

DEVELOPMENT OF ECONOMICS TEACHING MATERIALS BASED ON PICTURE ILLUSTRATIONS IN MAGAZINE DISPLAYS TO IMPROVE LEARNING INTEREST OF GRADE X STUDENTS OF MA NW PENGADANG 2025/2026

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Abstract

The objectives of this study were: (1) to develop teaching materials featuring illustrations in a magazine format to enhance the learning interest of Grade X students at MA NW Pengadang; (2) to determine the feasibility of these magazine-style, illustration-based teaching materials; (3) to assess teacher and student responses to the development of these materials for the Economics subject at Grade X MA NW Pengadang; and (4) to determine the increase in student learning interest resulting from the development of these magazine-style, illustration-based Economics teaching materials. This study employed the Research and Development (R&D) method using the Borg & Gall development model. The research subjects were Grade X students at MA NW Pengadang, involving two trial phases: a small-group trial with 9 students and a large-group trial with 30 students. The primary instrument was the magazine-style, illustration-based teaching material designed to boost student learning interest. Data collection techniques included observation, interviews, and questionnaires. Data analysis utilized a Likert scale converted into percentages, with conclusions drawn using descriptive statistics. The results indicated the following: (1) feasibility tests by expert teams (media and subject matter experts) yielded a material validation score of 76% (categorized as feasible/valid) and a visual/layout validation score of 91% (categorized as excellent/feasible/valid), requiring no revisions; (2) teacher assessment resulted in a score of 73, representing 82% (categorized as excellent/valid); (3) the small-group trial yielded an average score of 10.4, representing 94.94% (categorized as excellent); (4) the large-group trial yielded an average score of 9.6, representing 96.66% (categorized as excellent); and (5) the measurement of student learning interest showed an average score of 75.75% (categorized as "increased"). Overall, the research results indicate that illustration-based economics teaching materials presented in a magazine format—designed to enhance student learning regarding the topic of money—are suitable for use in economics instruction.

Keywords: *Teaching Materials, Image Illustrations, Magazine Displays,*

INTRODUCTION

Lutfi (2017:2) states that the Qur'an serves as a fundamental source of guidance for Muslims because it contains values that contribute to the development and cultivation of humanity. Nearly two-thirds of the verses of the Qur'an contain educational messages and motivation for human beings. One example is found in Surah Shad (38:29):

“This is a blessed Book which We have revealed to you, so that they may contemplate its verses and those of understanding may take heed.” (Qur’an, Surah Shad [38]: 29)

Knowledge and spirituality are inseparable aspects of Islamic teachings. All knowledge that exists in the world is ultimately connected to Allah as the Creator. Islam encourages human beings to study and explore the phenomena of creation so that they may increasingly understand the greatness and power of Allah. This encouragement is not merely a matter of belief without a textual foundation; rather, the command to seek knowledge is explicitly supported by the Qur’an and the teachings of Islam.

Possessing knowledge is an essential aspect of being a Muslim because it enables individuals to avoid ignorance. According to the Qur’an, human beings possess the potential to acquire, develop, and disseminate knowledge. Numerous Qur’anic verses and prophetic traditions encourage Muslims to seek knowledge. As Salim (2012:42) explains, “The implicit messages contained in the Qur’an and Hadith doctrinally provide strong support for the development of knowledge.”

According to Amri (2010:159), teaching materials are all forms of materials used to assist teachers or instructors in carrying out teaching and learning activities in the classroom. Appropriate teaching materials are expected to provide benefits and facilitate students’ understanding of the learning materials presented by teachers.

Teaching materials are also an external factor that can strengthen students’ learning motivation. Teaching materials that are attractively designed and equipped with appropriate content and illustrations can stimulate students’ interest and encourage them to engage more actively with the learning process (Majid, 2012:42).

Human beings are visual learners who tend to be attracted to things that can be seen. Edgar Dale, as cited in Anitah (2010:8), argues that images can shift learning experiences from the symbolic level of verbal representation toward more concrete and direct experiences. Images can translate abstract ideas into more realistic forms, thereby facilitating comprehension and strengthening memory.

Similarly, Weidenmann, as cited in Majid (2012:178), explains that visual information in the form of pictures or photographs can provide a stronger learning impression than information obtained solely through reading or listening. Reading is estimated to result in approximately 10% retention, listening in 20%, and seeing in 30%. Therefore, teaching materials that are well designed and supported by appropriate illustrations can contribute to students’ understanding of learning materials.

John Eidswick (2009:25) emphasizes that interest has a strong influence on learning. Individuals tend to demonstrate greater persistence, engagement, and positive attitudes toward tasks that interest them (Ainley, Hidi, & Berndorff, 2002; Hidi, 1990, 2000;

Renninger, 1998, 2000). Thus, students' interest is an important factor in determining the effectiveness of the learning process.

According to Hidi and Renninger (2006), as cited in Hiahamuddin Salim and Zaiton Mustofa (2012:82), individual interest and situational interest are interconnected and may interact with and influence one another in their respective development. They emphasize that situational interest, which is triggered by environmental factors, can stimulate or contribute to the development of more enduring individual interest.

Based on observations conducted at MA NW Pengadang, several problems were identified in the learning process. Some students were reluctant to ask questions, showed little interest in taking notes on the material presented by the teacher, engaged in conversations with classmates while the teacher was explaining the lesson, and were hesitant to express their opinions in class. In addition, the learning facilities and infrastructure were still inadequate. For example, the school had limited access to LCD projectors due to financial constraints. The availability of teaching materials was also limited. Although the school library provided textbooks as learning references, the number of available books was insufficient to meet the needs of all students.

These problems are influenced by both internal and external factors. One of the internal factors is students' lack of interest in learning. Economics is often perceived by students as a difficult and less interesting subject, causing some students to develop negative attitudes toward the subject. Furthermore, the learning process still relies heavily on conventional textbooks and monotonous worksheets (LKS). There are currently no economics teaching materials based on visual illustrations and presented in an attractive magazine format. Therefore, the development of teaching materials based on visual illustrations in a magazine format is considered necessary to increase students' learning interest, particularly among Grade X students at MA NW Pengadang.

This research is supported by several previous studies related to the focus of the present study. One of them is the research conducted by Yuswanti (2012), entitled *"Development of Image-Based Learning Media to Improve Students' Learning Outcomes in Social Studies for Grade IV Students at SD PT. Lestari Tani Teladan (LTT), Donggala Regency."* The findings showed that the use of image-based media in social studies learning improved students' learning activities and outcomes. In the first cycle, the average student activity score increased from 50.00% in the first meeting to 68.75% in the second meeting. In the second cycle, the score increased to 75.00% and 87.50%, respectively. Overall, student activity was categorized as good. Teacher activity also increased from 53.57% and 64.69% in the first cycle to 71.43% and 89.89% in the second cycle. Furthermore, students' classical learning mastery increased from 20.08% in the first cycle to 95.80% in the second cycle, while classical absorption increased from 54.58% to 75.42%.

According to Yu-Je Lee, Chia-Hui Chao, and Ching-Yaw Chen (2011:150), research conducted in higher education institutions in Taiwan demonstrated that students' learning interest and teachers' instructional attitudes have a significant interactive effect on learning outcomes. The study also found that positive instructional attitudes can enhance students' learning interest. This finding is relevant to the present study because teachers' interactive attitudes and instructional approaches play an important role in creating students' interest and active participation in the learning process.

The previous studies and the present research share several similarities, particularly in their use of visual illustrations, magazine-style learning materials, and students' learning interest as important components of the learning process. However, the present research focuses specifically on the development of economics teaching materials based on visual illustrations and presented in a magazine format for Grade X students at MA NW Pengadang.

Therefore, the development of attractive and innovative teaching materials is expected to provide students with learning resources that are easier to understand, more engaging, and capable of increasing their interest in learning economics. Such materials may also support teachers in creating a more active, enjoyable, and effective learning environment.

The objectives of this research are:

1. To develop teaching materials based on visual illustrations and presented in a magazine format for Grade X students at MA NW Pengadang.
2. To determine the feasibility of the teaching materials based on visual illustrations and presented in a magazine format for Grade X students at MA NW Pengadang.
3. To determine teachers' and students' responses to the development of teaching materials based on visual illustrations and presented in a magazine format for economics learning among Grade X students at MA NW Pengadang.

RESEARCH METHODS

Research Design

This study employed a **Research and Development (R&D)** design using the **Borg and Gall development model**. The research focused on developing teaching materials based on visual illustrations and presented in a magazine format for Grade X students at MA NW Pengadang.

The development procedure consisted of several stages, as described below.

1. Preliminary Research Stage

The needs analysis was conducted through observations and interviews with teachers and Grade X students at MA NW Pengadang. This stage aimed to identify the problems encountered during the learning process and the learning materials required by teachers and students.

The researcher also collected relevant information concerning the design and development of teaching materials based on visual illustrations presented in an attractive magazine format. The information obtained at this stage served as the basis for developing the initial product.

2. Initial Product Development Stage

At this stage, the researcher planned and designed the learning materials by referring to the **Competency Standards and Basic Competencies** of the economics subject, in accordance with the lesson plan (RPP) implemented at MA NW Pengadang.

The teaching materials were designed using visual illustrations and a magazine format to make the learning content more attractive, accessible, and engaging for students.

3. Product and Design Validation

The developed teaching materials were validated by **media experts and subject-matter experts**. The validation process used questionnaires designed to assess the feasibility and quality of the developed teaching materials.

The assessment employed a **Likert scale**. The media experts evaluated aspects related to the visual design, layout, illustrations, typography, and presentation of the magazine, while the subject-matter experts assessed the accuracy, relevance, completeness, and suitability of the economics content.

Based on the suggestions and recommendations provided by the media and subject-matter experts, the researcher revised the teaching materials. The revision process was conducted to improve the quality and feasibility of the developed magazine-based teaching materials.

4. Product Trial Stage

The product trial was conducted in several stages.

a. Small-Group Trial

The small-group trial involved **9 Grade X students at MA NW Pengadang**. The students were asked to use and evaluate the developed teaching materials by completing a questionnaire.

The data obtained from the students' assessments were subsequently analyzed. The researcher then revised the teaching materials based on the students' feedback and evaluation results.

b. Large-Group Trial

The large-group trial involved **30 Grade X students at MA NW Pengadang**. The students used the developed teaching materials and provided their assessments through a questionnaire.

The results of the students' assessments were analyzed to determine the practicality and attractiveness of the developed teaching materials. Revisions were then made based on the results obtained from the trial.

c. Trial to Measure the Improvement of Students' Learning Interest

A further trial was conducted involving **30 Grade X students at MA NW Pengadang**. This stage was intended to determine the extent to which the use of the developed magazine-based teaching materials could increase students' interest in learning economics.

Students were given questionnaires to measure their responses and learning interest after using the developed teaching materials. The collected data were then analyzed to determine the effectiveness of the product in increasing students' learning interest.

5. Final Product

The final product represented the completed stage of the development process. At this stage, the magazine-based teaching materials containing visual illustrations had undergone validation by media experts and subject-matter experts, as well as trials involving students and evaluation by the economics teacher.

Based on the validation results, student responses, and teacher feedback, the teaching materials were revised and further evaluated to ensure their quality and feasibility. After the revision process was completed, the final product was considered suitable for use as a learning resource.

The final product was a **printed magazine-based teaching material containing visual illustrations** that could be used as a learning resource for Grade X students, particularly students at MA NW Pengadang.

Data Collection Instrument

The main data collection instrument used in this study was a **questionnaire**. The questionnaire was designed to collect both quantitative and qualitative data.

The data were used to determine the appropriateness and quality of the product design based on assessments from subject-matter experts and media experts. The questionnaire was also used to obtain responses from Grade X students and economics teachers at MA NW Pengadang regarding the developed teaching materials.

Data Analysis Technique

The data obtained in this research consisted of expert assessments of the quality and feasibility of the developed product, as well as students' and teachers' responses after the product was used in the learning process.

The data from the validation conducted by media experts and subject-matter experts were analyzed by calculating the scores obtained from the questionnaires using a **Likert scale**. The analysis was intended to determine the feasibility and quality of the developed teaching materials.

Meanwhile, data concerning teachers' and students' responses were collected through questionnaires and analyzed descriptively to determine the attractiveness, practicality, and usefulness of the developed magazine-based teaching materials.

The results of the data analysis were subsequently used as the basis for revising and improving the product until the final teaching materials were considered feasible for use in economics learning for Grade X students at MA NW Pengadang.

RESULTS AND DISCUSSION

The research and development conducted in this study focused on developing teaching materials. The purpose of this research and development was to determine the feasibility of Economics Teaching Materials Based on Visual Illustrations Presented in a Magazine Format to Increase Students' Learning Interest in the Topic of Money for Grade X Students at MA NW Pengadang.

The development process of the teaching materials based on visual illustrations presented in a magazine format referred to the Borg and Gall development model, which originally consists of ten steps in the Research and Development (R&D) process. However, in this study, the researcher modified the procedure into several stages,

namely: (1) preliminary research; (2) initial product development; (3) product/design validation; (4) product trials; and (5) final product development.

Before being tested with students, the teaching materials were first validated by a team of experts to determine whether the product was valid and suitable for use in the research. The results of the expert validation served as the basis for determining the feasibility of the developed product. The validation process involved two experts: Danang Prio Utomo, M.M. as the subject-matter expert (Validator I) and Dr. Aswasulasikin, M.Pd. as the media expert (Validator II).

1. Subject-Matter Expert Validation

The scores provided by the experts for each assessed aspect were accumulated and then converted into percentages. Validator I assessed four aspects of the teaching materials.

The content quality aspect obtained a score of 79%, categorized as good. The presentation feasibility aspect obtained 75%, also categorized as good. The language feasibility aspect obtained 75%, categorized as good, while the product attractiveness aspect obtained 81%, categorized as very good.

Based on the four assessed aspects, the average score obtained from the subject-matter expert validation was 77%. This result indicates that the developed teaching materials were categorized as feasible/valid and could proceed to the product trial stage.

2. Media Expert Validation

The media expert assessed four aspects related to the visual and technical presentation of the developed teaching materials.

The module size aspect obtained 100%, categorized as very good. The cover design aspect obtained 93%, categorized as very good. The content design aspect obtained 89%, categorized as very good, while the content illustration aspect obtained 91%, categorized as very good.

The average score obtained from the media expert validation was 91%, indicating that the developed teaching materials were categorized as highly feasible/valid in terms of their visual presentation and media design.

3. Product Trial

The results of the validation conducted by the two experts indicated that the developed product was suitable for use by Grade X students at MA NW Pengadang. The expert validation results also demonstrated that the product could proceed to trials involving the predetermined research subjects.

The product trial was conducted in two stages:

1. Small-group trial, involving 9 students as respondents.
2. Large-group trial, involving 30 students as respondents.

The trials generated data concerning students' responses to the Economics Teaching Materials Based on Visual Illustrations Presented in a Magazine Format.

4. Teacher Response

The economics teacher also assessed the developed teaching materials based on four aspects. The content quality aspect obtained a score of 21, the presentation feasibility aspect obtained 18, the language feasibility aspect obtained 22, and the product attractiveness aspect obtained 12.

The total teacher-response score was 73, corresponding to a percentage of 82.95%. This result was categorized as very good.

Therefore, based on the teacher's assessment, the developed teaching materials were considered attractive, appropriate, and suitable for supporting the economics learning process.

5. Student Responses

The students' responses were obtained through both small-group and large-group trials.

In the small-group trial, involving 9 students, the average score was 10.4, with a percentage of 94.94%, which was categorized as very good.

In the large-group trial, involving 30 students, the average score was 9.6, with a percentage of 96.66%, also categorized as very good.

The very positive responses from the students indicate that the developed teaching materials were considered attractive, understandable, and appropriate for use in economics learning. These positive responses were also supported by the fact that the teaching materials had undergone expert guidance, validation, and revision before being tested with students.

6. Measurement of Students' Learning Interest

The measurement of students' learning interest after using the developed teaching materials resulted in a percentage score of 76.75%. Based on the predetermined assessment criteria, this result was categorized as increasing.

This finding indicates that the use of Economics Teaching Materials Based on Visual Illustrations Presented in a Magazine Format contributed positively to students' learning interest. The attractive visual presentation, illustrations, and magazine format provided students with a more engaging learning experience and encouraged them to participate more actively in the learning process.

7. Overall Product Feasibility

Based on the results of validation by the subject-matter expert and media expert, teacher responses, student responses, and the measurement of students' learning interest, the developed teaching materials demonstrated a high level of feasibility.

The subject-matter expert validation produced an average score of 77%, while the media expert validation produced an average score of 91%. The teacher's response reached 82.95%, while students' responses reached 94.94% in the small-group trial and 96.66% in the large-group trial. Furthermore, the measurement of students' learning interest resulted in a score of 76.75%, categorized as increasing.

Based on these findings, the developed product, entitled "Economics Teaching Materials Based on Visual Illustrations Presented in a Magazine Format to Increase Students' Learning Interest in the Topic of Money for Grade X Students at MA NW Pengadang," was considered feasible for use in the learning process.

Therefore, the developed teaching materials can serve as an alternative learning resource for economics instruction, particularly for the topic of money, and can support teachers in creating a more attractive and engaging learning environment for Grade X students at MA NW Pengadang.

CONCLUSION

Based on the results of the research and development of economics teaching materials based on visual illustrations presented in a magazine format to increase students' learning interest in the topic of money, it can be concluded that the developed teaching materials are **valid and feasible for use in the learning process** based on the assessments provided by the validators.

The results of the teacher and student responses also indicate that both teachers and students responded positively to the developed economics teaching materials. The use of visual illustrations presented in an attractive magazine format was found to contribute to increasing students' learning interest. This is because students tend to be more interested in learning materials that contain attractive visual elements and

illustrations. The illustrations also help students understand learning concepts more easily by presenting information in a more concrete and engaging form.

Therefore, the developed magazine-based economics teaching materials can serve as an alternative learning resource to support the teaching and learning process, particularly in the topic of money for Grade X students.

Recommendations

The product developed in this study is limited to economics teaching materials presented in a magazine format and focuses specifically on the topic of **money**. Therefore, future researchers are encouraged to develop similar teaching materials covering other economics topics and broader subject areas.

Future development can also improve the visual design, content coverage, interactivity, and digital accessibility of the teaching materials so that they can be used more effectively in accordance with the development of learning technology and students' needs.

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