Developing Digital Comic Media for Learning *Qira'ah* for the Fifth Grade Students of *Madrasah Ibtidaiyah*

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Abstract

This study aimed to develop, test the feasibility, determine the attractiveness, and determine the effectiveness of digital comic media for learning Arabic reading skills for the fifth-grade elementary school students. This was a research and development study using the ADDIE model which consisted of five stages, namely analysis, design, development, implementation, and evaluation. The data collection techniques deployed interviews, observations, documentation, and tests. The instruments were the questionnaires for validation of material experts, media experts, and linguists, and the questionnaire for students' responses to the attractiveness of the products developed. The digital comic media was classified as very feasible to be used in learning Arabic. The foregoing was evidenced by the score of feasibility test results from 2 material experts of 95% or in the very feasible category. The result of the feasibility test by 2 media experts demonstrated a score of 96% or in the very feasible category. The result of the feasibility test by linguists with a score of 76% fell into the feasible category. This digital comic media was interesting to use in learning Arabic. It was evidenced by the results of students' responses with a score of 85.57% or very interesting in the medium group trial and 85.16% or very interesting in the large group trial. This digital comic media had been proven to be able to increase students' scores. Students' scores increased by 32.30 with an average score of 55.65 before using the media and 88.00 after using digital comic media. The foregoing showed that the Arabic digital comic media developed by the researchers was an interesting and effective media to be used as learning media.

Keyword: Digital comic; media; *qira'ah* learning

Abstrak

Penelitian ini bertujuan untuk mengembangkan, menguji kelayakan, mengetahui daya tarik dan mengetahui keefektifan media komik digital untuk pembelajaran membaca bahasa Arab bagi siswa kelas 5 sekolah dasar. Penelitian ini merupakan penelitian dan pengembangan dengan menggunakan model ADDIE yang terdiri dari lima tahap, yaitu: *analysis, desain, development, implementation, evaluation*. Teknik pengumpulan data yang digunakan dalam penelitian ini adalah wawancara, observasi, dokumentasi, dan tes. Instrumen yang digunakan adalah angket validasi ahli materi, ahli media, ahli bahasa, dan angket tanggapan siswa terhadap daya tarik produk yang dikembangkan. Media komik digital tergolong sangat layak digunakan dalam pembelajaran bahasa Arab, hal ini dibuktikan dengan skor hasil uji kelayakan dari 2 ahli materi sebesar 95% atau dalam kategori sangat layak. Hasil uji kelayakan oleh 2 ahli media dengan skor 96% atau dalam kategori sangat layak. Hasil uji kelayakan oleh ahli bahasa dengan skor 76% berada pada kategori layak. Media komik digital ini menarik untuk digunakan dalam pembelajaran bahasa Arab, hal ini dibuktikan dengan hasil respon siswa dengan skor 85,57% atau sangat menarik pada uji coba kelompok sedang dan 85,16% atau sangat menarik pada uji coba kelompok besar. Media komik digital ini terbukti mampu meningkatkan nilai siswa, nilai siswa meningkat sebesar 32,30 dengan nilai rata-rata 55,65 sebelum menggunakan media dan 88,00 setelah menggunakan media komik digital. Hal ini menunjukkan bahwa media komik digital bahasa Arab yang dikembangkan oleh peneliti merupakan media yang menarik dan efektif untuk digunakan sebagai media pembelajaran.

Kata Kunci: Komik digital; media, *qiro'ah*

Introduction

Learning is a communication process between learners and educators. Teachers help learners to acquire knowledge, mastery of skills, and mastery behavior, as well as the formation of attitudes and beliefs in students. The purpose of language learning is to foster language skills in Arabic which includes four skills, namely listening skills (*istima'*), writing skills (*kitabah*), reading skills (*qira'ah*), and speaking skills (*kalam*).[1] In Arabic, reading skills are called maharah

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[1] Koderi et al., "Developing Mobile Learning Media for Arabic Language Instruction at Islamic Senior High School in Lampung Indonesia," *International Journal of Recent Technology and*

qira'ah.[2] Learning maharah qira'ah at school has several objectives, namely understanding information from written sources that are stated implicitly or explicitly, being able to find the main idea and the topic of reading, and being able to conclude what is read.[3] In addition, another goal of learning qira'ah, namely so that students are skilled in reading Arabic texts or books fluently and precisely in accordance with the *makhraj*.[4]

The realization to achieve the goal of learning Arabic is not easy, there are still many problems or problematics that occur in the learning process, which of course can hinder the learning process. Theoretically, the problems of learning Arabic are divided into two, namely linguistic problems (*al-'amil al-lughawi*) and non-linguistic problems.[5] Problems from the linguistic aspect are sound system, vocabulary, sentence system, and writing. While problems from non-linguistic aspects are sociocultural factors, textbook factors, social environment factors, student factors, age factors, first language factors, methods, curriculum, media and infrastructure, teachers, learning time, and socio-politics.[6] Linguistic problems caused by the students themselves because they do not have strong motivation and their perspective on Arabic which is considered difficult. Inaccurate choice of method or the method offered is not interesting, causing students to be discouraged from learning.[7]

The main step that needs to be done to overcome this is to create a way to make children first like and be interested in learning Arabic, after this is achieved, students will automatically find it easy to understand the material that

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Engineering 8, no. 2 Special Issue 9 (2019): 107–12, https://doi.org/10.35940/ijrte.B1024.0982S919.

[2] Ach Sholehuddin and Mualim Wijaya, "Implementasi Metode Amtsilati Dalam Meningkatkan Kemampuan Maharah Qiro ' Ah," *Arabiyatuna : Jurnal Bahasa Arab* 3, no. 1 (2019): 47–64, https://doi.org/10.29240/jba.v3i1.708.

[3] Mohammad Jailani and Hendro Widodo, "Implementation of the Use of Neuroscience-Based Arabic Learning Media on Students : A Case Study at Vocational High School Muhammadiyah 3 Yogyakarta," *Arabiyatuna : Jurnal Bahasa Arab* 5, no. 2 (2021): 267–88, https://doi.org/10.29240/jba.v5i2.3136.

[4] Fera Andriani Djakfar Musthafa and Nanda Siti Maymunah, "Efektivitas Penggunaan Media Strip Story Dalam Meningkatkan Keterampilan Membaca," in *Prosiding Konferensi Nasional Bahasa Arab VII* (Malang: Universitas Negeri Malang, 2021), 615–27, http://prosiding.arab-um.com/index.php/konasbara/article/view/1050/991.

[5] Nandang Sarip Hidayat, "Problematika Pembelajaran Bahasa Arab," *Jurnal Pemikiran Islam* 37, no. 1 (2018): 83.

[6] Koderi Koderi, Muhammad Aridan, and Ahmad Bukhari Muslim, "Pengembangan Mobile Learning Untuk Penguasaan Mufrodat Siswa MTs," *Arabiyatuna : Jurnal Bahasa Arab* 4, no. 2 (2020): 265, https://doi.org/10.29240/jba.v4i2.1769.

[7] M.A Sar'an, "Problematika Pembelajaran Bahasa Arab Dan Solusinya" 2, no. 2 (2019): 91–108.

will be delivered by the teacher.[8] This can be achieved in several ways, one of which is by providing a medium as support in Arabic language learning.[9] The learning process that uses media in it is considered better and more efficient than learning without using media. In addition, learning will look very interesting and fun for students. The benefits of learning media are improving the delivery of subject matter, forming an interesting learning process, and improving the quality of learning outcomes. Broadly speaking, learning media is any person, material, or event that provides opportunities for students to gain knowledge. What is meant by learning media in brief is a nonpersonal (non-human) means used by educators/teachers who have a role in the teaching and learning process to achieve learning objectives.[10]

Learning media has three roles, namely the role of international role, communication role, and retention role.[11] In general, learning media has the following uses: (1) clarify the presentation of messages so that they are not too verbalistic. (2) emphasize important parts (3) provide variations in teaching (4) The delivery of learning materials can be uniformed (5) The learning process is more interactive.[12] With this media, a teacher will certainly be greatly helped in achieving learning goals, where this media has a very important role and function in the learning process because the media, in general, has a function as a distributor of messages.[13] By using learning media, the messages conveyed by the teacher are not misinterpreted by students and can be received by students properly.[14]

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[8] Widi (Sekolah Tinggi Agama Islam Masjid Syuhada Yogyakarta) Astuti, "Inovasi Strategi Pembelajaran Bahasa Arab," *Jurnal Komunikasi Dan Pendidikan Islam* 1, no. 1 (2018): 69–85.

[9] Damar Gemilang and Hastuti Listiana, "Teaching Media in the Teaching of Arabic Language / Media Pembelajaran Dalam Pembelajaran Bahasa Arab," *ATHLA : Journal of Arabic Teaching, Linguistic And Literature* 1, no. 1 (2020): 49–64, https://doi.org/10.22515/athla.v1i1.3048.

[10] Angga, Sudarma, and Suartama, "E-Komik Pendidikan Untuk Membentuk Karakter Dan Meningkatkan Hasil Belajar Siswa Kelas V Pada Mata Pelajaran Bahasa Indonesia."

[11] I Putu Gde Caesar Renddy Wicaksana, Anak Agung Gede Agung, and I Nyoman Jampel, "Pengembangan E-Komik Dengan Model Addie Untuk Meningkatkan Minat Belajar Tentang Perjuangan Persiapan Kemerdekaan Indonesia," *Jurnal Edutech Undiksha* 7, no. 2 (2020): 48–59, https://doi.org/10.23887/jeu.v7i2.23159.

[12] Fariz Krisna Syahputra and I Gusti Lanang Putra Eka Prismana, "Pengembangan Media Pembelajaran Interaktif Berbasis Android 3D Kelas Xi Di Smkn 1 Driyorejo Gresik," *IT-Edu : Jurnal Information Technology and Education* 5, no. 2 (2021): 763–68, https://ejournal.unesa.ac.id/index.php/it-edu/article/view/42870.

[13] Y. Martha, Z. D., Adi, E. P., & Soepriyanto, "E-Book Berbasis Mobile Learning," *Jurnal Kajian Teknologi Pendidikan* 1, no. 2 (2018): 109–14.

[14] Siti Mahmudah, "Media Pembelajaran Bahasa Arab," *An Nabighoh Jurnal Pendidikan Dan Pembelajaran Bahasa Arab* 20, no. 01 (2018): 129, https://doi.org/10.32332/an-nabighoh.v20i01.1131.

Many students still consider Arabic lessons difficult for them, some of the factors that cause this to happen are due to the lack of students' interests in reading the Arabic language learning so that it has an impact on the low reading ability of students.[15] some children still have difficulty in reading Arabic words or sentences. What needs to be done so that students are eager to learn is to provide instrumental and integrative motivation.[16] Eliminate the view that Arabic is difficult to create motivation and enthusiasm so that the ultimate goal is to be able to use Arabic to communicate with others.[17]

In learning Arabic, teachers still often use printed books as learning media, and still do not maximize the use of other media, while students prefer a pleasant learning atmosphere.[18] Departing from the existing problems, it was felt that an alternative way was needed to overcome the problem of students' lack of interest in reading Arabic lessons and the lack of interesting media in Arabic language learning. One alternative way that can be done is by maximizing the use of media in the Arabic language learning process.[19] In this case the researcher wants to use media in the form of digital comics because, with this media, a teacher will certainly be greatly helped in achieving learning goals, where comic media has a very important role and function in the learning process because this media can function as a distributor of messages.[20]

The use of comic media can motivate students during the teaching and learning process. Comic media helps encourage students to be able to arouse their interest in learning because this comic media is considered a practical learning media where the material presented is in the form of pictures,

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[15] Rahmawati and Suci Ramadhanti Febriani, "Investigating the Problems of Learning Arabic for Islamic Universities in the Era of Covid-19 Pandemic," *International Journal of Language Education* 5, no. 4 (2021): 324–36, https://doi.org/10.26858/IJOLE.V5I4.19732.

[16] Sakti Sudarsono, Zukhaira, and Hasan Busri, "Flistabik (Flip Story Arabic Book) Untuk Pembelajaran Keterampilan Membaca Bahasa Arab Siswa Kelas V MI Di Kabupaten Demak," *Journal of Arabic Learning and Teaching 7 (1) (2018)* 7, no. 1 (2018): 69–78.

[17] Muhammad Syaifullah and Nailul Izzah, "Kajian Teoritis Pengembangan Bahan Ajar Bahasa Arab," *Arabiyatuna : Jurnal Bahasa Arab* 3, no. 1 (2019): 127, https://doi.org/10.29240/jba.v3i1.764.

[18] Asep Muhammad Saepul Islam, "Faktor Demotivasi Pembelajaran Bahasa Arab Dalam Perspektif Siswa Madrasah," *ARABIYAT : Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban* 2, no. 1 (2015): 1–16, https://doi.org/10.15408/a.v2i1.1511.

[19] Bagas Tri Nugroho, Nurul Latifatul Inayati, and Mohammad Zakki Azani, "An Alternative Media of Learning Arabic," *ISEEDU: Journal of Islamic Educational Thoughts and Practices* 4, no. 1 (2020): 1–9, https://doi.org/https://doi.org/10.23917/iseedu.v4i1.14316.

[20] Meladia Aqidatul Izzah and Ali Ma'sum, "Developing Digital Comic as Media for Learning Maharah Qira ' Ah of Arabic for Grade X Students of MA Almaarif Singosari," *JoLLA: Journal of Language, Literature, and Arts* 1, no. 8 (2021): 1081–94, https://doi.org/10.17977/um064v1i82021p1081-1094.

characters, and stories.[21] Comics can also arouse interest in reading and direct students to be disciplined in reading, especially for those who do not like to read, so it can automatically develop their language skills.[22] In this case, it can be concluded that comic media is a learning media that is both practical and interesting.

Comics are not a rare item anymore, because nowadays comics have started to go global and are found everywhere.[23] Along with the development of comic technology, it is not only printed on paper and then booked, but there are also digital comics that we often encounter now.[24] The definition of comics is a form of a cartoon that reveals characters and implements a story in a sequence that is closely related to images and is designed to provide entertainment to readers.[25] Because initially this comic was created with the aim of mere entertainment, but at this time comics have begun to be used as a learning medium.[26] A comics maestro defines comics as sequential art, which means "an arrangement of pictures" and words to tell a story or dramatize an idea. Then in another book he defines comics as a sequential arrangement of pictures and word balloons, in a comic book.[27] So in conclusion, comics are a series of stories presented through pictures and writing so that the message in the comic is more easily understood by the reader. Based on the explanation above, researchers are interested in developing digital comics as Arabic learning media for qiro'ah material. In this study, researchers developed digital comics equipped with animation and audio to facilitate students in learning. In contrast to previous relevant research related to comic learning media, in this study digital comics can be accessed through computers and also student smartphones so that they are easier to access. So that the products produced through research and development are not only in the form of hardware but also in the form of software, some examples of media that can be developed for learning include

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[21] Angga, Sudarma, and Suartama, "E-Komik Pendidikan Untuk Membentuk Karakter Dan Meningkatkan Hasil Belajar Siswa Kelas V Pada Mata Pelajaran Bahasa Indonesia."

[22] Hidayat Agusvian, Asep Sopian, and Nunung Nursyamsiah, "Development of Comic in Qiroah Learning Introduction Material for VII Grade at Mts Muallimin NW Pancor," *Al Mahāra Jurnal Pendidikan Bahasa Arab* 7, no. 1 (2021): 45–63, https://doi.org/10.14421/almahara.2021.071-03.

[23] Wicaksana, Agung, and Jampel, "Pengembangan E-Komik Dengan Model Addie Untuk Meningkatkan Minat Belajar Tentang Perjuangan Persiapan Kemerdekaan Indonesia."

[24] Izzah and Ma'sum, "Developing Digital Comic as Media for Learning Maharah Qira ' Ah of Arabic for Grade X Students of MA Almaarif Singosari."

[25] Ariesty Fujiastuti, Yosi Wulandari, and Iis Suwartini, "Pengembangan Media Flash Berbasis Komik Dalam Pembelajaran Menyimak Cerita Rakyat," *JTP - Jurnal Teknologi Pendidikan* 21, no. 3 (2019): 201–13, https://doi.org/10.21009/jtp.v21i3.12914.

[26] Nursiwi Nugraheni, "Penerapan Media Komik Pada Pembelajaran Matematika Di Sekolah Dasar," *Junral Freleksia Edukatika* 7, no. 2 (2017): 111–17, https://doi.org/10.24176/re.v7i2.1587.

[27] Angga, Sudarma, and Suartama, "E-Komik Pendidikan Untuk Membentuk Karakter Dan Meningkatkan Hasil Belajar Siswa Kelas V Pada Mata Pelajaran Bahasa Indonesia."

textbooks, modules, web, video, e-learning, student worksheets, and other media.

This research was conducted at MIS Matha'ul Anwar Gisting Tanggamus, with the test subjects being 35 fifth-grade students. This research was carried out through several stages which were detailed by Robert Maribe Branch into five stages commonly known as ADDIE (Analysis, Design, Development, Implementation, and Evaluation).[28] The development steps of the ADDIE model consist of 1) analysis stage, at this stage the researcher analyzes the needs of students and analyzes the material; 2) design stage, which is the product design stage which includes media design and material design; 3) development stage, which consists of 3 important steps, namely realizing the product design into a real product, product validation by material experts, media experts, and linguists, and product revision; 4) implementation stage, which is a limited field trial of the product for students; 5) evaluation stage, the purpose of the evaluation is to improve the product.
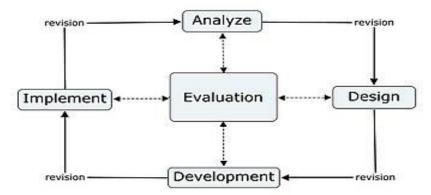

Figure 1. ADDIE Development Model.[29]

Results and Discussion

Needs Analysis

To find out the problems that often occur and what the needs of students are, an interview was conducted with the Arabic language teacher of *Madrasah Ibtida'iyah*. The problems faced are that students have difficulty reading Arabic texts and students lack enthusiasm during the Arabic language learning process. The Arabic language subject matter included in this digital comic media is learning material for children in the fifth grade of *Madrasah Ibtida'iyah*, and is adapted to the discussion of *maharah qira'ah*.

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[28] Sugiyono, *Metoden Penelitian & Pengembangan (Research and Development)*, ed. Sofia Yustiyanti Suryandari (Bandung: CV. Alfabeta, 2019).

[29] Sugiyono.

Product Design

Opening Display

The opening display contains a digital comic cover, preface, and content instructions. On this cover is also the name of the preparation and the number V which means that this illustrated storybook is shown for grade V *Madrasah Ibtida'iyah*. The preface in this comic contains gratitude and thanks to those who have helped with the completion of making digital comics for learning *maharah qira'ah*.

Figure 2. Opening Display of the Product

Content of Digital Comics

The content part of this comic is a series of comic story dialogs with the theme of فِيْ غُرْفَةِ الْجُلُوْسِ , and it also contains murodat-mufrodat related to the theme. The illustrated story is the core of this book. The story presented in this comic looks simple. Besides, the language used in making comics is also easy to understand. This comic not only presents the story but also provides pictures that explain the story. The story presented in this comic is a story about the rooms in the house.

Figure 3. Display of Contents on the Product

Closing

The closing section contains *mufrodat* related to the theme of the comic story and its meaning. Providing new vocabulary. After reading the entire story in the comic, the teacher provides new *mufradat* (vocabulary) related to the material in the comic. The goal is to increase vocabulary so students can understand the storyline in the comic well. In addition to vocabulary, researchers also added *tadrib* (exercises), so that students could hone their skills after learning the material.

Figure 4. Product end view

Development

After the product is finished, product validation is carried out by several experts to produce a product that is suitable for use before conducting field trials. Validation was carried out by 2 material experts, 2 media experts, and 1 language expert.

In the material expert validation process there are 8 items of assessment indicators, namely: 1) The material presented is in accordance with the basic competencies; 2) The material presented is in accordance with the learning objectives; 3) The material presented is clear; 4) The story presented is interesting; 5) The storyline is coherent and maximum; 6) The suitability of the exercise questions with the material; 7) The material is suitable for learning qira'ah; 8) The material is presented briefly, concisely, and easily understood. The following are the results of the material expert validator assessment:
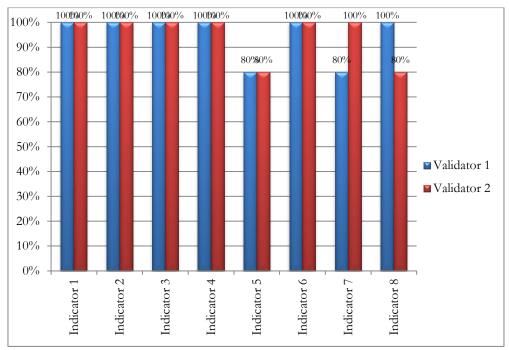
Chart 1. Material expert validation results

Based on diagram 1 above, the results of the assessment of the material validation questionnaire conducted by two material experts with an average percentage of eligibility of 95% or in the "very feasible" criteria, this means that the material in the Arabic digital comic is feasible to use for learning.

In the media expert validation process there are 10 points of assessment indicators, namely: 1) Interesting comic cover design; 2) Neatness of the layout or story panel; 3) Appropriateness of the type and size of the font used; 4) Appropriate color composition; 5) Balance of image or text proportions; 6) Text is easy to read; 7) Buttons and links function properly; 8) The media is not slow when operated; 9) The media is in accordance with technological developments; 10) Comic media is in accordance with student characteristics. The following are the results of validation by media experts:
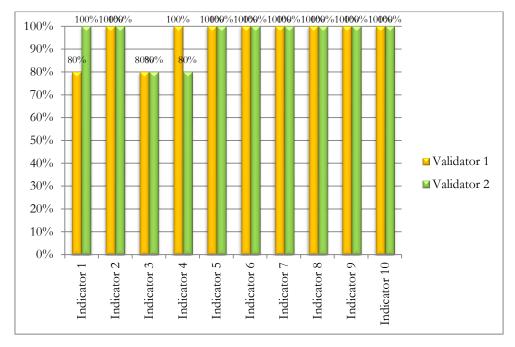
Chart 2. Media expert validation results

Based on diagram 2 above, the results of the assessment of the media validation questionnaire conducted by two media experts with an average percentage score of 96% feasibility or in the "very feasible" criteria, this means that the media on Arabic digital comics are very feasible to use for learning.

In the linguist validation process, there are 5 items of assessment indicators, namely: 1) The sentences used are easy to understand; 2) The language used is simple; 3) The use of good and correct language and does not cause double or ambiguous meaning; 4) The language level is in accordance with the ability of students; 5) The sentence patterns used are in accordance with the rules. The following are the results of validation by linguists:
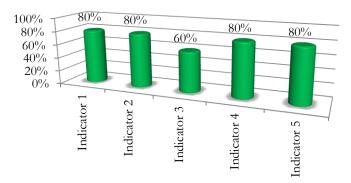

Chart 3. Language expert validation results

Based on diagram 3 above, the results of the assessment of the language validation questionnaire conducted by linguists with a percentage score of 76% which is in the "feasible" criteria, this means that the use of language in Arabic digital comic media is feasible to use for learning.

Implementation

After the product has been validated, the next step is field trials. In the field trial process, researchers conducted medium-group and large-group trials. The medium group trial consisted of 9 students as respondents, while the large group trial consisted of 35 students as respondents. The procedure for using this digital comic in learning Arabic is as follows:

Table 1. Procedure for using digital comics

Step to...	Activities
1	The teacher reads and explains the story in the comic. Before starting the lesson, the teacher explains to the students about the subject matter in the comic media. The teacher reads the story in the comic then the students listen and imitate what is read so that the students can get the concept of the topic, character, setting, and storyline of the comic.
2	Providing new vocabulary. After reading the entire story in the comic, the teacher provides new mufradat (vocabulary) related to the material in the comic. The goal is to increase vocabulary so students can understand the storyline in the comic well.
3	After that, students are asked to read the comic that has been explained silently for 10 minutes.
4	The activity continues with a discussion about the main content of the reading in the comic. The teacher appoints a student and asks about the subject matter of the comic, then the appointed student must answer orally using Indonesian. If the students do not understand the content of the comic reading, then the teacher will give a brief explanation of the content of the reading.
5	Then students are asked to retell the content of the story in their language, this aims to determine the extent to which students understand the content of the reading.
6	Next, students are asked questions about the material in the comic. Questions can be in the form of multiple choice, essay, or fill-in-the-blank.
7	The last step is for the teacher to evaluate the learning. The teacher gives a test to students related to the material in the comic. Does the learning process after using comic media obtain better results than the learning process that does not use comic media?

This student response instrument has 10 indicator points, using the Guttman scale, namely: 1) the media is interesting to use; 2) digital comics make me interested in learning Arabic; 3) there are no problems in operating digital comics; 4) this digital comic supports me in learning Arabic; 5) digital comics have images and audio that make it easy for me to read Arabic writing; 6) the material presented in this comic is easy for me to understand; 7) there is Arabic vocabulary material that helps me understand the contents of the reading text in the comic; 8) This application contains sample sentences, which help me memorize mufrodat; 9) The language used in digital comics is simple and easy to understand; 10) The letters used are simple and easy to read. The following table shows the results of the medium-group trial:

Table 2. Results of the medium group trial

No.	Statement	Yes	Not	% Yes	% Not
1	Media interesting to use	8	1	88,9	11,1
2	Digital comics make me interested in learning Arabic	8	1	88,9	11,1
3	There are no problems with the operation of digital comics	8	1	88,9	11,1
	This digital comic supports me in learning the Arabic language	7	2	77,8	22,2
5	Digital comics have images and audio that make it easier for me to read the Arabic text	7	2	77,8	22,2
6	The material presented in this comic is easy for me to understand	7	2	77,8	22,2
7	There is Arabic vocabulary material that helps me understand the content of the reading text in the comic	8	1	88,9	11,1
8	This app contains example sentences, which help me memorize *mufrodat*	8	1	88,9	11,1
9	The language used in digital comics is simple and easy to understand	8	1	88,9	11,1

10	The letters used are simple and easy to read.	8	1	88,9	11,1
	Amount	**77**	**13**	**85,57%**	**14,43%**

Based on table 2 above, the results of the medium group trial on 9 grade V students of MIS Mathla'ul Anwar Gisting Tanggamus were obtained with a percentage score of 85.57% or were in the very interesting category, then the results of the large group trial on 35 grade V students of MIS Mathla'ul Anwar Gisting Tanggamus scored a percentage of 85.16% or were in a very interesting category.

Table 3. Large group trial results

No.	Statement	Yes	Not	% Yes	% Not
1	Media interesting to use	30	5	85,7	14,3
2	Digital comics make me interested in learning Arabic	29	6	82,9	17,1
3	There are no problems with the operation of digital comics	31	4	88,6	11,4
4	This digital comic supports me in learning the Arabic language	29	6	82,9	17,1
5	Digital comics have images and audio that make it easier for me to read the Arabic text	31	4	88,6	11,4
6	The material presented in this comic is easy for me to understand	30	5	85,7	14,3
7	There is Arabic vocabulary material that helps me understand the content of the reading text in the comic	27	8	77,1	22,9
	This app contains example sentences, which help me memorize *mufrodat*	29	6	82,9	17,1
9	The language used in digital comics is simple and easy to understand	31	4	88,6	11,4
10	The letters used are simple and easy to read.	31	4	88,6	11,4
	Amount	**298**	**52**	**85,16%**	**14,84%**

Based on the results of the trials conducted, the percentage score of the medium group trial was 85.57%, or in the very interesting category. The

percentage score of the large group trial was 85.16% or in the very interesting category. Therefore, it can be concluded that this digital comic-based learning media is very interesting to use in learning Arabic, especially in reading skills.

Evaluation

The main purpose of this comic media development is to improve reading comprehension skills in the Arabic language subject matter *maharah qira'ah*. Based on the results of the study, comic media can improve students' reading skills. Based on the results of the pre-test and post-test that have been carried out, there is a significant increase in scores
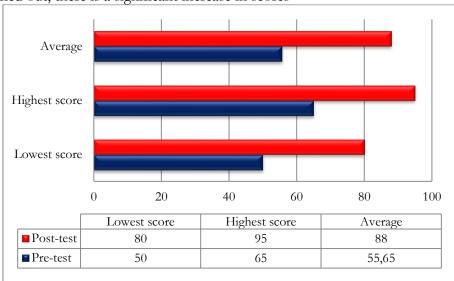
	Lowest score	Highest score	Average
Post-test	80	95	88
Pre-test	50	65	55,65

Chart 4. Comparison of pre-test and post-test scores

Based on graph 4 above, information is obtained that student scores at the time of the pre-test or before using digital comic media were 50 as the lowest score and 65 as the highest score with an average score of 55.65. Then after using digital comic media, student scores increased to 80 for the lowest score, and 95 for the highest score with an average score of 88. So that the average student score increased by 32.30. With such an increase, it can be concluded that digital comic media is effectively used for Arabic language learning.

In this evaluation step, researchers made corrections to digital comic media both in terms of design, content, and how to use this digital comic media to continue to improve the product so that it can be used in Arabic language learning more optimally.

Conclusion

This research and development study has produced Arabic digital comic learning media for grade V, using the ADDIE development model namely analysis, design, development, implementation, and evaluation. The developed digital comic media is suitable for use in learning based on the assessment of material experts, media experts, and linguists. The material expert assessment gets an average percentage of 95% "very feasible" criteria, and the media expert assessment gets an average percentage of 96% "very feasible" criteria, the linguist assessment gets an average percentage of 76% "feasible" criteria. The field trial was conducted at MIS Mathla'ul Anwar Gisting Tanggamus by grade V students and obtained an average percentage assessment of 85.57% with the criteria "very interesting" in the medium-group trial. In the large group trial, this digital comic media obtained an assessment percentage of 85.16% with the criteria "very interesting". This digital comic media proved to be able to increase students' scores by 32.30 with an average score of 55.65 before using the media and 88.00 after using digital comic media. The foregoing shows that the Arabic digital comic media developed by researchers is an interesting and effective media to be used as learning media.

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