualification Level Eligibility Based on Percentage

Percentage (%)	Validity Level	Information
$84 \bar{x}$ score ≤ 100	Highly Valid	No revision
$68 \bar{x}$ score ≤ 84	Enough	No revision
$52 \bar{x}$ score ≤ 68	Valid	Partial
36 score ≤ 52	Less valid	revision
20 score ≤ 36	Very Invalid	revision Revision

Table 1.2 Validation Questionnaire Scoring Criteria

Score			
1	2	3	4
Very less Good	Less	Good	Excellent

Table 1.3 Scoring Criteria for Student Response Questionnaire

Score			
1	2	3	4
Strongly disagree	Disagree	Agree	Strongly agree

Data on the Eligibility Results of Comic Exemplary KH. A. Wahab Hasbullah by Linguists and Contents/Materials for more details see in table 1.4

Table 1.4 Results of Validation of Linguists and Content/Materials

Assessment Indicators	Assessment Items	Alternative Options			
		4	3	2	1
Material	Suitability of materials to student needs	✓			
	The shortness of the story concept	✓			
	Significance in the material		✓		
	The integrity of meaning in the story	✓			
	Clarity in providing information	✓			
	The relevance of matter to real situations in everyday life	✓			
	Text describes the material clearly and precisely	✓			
	Stories in comics enrich students' learning experiences virtually and narratively	✓			
	Ability to motivate students		✓		
	Use of easy-to-understand language	✓			
Language	Effective and efficient use of language	✓			
	The suitability of the nahwu shorof rule	✓			
	Suitability of the rules of idhofi tarkib	✓			
	Spelling accuracy and terminology	✓			

Quantitative data from linguists and material experts are known and stated 12 respondents (Very Good), 2 respondents (Good) So the results of the percentage are as follows:

Results of percentage calculation:

$$P = \frac{\sum x}{\sum x^1} \times 100$$

$$P = \frac{54}{60} \times 100$$

$$P = 90\%$$

Based on the calculation above, the result obtained is 90%. If matched with the percentage table of the eligibility level of the score, this achievement score is included in the criteria of strongly agreeing/disapproving.

Based on the results of media data and product design by experts on the Feasibility of Exemplary Comics KH. A. Wahab Hasbullah in full see in table 1.5

Table 1.5 Results of Validation of Comic Exemplary KH. A. Wahab Hasbullah

Assessment Indicators	Assessment Items	Alternative Assessment			
		4	3	2	1
Comic Size	Physical Size of Comics				
	Size Suitability with Comic Content Material	✓			
Comic Cover Design	Comic Cover Layout				
	The appearance of layout elements on the front, back and back covers harmoniously has <i>unity and consistency</i>		✓		
	The color of the layout elements harmonizes and clarifies the function	✓			
	Illustration of Comic Cover				
	Describe the content/teaching content and reveal the character of the object		✓		
	The shape, color, size, proportion of the object according to reality	✓			
Comic Content Design	Complete Layout Elements				
	The placement of the title of the learning activity, the subheading of the learning activity, and the number of pages/folios do not interfere with understanding.	✓			

	The placement of illustrations and captions does not interfere with understanding	✓
	Image shape and size	✓
Comic Image Display	Compatibility of the image with the writing	✓
	Image color variations and compositions	✓

Quantitative data from linguists and material experts are known and stated 8 respondents (Very Good), 2 respondents (Good) So the percentage results are as follows:

Results of percentage calculation:

$$P = \frac{\sum x}{\sum x^1} \times 100$$

$$P = \frac{38}{40} \times 100$$

$$P = 95\%$$

Based on the calculation above, the result obtained is 95%. If matched with the percentage table of the eligibility level of the score, this achievement score is included in the criteria of strongly agreeing/disapproving.

After the product validation process is carried out, the researcher must re-test the product developed to determine the feasibility and success of the product when used in the field. This test is applied to students, and researchers use learning media in the classroom directly. This is done so that researchers can find out directly whether the product has been developed is effective or not. Then a trial was carried out by involving individuals, small-scale, and field of respondents to determine the feasibility level of the comics that have been designed in the use of media in the learning process. The trial of this learning media is in the form of quantitative data, the data is obtained through the assessment stage of individual trials.

Quantitative data was obtained from the incret scale assessment questionnaire, the following scoring criteria were used in the individual, small-scale, and field trial processes:

Table 1.6 Validation Questionnaire Scoring Criteria

Score			
4	3	2	1
Very Less	Less	Good	Excellent

Table 1.7 Percentage of Score Eligibility Level

It	Answer	Information
1	0% - 19,99%	Strongly disagree
2	20% - 39,99%	Disagree
3	40% - 59,99%	Quite agree
4	60% - 79,99%	Agree
5	80% - 100%	Strongly agree

Quantitative data from individual trials can be found in table 1.24

Table 1.8 Individual Trial Results

It	Respondents	Criterion
1	Sonni Alfriedo Arfanza Putra	Strongly agree
2	Ahmad Barid Awaludin Latif	Strongly agree
3	Nurul Ni'matul Izza	Strongly agree
4	Salsabila Dafina Putri Basar	Strongly agree

Quantitative data from individual trials are known and stated 4 respondents (Strongly Agree), then the percentage results are as follows: Results of percentage calculation:

$$P = \frac{\sum x}{\sum x^1} \times 100$$

$$P = \frac{16}{16} \times 100$$

$$P = 100\%$$

Based on the calculation above, the result obtained is 100%. If matched with the percentage table of the eligibility level of the score, this achievement score is included in the criteria of strongly agreeing/disapproving.

Quantitative data from the full small-scale trial can be found in table 1.9

Table 1.9 Results of a Small-Scale Trial

It	Respondents	Criterion
1	Dhafa Dwi Andika	Strongly Agree
2	Febri Cahya Pratama Zaini	Strongly Agree
3	Ahmad Dhiyaul Haqqi	Strongly Agree
4	Muhammad Irsyad Ma'arif	Strongly Agree
5	Widya Syahri	Agree
6	Lufika Arianti	Strongly Agree
7	Nadia Ismallah	Agree
8	Icha Oktavia Nurin Fyanda	Strongly Agree

Quantitative data from individual trials are known and stated that 6 respondents (Strongly Agree) and 2 respondents (Agree), then the percentage results are as follows. Results of percentage calculation:

$$P = \frac{\sum x}{\sum x^1} \times 100$$

$$P = \frac{30}{32} \times 100$$

$$P = 94\%$$

Based on the calculation above, the result obtained is 94%. If matched with the percentage table of the eligibility level of the score, this achievement score is included in the criteria of strongly agreeing/disapproving.

Then for the quantitative data from the field-scale trial is known and stated that 19 respondents (Strongly Agree), 14 (Agree), 4 respondents (Quite Agree), then the percentage results are as follows: Results of percentage calculation:

$$P = \frac{\sum x}{\sum x^1} \times 100$$

$$P = \frac{126}{152} \times 100$$

$$P = 83\%$$

Based on the calculation above, the results obtained are 83%. If matched with the percentage table of the eligibility level of the score, this achievement score is included in the criteria of strongly agreeing/disapproving.

The final results of the comparison of pretest and posttest are:

Table 1.10 Results of a Small-Scale Trial

Paired Samples Statistics					
	Mean	N	Std. Deviation	Std. Error Mean	
Pair 1	before being given	74,3684	38	10,00924	1,62371
	after being given	83,3684	38	10,63249	1,72482

Based on the data of tables 1.10, it shows that the average *pre-test* score is 74 and the average *post-test* score is 83. This shows that the *post-test* score is better than the *pre-test* score and is above the KKM score of 75 in Arabic subjects. Seeing that the average *score of the post-test* students is greater than that of the *students' pre-test*, it can be said that the media of the Exemplary Comic KH. A. Wahab Hasbullah is effectively used and can improve the ability to learn Arabic at Madrasah Aliyah Al-I'dadiyyah Bahrul Ulum Tambakberas Jombang.

CONCLUSION

KH. Abdul Wahab Hasbullah is a movement scholar with the skills and leadership he has. Not only that, his expertise in various scientific fields such as expertise in the fields of education, Social Affairs, Spiritual Sciences and others has made him trusted by the community and scholars during the colonial period until now. He left a lot of legacy for the Indonesian nation. One of the biggest legacies that he pioneered was a large organization called Nahdlatul Ulama (NU). Not only that, KH. Abdul Wahab Hasbullah is known as an accomplished activist and orator. It is proven that before the establishment of the Nahdlatul Ulama organization, KH. Abdul Wahab Hasbullah has established various community organizations such as Taswirul Afkar, Nahdlatul Wathon and Nahdlatut Tujjar.

Based on the process of media development and trials of learning media for the Comic of the Example of KH. A. Wahab Hasbullah in class X MA students. Al-I'dadiyyah Bahrul Ulum can be explained as follows:

1. Development The Exemplary Comic of KH. A. Wahab Hasbullah was designed using the clip studio point application and the process of developing text and sound balloons using photoshop. In the process of making it, the first thing to do is to determine the theme and then continue to make a storyboard or storyline that is made with a hand and determine the character of the character of the story. After that, the author made a story using the clip studio point application in the form of a conversation about KH's example. A. Wahab Hasbullah which is divided into 11 chapters along with the prologue but still in one story. In the final stage, namely finishing, improvements are made to the comic by adding colors or tones. After the stage is completed, the layout stage is continued to determine the appropriate size of the comic to be developed with A5 technical format, 100 pages, for Arabic text balloons using Traditional Arabic fonts and Latin fonts for conversation tags.
2. The effectiveness of the learning media of Exemplary Comics KH. A. Wahab Hasbullah can be seen from the difference in *the pre-test* and *post-test* scores of students.

3. With the acquisition of *pre-test* 74 and *post-test* 83, seeing that the average score of the *post-test* of students is greater than that of the *pre-test* students, it can be said that the media of the Exemplary Comic of KH. A. Wahab Hasbullah is effectively used and can improve the ability to learn Arabic, especially the speaking skills of class X Masdrasah Aliyah Al-I'dadiyyah Bahrul Ulum Tambakberas Jombang.

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