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DEVELOPMENT OF DIGITAL COMIC MEDIA FOR FIQH LEARNING ON THE PILLARS OF PRAYER AT THE AL-QUR'AN EDUCATION PARK IN PADANG BUJUR, NORTH PADANGLAWAS

PENGEMBANGAN MEDIA KOMIK DIGITAL PADA PEMBELAJARAN FIQIH MATERI RUKUN SHALAT DI TAMAN PENDIDIKAN AL-QUR'AN PADANG BUJUR PADANGLAWAS UTARA

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Abstract

This study aims to develop digital comic media for Fiqh learning on the pillars of prayer at the Al-Qur'an Education Park in Padang Bujur, North Padanglawas. The development was motivated by the limited use of innovative learning media, as the learning process predominantly relied on lectures and printed images that were less attractive to students. This study employed a research and development (R&D) approach based on the Borg and Gall development model. Data were collected through expert validation questionnaires, teacher practicality questionnaires, student response questionnaires, and learning achievement tests. The developed media was evaluated by four experts in material/content, instructional media, language, and Islamic religious education learning. The validation results reached 90% for material, 92% for media, 96% for language, and 90% for Islamic religious education learning. The teacher practicality assessment reached 90.7%, while student responses reached 88.2%, both categorized as very practical. The effectiveness assessment compared a control class with an experimental class that used the developed digital comic media. The thesis reports a significant difference between the two classes, with better learning outcomes in the experimental class. These findings indicate that digital comic media is a valid, practical, and promising alternative for supporting Fiqh learning on the pillars of prayer. The media provides illustrated and contextual learning content that can help students understand the material more engagingly.

Keywords : Digital Comics, Fiqh Learning, Pillars of Prayer, Learning Media, Islamic Education.

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Abstrak

Penelitian ini bertujuan untuk mengembangkan media komik digital pada pembelajaran Fiqih materi rukun shalat di Taman Pendidikan Al-Qur'an Padang Bujur Padanglawas Utara. Pengembangan media ini dilatarbelakangi oleh terbatasnya penggunaan media pembelajaran inovatif karena proses pembelajaran masih didominasi metode ceramah dan penggunaan gambar cetak yang kurang menarik bagi peserta didik. Penelitian ini menggunakan metode penelitian dan pengembangan (Research and Development) dengan mengacu pada model pengembangan Borg dan Gall. Data dikumpulkan melalui angket validasi ahli, angket praktikalitas guru, angket respons siswa, dan tes hasil belajar. Media yang dikembangkan divalidasi oleh empat ahli yang meliputi ahli materi/isi, ahli media pembelajaran, ahli bahasa dan sastra, serta ahli pembelajaran Pendidikan Agama Islam. Hasil validasi menunjukkan persentase 90% untuk materi, 92% untuk media, 96% untuk bahasa, dan 90% untuk pembelajaran Pendidikan Agama Islam. Penilaian praktikalitas oleh guru memperoleh persentase 90,7%, sedangkan respons siswa mencapai 88,2%. Kedua hasil tersebut termasuk dalam kategori sangat praktis. Pengujian efektivitas dilakukan dengan membandingkan kelas kontrol dan kelas eksperimen yang menggunakan media komik digital. Hasil penelitian dalam tesis menunjukkan adanya perbedaan yang signifikan antara kedua kelas, dengan hasil belajar kelas eksperimen lebih baik daripada kelas kontrol. Temuan ini menunjukkan bahwa media komik digital valid, praktis, dan berpotensi menjadi alternatif dalam mendukung pembelajaran Fiqih materi rukun shalat. Media ini menyajikan materi melalui ilustrasi dan konteks yang dekat dengan kehidupan peserta didik sehingga pembelajaran dapat berlangsung secara lebih menarik.

Kata Kunci : Komik Digital, Pembelajaran Fiqih, Rukun Shalat, Media Pembelajaran, Pendidikan Islam.

1. INTRODUCTION

Islamic Religious Education plays an important role in developing students' religious knowledge, attitudes, and behavior. Religious learning is not only concerned with mastering knowledge but also with helping students understand and apply Islamic teachings in their daily lives. One important area of learning is Fiqh, particularly the pillars of prayer, which provide the foundation for students to understand the proper performance of prayer.

Fiqh learning needs to be designed in a way that enables students to understand the material effectively. The delivery of material that relies primarily on verbal explanations may make it difficult for students to visualize the sequence, movements, and requirements of the acts of worship being studied. Therefore, teachers need to use learning media that are appropriate to the characteristics of the subject matter and the needs of students.

Learning media serve as tools to facilitate the delivery of instructional messages and make learning content easier to understand. Appropriate media can support the presentation of material, attract students' attention, and help teachers create more varied learning experiences (Musfiqon, 2012). Innovative learning media can also be developed by considering visual elements, information presentation, and ease of use by students (Suryani et al., 2019).

One form of learning media that can be used is digital comics. This medium presents information through a combination of images, text, characters, and storylines. Such a presentation allows learning material to be delivered in a more engaging visual format. In religious education, comics can be developed by adapting their stories and illustrations to the subject matter. Faozan (2018), for example, developed prayer comics for elementary school students. Research on the development of Smart Komik Fikih for prayer instruction was also conducted by Nurul Ahmad (2019).

The development of digital media provides opportunities for teachers to present learning materials more flexibly. However, the use of digital media must still consider content accuracy, readability, language appropriateness, and ease of use. A visually appealing medium may not function

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optimally if its content and presentation are inconsistent with the learning objectives. Therefore, media development needs to be accompanied by validation and product testing.

According to the background described in Yusnah Hasibuan's thesis, Islamic Religious Education learning at the Al-Qur'an Education Park in Padang Bujur, North Padanglawas, still relied on simple pictures and lecture-based explanations. This condition motivated the development of a more innovative learning medium for teaching the pillars of prayer. Digital comics were expected to help students understand the material through more engaging illustrations and a structured presentation.

Previous studies have demonstrated the development of comic media in various learning contexts. Faozan (2018) developed prayer comics for elementary school students, while Nurul Ahmad (2019) developed character-based Smart Komik Fikih for prayer instruction. Erisa et al. (2023) also examined the validity of interactive digital comic learning media for Islamic Religious Education and Character Education in elementary schools. These studies share a common focus on using comics to support learning. The present study differs in its specific focus on the pillars of prayer and its implementation at the Al-Qur'an Education Park in Padang Bujur, North Padanglawas.

Based on this background, this study aims to develop digital comic media for Fiqh learning on the pillars of prayer and determine its validity and practicality. The study also examines the learning outcomes of the control and experimental classes as part of the evaluation of the developed product's effectiveness.

2. RESEARCH METHOD

Research Design

This study employed a Research and Development (R&D) approach. This approach was used to produce a learning product and assess its feasibility through validation and product testing. Educational product development needs to consider learning needs, design processes, testing, and product improvement before broader implementation (Borg & Gall, 1983).

The development model used in the thesis referred to the Borg and Gall model. The product developed was digital comic media for Fiqh learning on the pillars of prayer at the Al-Qur'an Education Park in Padang Bujur, North Padanglawas.

Research Location and Period

The study was conducted at the Al-Qur'an Education Park in Padang Bujur, North Padanglawas Regency, North Sumatra, Indonesia. The research was carried out from March to June 2024.

Product Development Procedure

The development process involved product design, expert validation, revision, product trials, and evaluation. The initial product presented the material on the pillars of prayer through digital comics combining illustrations, text, characters, and dialogue. After the initial product was completed, experts evaluated its content, media design, language, and suitability for Islamic Religious Education learning.

The expert assessments were used as the basis for product improvement. The revised media was then tested in the learning process to obtain feedback from teachers and students. Learning achievement tests were subsequently used to compare the results of the control and experimental classes.

Research Participants and Instruments

Product validity was assessed by four experts: a content expert, a learning media expert, a language and literature expert, and an Islamic Religious Education learning expert. Practicality was assessed by three teachers. Student responses were collected through questionnaires, while product effectiveness was examined using learning achievement tests administered to the control and experimental classes.

The research instruments consisted of expert validation questionnaires, teacher practicality questionnaires, student response questionnaires, and learning achievement tests. The validation

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questionnaires were used to assess product feasibility. The practicality questionnaires examined content suitability, presentation, language, ease of use, and benefits. The tests were used to compare learning outcomes before and after instruction.

Data Analysis Techniques

Validation and practicality data were analyzed descriptively using percentages. These percentages described the assessments provided by experts, teachers, and students and were interpreted according to the evaluation categories used in the study.

Product effectiveness was examined by comparing the mean pretest and posttest scores of the control and experimental classes. The differences in score increases were used to describe changes in learning outcomes between the two classes. Since the complete inferential statistical results were not available in the summary used for this article, statistical test values and significance levels are not reported.

3. RESULT AND DISCCUSSION

Development of Digital Comic Media

The developed product was digital comic media for Fiqh learning on the pillars of prayer. The media combined illustrations, text, characters, and dialogue related to the learning material. This visual and narrative presentation was intended to help students follow the content in a more engaging format.

The development of this medium was motivated by the need for an alternative to the use of simple pictures and verbal explanations. Digital comics were expected to serve as supplementary learning media for teachers rather than replace the teacher's role in explaining concepts and guiding students.

The designed product was subsequently evaluated by four experts. The validation process aimed to determine the suitability of the content, the quality of the media, the clarity of the language, and the appropriateness of the product for Islamic Religious Education.

Product Validation Results

The validation results indicated that the digital comic media received high assessment scores across all evaluated aspects. The results are summarized in Table 1.

Table 1. Validation Results of Digital Comic Media

No.	Validation aspect	Percentage
1	Content/material	90%
2	Learning media	92%
3	Language and literature	96%
4	Islamic Religious Education learning	90%

As shown in Table 1, language and literature received the highest score, at 96%. Learning media received 92%, while content/material and Islamic Religious Education learning each received 90%. These results indicate that the product received positive assessments from all four experts.

The content assessment highlighted the importance of ensuring that the media accurately represented the material on the pillars of prayer. The media assessment concerned the visual presentation and overall format of the product. Language was also important because the information and dialogue in the comics needed to be clear and accessible to students. The Islamic Religious Education assessment helped ensure that the medium was appropriate for its intended instructional context.

Overall, the validation results indicate that the digital comic media was considered feasible based on expert assessments. However, product feasibility should also be examined through implementation and user feedback, rather than expert evaluation alone.

Media Practicality Results

Practicality was assessed to determine the ease of use and benefits of the media in the learning process. Based on assessments from three teachers, five aspects were evaluated: content suitability, presentation, language, ease of use, and benefits.

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Table 2. Teacher Assessment of Media Practicality

No.	Aspect	Percentage	Category
1	Content suitability	84%	Very practical
2	Presentation	90%	Very practical
3	Language	96%	Very practical
4	Ease of use	91%	Very practical
5	Benefits	91%	Very practical
	Overall average	90.7%	Very practical

Table 2 shows that the overall teacher practicality score reached 90.7%, which was categorized as very practical. Language received the highest score, at 96%, while content suitability received 84%. These results indicate that the media was considered easy to use and beneficial for supporting the learning process, although content suitability remains an area that may be further improved.

Practicality was also examined through student responses. The questionnaire results showed an average student response score of 88.2%, categorized as very practical. The assessed aspects included the completeness and clarity of the material, clarity of information, understanding of key points, assistance in understanding the pillars and movements of prayer, ease of remembering explanations, visual appeal, language, and clarity of the written material.

The attractiveness of the colors received 93%, while the attractiveness of the media's appearance received 92%. Meanwhile, the aspect concerning assistance in understanding the pillars and movements of prayer received 85%. These findings indicate that students responded positively to the visual design, while the medium's contribution to understanding the subject matter remains an important consideration for further development.

The teacher practicality assessment and student responses collectively indicate that the media was well received by its users. This finding is consistent with the view that media development should consider presentation quality, ease of use, and relevance to learning needs (Kustandi & Darmawan, 2020; Musfiqon, 2012).

Learning Effectiveness Results

The effectiveness of the media was examined by comparing pretest and posttest results in the control and experimental classes. The control class received instruction without the developed digital comic media, whereas the experimental class received instruction using digital comics on the pillars of prayer.

Table 3. Comparison of Mean Learning Outcomes

No.	Class	Mean pretest	Mean posttest	Increase
1	Control	75.93	82.81	6.88
2	Experimental	74.73	90.56	15.83

Table 3 shows that the control class mean increased from 75.93 on the pretest to 82.81 on the posttest, representing an increase of 6.88 points. The experimental class mean increased from 74.73 to 90.56, representing an increase of 15.83 points.

The difference in score increases indicates that the experimental class experienced a greater improvement in mean learning outcomes than the control class. The experimental class also showed a higher posttest mean following the use of digital comic media in learning the pillars of prayer.

Descriptively, these findings support the potential of digital comics to assist Fiqh learning. The combination of illustrations and text can provide visual representations of learning material and offer additional support for students as they follow the teacher's explanations. However, differences in mean scores alone are insufficient to establish the statistical significance of the effect. Complete inferential test results, including the test statistic and significance value, are needed to confirm whether the difference between the two classes is statistically significant.

Thus, the available results show an increase in mean learning outcomes in both classes, with a greater increase in the experimental class. These findings support the use of digital comic media as an

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alternative learning resource, while highlighting the need for complete statistical reporting in the evaluation of its effectiveness.

4. CONCLUSION

The findings indicate that the digital comic media on the pillars of prayer received positive assessments from experts, teachers, and students. The four validation aspects received scores ranging from 90% to 96%, while teacher practicality and student responses reached 90.7% and 88.2%, respectively. These results provide evidence that the product met the feasibility and usability assessments within the context of this study.

From a media development perspective, digital comics provide an alternative way to present learning content through a combination of images and text. This format is relevant to the topic of the pillars of prayer, which requires explanations of the sequence and movements involved in worship. Visual media can supplement teacher explanations, while teachers continue to play an essential role in clarifying concepts and guiding students' practice.

This study shares similarities with the development of prayer comics by Faozan (2018) and the development of Smart Komik Fikih for prayer instruction by Nurul Ahmad (2019). Both studies focus on using comics to present religious learning material. The present study specifically focuses on digital comic media for the pillars of prayer at the Al-Qur'an Education Park in Padang Bujur, North Padanglawas.

The results also show that students responded positively to the colors and visual appearance of the media. Nevertheless, a learning medium should not be judged solely by its visual appeal. Content accuracy, language clarity, and appropriate presentation must remain priorities to ensure that digital comics support learning objectives. This view is consistent with the importance of considering media quality and its instructional use as a whole (Kustandi & Darmawan, 2020; Suryani et al., 2019).

Regarding learning outcomes, the experimental class showed a mean increase of 15.83 points, compared with 6.88 points in the control class. This result indicates a trend favoring the use of digital comic media. However, conclusions about effectiveness should remain proportionate to the available evidence because the complete inferential statistics needed to confirm the significance of the difference between the two classes have not been reported here.

Overall, this study contributes a digital comic learning medium that has undergone expert validation and practicality assessment for Fiqh learning on the pillars of prayer. The media can serve as an alternative resource for teachers seeking to vary their instructional approaches. Future development may focus on improving content, expanding product trials, and providing more comprehensive statistical analyses of effectiveness.

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