Educational Journal of Learning Technology
Vol. 1, No. 3, pp. 132-141, May 2024
https://doi.org/10.58230/edutech.v1i3.16
Received April 06, 2024; Revised April 16, 2024; Accepted May 01, 2024

Development of Canva-Assisted Comic Book-Based Learning Media on Ramadan Fasting Materials

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Abstract. This study aims to determine the results of media design, validation, practicality, and effectiveness in developing this comic-based learning media. This type of research is research and development (R&D) development, with the ADDIE development model consisting of five stages: Analysis, design, development, Implementation, and evaluation. This study's subject is a class V student of SIT Al-Hikmah Palopo. The instruments used were material and media expert validation sheets, student practicality questionnaires, and student pretest and posttest questionnaires to determine the effectiveness of products in improving student learning outcomes. The data analysis techniques used are qualitative and quantitative descriptive data. The results of the development of comic-based learning media. The result of canvas-assisted comic-based media design is producing learning media in printed products. The media and material validation results met the validity requirements of 82.50% with the category of very valid. The results of the practicality test conducted by teachers and students met the practicality requirements, which were 85.27% and in the category of very practical. The effectiveness of comic-based learning media results are seen from the pretest and posttest scores, where students obtained an average N-gain score of 57.7% in the "moderate" category. Based on these results, it can be concluded that Canva-assisted comic-based learning media is effective. The development of comic-based media can support the creation of exciting learning, increase interaction, and increase students' interest in learning from student learning outcomes.

Keywords: Learning Media, Comic Book.

1. Introduction

Education is essential for human life. According to Law No. 20 of 2003 Article 1, education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual strength, religion, self-control, personality, intelligence, noble morals, and skills needed by themselves, society, nation and state(Central Government, 2003).

Ki Hajar Dewantara (the father of national education in Indonesia) explained the meaning of education: education is the demand in the life of growing children, education is to guide all the natural forces that exist in the children so that they as human beings and as members of society can achieve the highest safety and happiness (Mudana, 2019).

Islamic religious education is part of nation-building, especially in Indonesia, and plays an important role. It took place long before the independence of the Indonesian nation (Sadali, 2020). It is reflected in the practice of Islamic religious education organized by Muslims through traditional

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educational institutions such as *taklim* councils, learning forums, *surau* and Islamic boarding schools that have developed and survived to this day.

Islamic education is currently still in a very miserable and worrying condition (Priatmoko, 2018). Islamic education has experienced a downturn, far behind Western education. The problems faced by Islamic religious education are not single and partial (Aminuddin, 2019). Some several issues or problems are still intertwined with each other. The main concern of national education, including Islamic religious education, is the low quality of education, which triggers the low quality of human resources (Zulmi et al., 2024). The low quality of human resources has an impact on the low character of the nation.

Learning is an experience in the process and is a fundamental element in each level of education. It means that learning is a process or effort made by each individual to change behaviour in the form of knowledge, skills, attitudes and positive values as an experience of various materials learned (Fairy & Karimah, 2022). The teaching and learning process has two essential elements: teaching methods and learning media. These two aspects are interrelated. Educators have a duty in the teaching and learning process to encourage, guide, and provide learning facilities for students to achieve their goals (Febrita & Ulfah, 2019).

One of the facilities that educators can provide is suitable learning media to deliver learning materials (Budiyono, 2020). It is implicit that learning media includes tools that are physically used to convey the content of teaching materials, consisting of, among others, books, tape recorders, films, slides (frame images), photographs, images, graphics, television, and computers (Hasriadi & Marwiyah, 2023).

Media is an essential component in the learning process. School lessons require learning media that have a variety and can attract students' interest and motivation in learning so that learning materials can be conveyed well to students through the development of science and technology.

According to (Wulandari et al., 2023), In terms of history, there are two functions of educational media (which are now called learning media), namely the function of AVA (Audio Visual Aids or Teaching Aids) to provide concrete experiences to students by using tools in the form of pictures, models, concrete objects in presenting a specific lesson. The communication function is also between two things, namely writing and creating media (communicators or sources) and the person who receives (reading, seeing, listening), also called the audience.

The current development of Science and Technology (IPTEK) benefits educators to be more creative in making learning media. Although the development of science and technology has given rise to various social phenomena and societal changes, it does not mean that educators avoid and do not want to follow existing developments (Hamidi et al., 2023). Several technologies can be used in the educational process to provide an alternative for educators to use various learning media, including comics designed using the Canva application (Hasriadi et al., 2023).

Comics are a learning medium that can activate students' seriousness in learning. The nature of comic media, which is entertaining and light, makes students like reading more than using it when reading school textbooks (Rahadian & Setiawan, 2021). Comics also have advantages in learning. In addition to the characteristic nature of comics, it must be admitted that the effectiveness of media in learning is very beneficial in terms of education. The application of learning media will attract more attention to students to foster interest in learning and stimulate students' desire to read the subject matter (Heryadi et al., 2023).

From August 29 to October 31, 2022, the researcher conducted one of the Professional Training Programs held by the campus at SIT Al-Hikmah Palopo. During the training program, the researcher was placed in class V according to an agreement with the educator of Islamic religious education

subjects with the number of meetings twice a week before implementing the learning process in the classroom on the first day of observation. The principal said that SIT Al-Hikmah Palopo had implemented an independent curriculum. During the observation, the researcher saw the lack of creativity of educators in presenting the material and was only fixated on the existing curriculum, so students did not enjoy the learning process.

Based on the results of observations and interviews with one of the Islamic religious education educators at SIT Al-Hikmah Palopo, Mr. Mansyur S.Pd, the researcher found out that at SIT AL-Hikmah Palopo implements an independent learning curriculum, the Implementation of this curriculum does not make students active in the learning process and is less interested in learning, mainly Islamic religious education because educators only explain essential points according to the curriculum itself, From the results of the discourse, the researcher is interested in creating an atmosphere that students are happy with so that they can be active even though they use the independent curriculum.

Comic book media is a learning resource that can help students and replace educators' positions in learning activities both in the classroom and outside the school (Nafala, 2022). Comic book media can be used in the two-way learning process, namely as a teaching aid and a learning medium that students can use (Muqsith et al., 2021). Therefore, researchers are interested in the development of comic book-based learning media. With the development of this comic book-based learning media, it is hoped that educators can more easily convey learning materials and increase students' interest in Islamic religious education lessons for Ramadan fasting material SIT Al-Hikmah Palopo.

2. Method

This research is a development of Research and Development (R&D), with the ADDIE development model consisting of five stages: analysis, design, development, Implementation, and evaluation (Branch, 2009). The subjects of this study are 17 students of grade V of SIT AL Hikmah Palopo. The instruments used were two experts, namely material experts by Mr Dr Bustanul Iman and media experts by Mrs Nur Fakhrunnisa, student practicality questionnaires, as well as student pretest and posttest question sheets to determine the effectiveness of products in improving student learning outcomes.

The data analysis techniques used are qualitative and quantitative descriptive data analysis. Qualitative descriptive analysis techniques are used to process data from validators based on theory (Miles et al., 2013). This data analysis technique is carried out by grouping information from qualitative data containing criticisms, responses, inputs and suggestions from expert validators for improvement in the validation sheet. Meanwhile, quantitative descriptive analysis techniques process data from validation sheets and practicality questionnaires. The validation data analysis technique was obtained from tabulation by competent validators on Islamic religious materials, media design, and analysis instrument sheets on the developed product. The activity carried out in the validity data analysis process is to fill in the validation sheet of each instrument given to the validator and then fill in the √ (check) mark on the Likert scale.

3. Result

The Needs and Design of Canva-Assisted Comic Book-Based Learning Media

This research and development aims to produce a comic-based Canva-assisted Islamic religious education learning media application product at the elementary school level. This development research model is the ADDIE model. The stages of developing a Canva-assisted Islamic learning media application based on Ramadan fasting material are as follows:

a) Analysis Stage

The analysis stage is the initial stage in the research and development of this media. Several activities are carried out at this stage, namely needs analysis and curriculum analysis.

b) Design Stage

The initial development stage is the second stage of ADDIE, namely design. The planning stage (Design) regarding the learning media to be made. The material and characteristics of class V students of SIT Al-Hikmah Palopo will be prepared, and the learning media references will be created.

Validity, Practicality and Effectiveness of Comic Book-Based Learning Media

According to the ADDIE model, the validation stage is development, which is the stage of product realization from the design stage that has been prepared. The product that has been developed is then discussed with the supervisor to get better product development suggestions so that the validator declares that it is ready to be validated. The product developed is then validated to determine the level of product validity.

a. Media Expert Validation Results

Table 1. Media and Design Expert Validation Results

No.	Assessment Aspects	Percentage	Category
1	Cover Design Display	100.00	Sagat Valid
2	View of the content design	75.00	Valid
3	Serving Technique	87.50	Sagat Valid
4	Serving Supporters	75.00	Valid
5	Presentation of Learning	75.00	Valid
	Rata-rata	82.50	Sagat Valid

The results of expert validation of the comic-based learning media developed explained that the validity value of the learning media was 82.50%, which shows that the value is in the very valid category.

b. Validation results of material experts

Table 2. Material Expert Validation Results

No.	Assessment Aspects	Percentage	Category
1	Content Eligibility	83.33	Sangat Valid
2	Eligibility of Serving	85.00	Sangat Valid
3	Contextual Assessment	87.50	Sangat Valid
	Rata-rata	85.27	Sangat Valid

Based on the assessment of material expert validation of comic-based learning media, a score of 85.27% was obtained, which shows that the score is in the very valid category.

c. Results of Teacher Practicality Test Validation

Table 3. Results of Teacher Practicality Test Validation

No.	Assessment Aspects	Percentage	Category
1	Comic Book Content Eligibility	100	Sagat Valid
2	Penyajian	100	Sagat Valid
3	Comic Book Media Graphics	100	Sagat Valid
	Rata-rata	100	Sagat Valid

Based on the table, the comic-based learning media practicality test results were obtained from teachers who received an average score of 100% and were included in the very valid category.

This practicum stage is based on the ADDIE model, Implementation, where the media will be piloted in small groups. This investigation aims to find out the practicality of the learning media that has been developed. This trial was carried out in class V of SIT Al-Hikmah Palopo to obtain student responses through the practice questionnaire distributed.

Table 4. Results of the Student Practicality Test

No.	Assessment Aspects	Percentage	Category
1	Comic Book Content Eligibility	100	Sagat Valid
2	Penyajian	100	Sagat Valid
3	Comic Book Media Graphics	100	Sagat Valid
	Rata-rata	100	Sagat Valid

Based on the table, the results of the practicality test followed by 17 students of SIT Al-Hikmah Palopo showed an average of very practical with a percentage of 100%. Therefore, SIT Al-Hikmah Palopo students consider comic book-based learning media valid or valuable.

The effectiveness of learning media enters the final stage, or the fifth stage of the ADDIE model, namely evaluation, where the stage of testing the efficacy of learning media is by providing a pretest and posttest or giving tests before and after using learning media. Determine the effectiveness of the media developed.

Table 5. Preetess Value Results

No	Value Range	Category	Number of students	Percentage
1	80-100	Excellent	1	5.88
2	60-79	Good	3	17.65
3	40-59	Enough	4	23.53
4	20-39	Less	4	23.53
5	0-19	Very Less	5	29.41
	Total		17	100.00

Table 6. Posttest Score Results

No	Value Range	Category	Number of students	Percentage
1	80-100	Excellent	17	100
2	60-79	Good	0	0
3	40-59	Enough	0	0
4	20-39	Less	0	0
5	0-19	Very Less	0	0
	Total		17	100

Before the researcher applied the learning media, a pretest was carried out with the results: one student in the outstanding category, three students in the excellent category, four students in the sufficient category, four students in the poor category and five students in the inferior category. After the researcher applied the learning media again, a trial was carried out, namely a posttest with very satisfactory results; namely, 17 students were included in the outstanding category. Therefore, comic-based learning media meets the effectiveness criteria with the category of very effective by students.

4. Discussion

The Needs and Design of Canva-Assisted Comic Book-Based Learning Media

The need is to determine the fundamental problems in developing Islamic religious education learning media at the elementary school level, especially in grade V. This aims to identify the issues teachers often face in delivering material to students.

Based on the results of an interview with Ustadz Mansyur, S.Pd., a class V Islamic religious education teacher at SIT Al-Hikmah Palopo, he said that the learning process only uses printed books as teaching materials in the Implementation of the independent curriculum makes students

not too interested in learning Islamic religious education, he said that students are happy in playing and like to draw. He said that he had never used comic book-based learning media during the learning period. He only used printed books and modules distributed or distributed by the government as teaching materials. The solution to overcome this problem is to update learning resources such as media as support for existing books so that students will like Islamic religious education lessons more.

Based on this problem, the researcher chose the development of Canva-assisted comic book-based learning media to help improve student learning outcomes because it makes it easier for students to focus on paying attention to the teaching materials presented in comic books. Other needs, such as the characteristics of comic book-based learning media developed in grade V material for Ramadan fasting, have characteristics consisting of 3 aspects, namely: 1) the quality of content and learning objectives, including the identity of the comic book, table of contents, instructions for using comics, sub-subject matter, evaluation questions by learning objectives, 2) instructional quality including learning motivation skills and evaluation tests, 3) Technical quality includes: paper size, colouring, and character selection of character animation.

Previous research (Gunawan & Sujarwo, 2022)shows that visual media, such as comic books, can increase students' interest in various subjects, including Islamic Religious Education. Meanwhile, a study by (Ismail et al., 2023) found that using technology, such as the Canva graphic design app, in developing learning media can improve learning effectiveness and motivate students to learn more actively. This research aligns with these findings and adds empirical evidence on the efficacy of technology-supported comic book-based learning media.

In this context, the use of Canva-assisted comic books as a learning medium is a relevant innovation to answer the challenges faced in the learning process of Islamic Religious Education in grade V. This research not only confirms the results of previous research but also makes a new contribution by applying modern technology in the development of learning media, which is expected to improve students' learning outcomes and their interest in lessons Islamic Religious Education.

This study emphasizes the importance of innovation in learning media to improve the quality of education. Comic books as a visual medium can make learning more fun and exciting for students, so they are more motivated to learn. Using Canva as a design tool enriches visual content and makes it more engaging. It aligns with the constructivist learning theory, which emphasizes that meaningful learning occurs when students are actively involved in the learning process through media that are interesting and relevant to their interests. Thus, this study provides practical and innovative solutions to overcome the learning problems of Islamic Religious Education in elementary schools.

The comic book-based mathematics learning media design is carried out in several steps.

a. Determine the KD or material that will be included in the comic book.
b. Looking for material references as a support for learning media.
c. Prepare supporting images, learning-related images, and images to support the display as well as supporting animations. The image used is in the form of JPG or PNG.
d. Prepare text to bring the animated characters to life.
e. Install the Canva app on laptops, computers, and mobile phones.
f. Open the Canva application installed on your laptop or computer. The first thing that must be considered is the welcome page. At this stage, a choice of device type will be presented, including whether the app is made for iPad, iPhone, or Android. Whether the media content is created vertically, horizontally or mixed.
g. Start modelling the display as needed and desired.
h. After completion, the results of the designed comic are downloaded and then printed.

Creating comic book-based learning media using Canva is not that difficult. The press produced is in the form of products that can be used to improve student learning outcomes.

Previous research has shown that using visual media in learning can increase students' interest and learning outcomes. According to (Zakiyah et al., 2022), visual media such as comic books

effectively attract students' attention and improve their understanding of the subject matter. Other studies (Sunarti, 2022) found that graphic design applications like Canva made it easier for teachers to create engaging and interactive learning media.

Research (Febriyandani & Kowiyah, 2021) also supports this finding by mentioning that using comic-based learning media can improve student learning outcomes in subjects that require an understanding of abstract concepts, such as mathematics. This study corroborates previous results by showing that using Canva as a design tool makes creating learning media easier and produces effective products.

This study shows that using comic books as a medium for learning mathematics can positively impact student learning outcomes. The creation process is simple and can be quickly followed by teachers, thanks to Canva's user-friendly app. This research provides a practical solution for teachers who want to develop innovative learning media by providing a step-by-step guide.

Using comic books in mathematics learning makes the material more exciting and helps students understand concepts that may be difficult to comprehend through conventional methods. It is by the constructivist learning theory, which emphasizes the importance of using relevant and engaging media to increase student engagement and motivation to learn.

Thus, this research makes an essential contribution to the field of education, especially in the development of learning media. The Implementation of comic book-based media supported by design applications such as Canva can be one of the effective strategies to improve the quality of learning and student learning outcomes, according to the findings of previous research (Febriyandani & Kowiyah, 2021; Sunarti, 2022; Zakiyah et al., 2022).

Validity, Practicality and Effectiveness of Comic Book-Based Learning Media

A validation test of media experts and materials is needed to determine the validity of the learning media developed. The learning media is valid whether the bar meets the validity criteria. The validation results obtained from media experts are based on the assessed aspects, which consist of 2 aspects, namely display and programming. In the display, six categories are assessed, including the attractiveness of the design on the initial display of the learning media, which obtained a good score. The attractiveness of the display of the content of the learning media obtained a perfect score. The determination of the image is appropriate to obtain an ideal score, the suitability of the image with the material obtained a perfect score, the size of the image is relevant and clearly not too small and not too large, and the suitability of the colour of the text and image in the background obtained excellent grades. Meanwhile, in programming, four categories are assessed, including the selection of the font type used is appropriate to obtain a good score, the font size is relevant, not too small and not too large to obtain a good score, the ease of use of media is obtained a perfect score, and the suitability of moving each menu is obtained a perfect score so that it can be used with minor revisions and obtain very valid criteria.

The material experts' validation results are based on learning, content, language, and usability. In learning, two categories are assessed, including the suitability of the material with the KI and KD of the 2013 curriculum, which obtained perfect scores, and the material in the learning media by the learning objectives obtained perfect scores. In terms of content, four categories are assessed, including the selection of material in engaging media and by the level of development of students to obtain good scores, the attractiveness of the content of the material in motivating users to obtain good scores, the material in Islamic religious education learning media is easy to understand to obtain perfect scores, and the images contained in the learning media can clarify the learning material by obtaining perfect scores. In the aspect of the language assessed, namely the use of young language, which is understood by students' cognitive development, they get perfect scores. In the aspect of the assessed questions, namely the quality of the evaluation questions based on the material submitted, they get perfect scores. Meanwhile, in terms of usability, two categories are assessed, including the use of Islamic religious education learning media makes it easier for teachers to deliver material to obtain good grades, and Islamic religious education learning media can increase students' independence in learning to obtain excellent grades so that it can be used without

revision and obtain very valid criteria. It refers to the comic book-based learning media that has been developed and is suitable for use in the learning process.

After the validation results show that the product developed is declared valid, the product is tested for practicality. The researcher gave a practicality questionnaire to a teacher and 17 students of class V of SIT Al-Hikmah Palopo to see the practical results.

The teacher's response to the three aspects that were assessed, namely the appearance obtained an "agree" response, the material obtained an "agree" response and for the benefit of obtaining an "agree" response and had efficient criteria. As for the responses of 17 students to the three aspects assessed, on average, the display aspect obtained an "agree" response, the material obtained an "agree" response, and for the benefit of obtaining an "agree" response, it had efficient criteria so that the results of the practicality test of teachers and students were obtained, which is very practical to use.

However, there are advantages and disadvantages to comic book-based learning media. The advantage is that it helps students in the learning process. Students are active in the learning process. Meanwhile, the disadvantage is that the material in the product is limited to Ramadan fasting materials and learning media that are easily damaged because they are paper-based.

Comic learning media can improve student learning outcomes and be categorized as ''effective'' in improving learning outcomes. Based on the effectiveness test results conducted by giving tests before and after using learning media, the results are obtained that comic book-based learning media can improve student learning outcomes and be included in the "effective" category to be used in the learning process. According to Saefuddin and Berdiati in Vemsi Damopolii, Nursiya Bito and Resmawan, learning is said to be effective if the learning objectives that have been formulated are successfully applied in learning. Effective learning can be achieved by providing new experiences, shaping student competencies, and delivering them to the goals they want to achieve. Thus, comic book-based Islamic religious education learning media can be said to be practical to use.

This study shows that comic book-based learning media can improve student learning outcomes in Islamic Religious Education subjects in grade V. (Mahendra et al., 2021), which shows that visual media, such as comic books, are very effective in attracting students' attention and improving their understanding of the subject matter. A study (Tanjung & Faiza, 2019) also supports the idea that graphic design applications such as Canva make it easier for teachers to create exciting and interactive learning media.

However, this research differs from the research (Tanjung & Faiza, 2019), which focuses more on using comic media in subjects that require an understanding of abstract concepts, such as mathematics. In this context, our research adds value by applying comic media in Islamic Religious Education learning, which generally focuses more on moral values and religious knowledge than abstract concepts.

This research also expands the understanding of how visually designed learning media can be used in various subjects, not just in exact fields of study. This study emphasizes that comic book-based learning media, supported by modern technology such as Canva, can make learning more engaging and effective, which aligns with constructivist learning theory. Thus, this study makes a new contribution by showing that comic book-based learning media can be used effectively in religious education, which has not been widely discussed in previous studies.

5. Conclusion

This study aims to develop and evaluate comic book-based learning media that use Canva to increase students' interest and learning outcomes in Islamic Religious Education subjects in grade V. The study results show that comic book-based learning media can attract students' attention to increase their interest in learning. This is evidenced by the increased student learning outcomes, as seen in comparing pretest and post-test results. Validation by media experts shows that Canvas comic book-based learning media meets the category of very valid with an average score of 82%. The material experts also validated the category, with an average score of 85%. The practicality test on grade V students of SIT Al-Hikmah Palopo shows that comic book-based learning media has a

convenient category in terms of both teachers and students. Comic book-based learning media has proven effective in improving student learning outcomes, with an average pretest score of 34.8% and posttest of 94.1%. The average N-gain of 57.7% is in the medium category, significantly improving student learning outcomes.

It is suggested that this comic book-based learning media is used more widely in Islamic Religious Education subjects for other classes and can be adapted for subjects requiring increased student interest and attention. Further research is needed to develop the material in this comic book to cover different topics in the Islamic Religious Education curriculum and improve existing shortcomings, such as the durability of paper-based learning media. This study makes a significant contribution to the education field by showing that using comic book-based learning media can effectively increase students' interest and learning outcomes. In addition, this research also indicates that Canva is a valuable tool for creating exciting and interactive learning media. These findings can be a reference for other educators and researchers who are developing innovative and effective learning media. Thus, Canva-assisted comic book-based learning media can be considered a valid, practical, and effective solution to improve the quality of Islamic Religious Education learning in elementary schools.

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