



Development of Comic-Based Learning for Maharah Qira'ah Using Canva in Madrasah Tsanawiyah Shirothul Fuqoha' Malang

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Chicago Manual of 17th edition (full note) Style Citation:

Vikria Tahta Alvina et al., "Development of Comic-Based Learning for Maharah Qira'ah Using Canva in Madrasah Tsanawiyah Shirothul Fuqoha' Malang," *BENJOLE*, 5(1), 93-107.

Abstract

The lack of prior knowledge among the students and the tedious lecture-based teaching techniques provide difficulties for Arabic reading education at MTs Shirothul Fuqoha' Malang. In order to improve maharah qira'ah through an interactive method, comic-based educational resources were created using Canva. The objectives of this study were to describe the creative process, ascertain viability, and evaluate efficacy. The study included 53 eighth-grade students who were split into two groups: experimental (25) and control (28) participants. Observation, interviews, surveys, and tests were used to gather data, which SPSS 25 was then used to evaluate for validity, reliability, normalcy, and T-tests. The requirements analysis was the first of 10 steps in the media development process. The instructional medium received a good rating of 96%, while the content and language received an 86% rating from expert validation. The final media was created following experiments and adjustments. According to the findings, the experimental group's post-test score (83.33) was 11.73 points higher on average than the control group's (71.60). With a significant value of 0.000, the Independent Sample T-Test verified the effectiveness of the media in improving maharah qira'ah at MTs Shirothul Fuqoha' Malang.

Keywords : development, learning media, comic-based learning, *maharah qira'ah*

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A. Introduction

One of the most important abilities in learning a foreign language is reading. It is the main method for learning Arabic and calls for a variety of specialized training.¹ Two things are related to Maharah al-Qira'ah, the first is the capacity to translate written word into sound and comprehend the meaning of any scenario that the text and sound represent. Second, reading comprehension is crucial.² Teachers must thus be aware of the requirements for teaching reading skills that satisfy the needs of their pupils. These requirements include a number of crucial areas that students need to meet. When pupils are able to read Arabic texts accurately in terms of sentence structure and pronunciation and understand the meanings of the words inside the sentences they read, they are generally regarded as proficient readers.³ The ability to comprehend Arabic texts, pronounce Arabic letters with appropriate intonation, and read fluently—that is, the capacity to read Arabic texts with ease—are therefore among the main requirements for teaching reading abilities. Furthermore, developing one's vocabulary through Arabic texts and being able to critically evaluate Arabic texts are essential elements of improving one's reading abilities.

The researcher's observations, however, indicate that just 50% of the learning objectives of MTs Shirothul Fuqoha Malang have been met. 1) Students' ability to link written symbols to the sounds they represent in Arabic; 2) Accurate text reading; 3) General meaning summarization; 4) Vocabulary meaning identification; and 5) Recognition of punctuation marks and their purposes. There are still certain goals that need to be accomplished. MTs Shirothul Fuqoha's Arabic language instructors were interviewed by the researcher, who found that the teachers there had not yet addressed this problem.

Based on the researcher's interviews at MTs Shirothul Fuqoha Malang, a number of problems that prevent pupils from reaching their learning goals were found. Among them are: 1) Some pupils attend institutions where Arabic is not taught. 2) Some pupils lose interest in the material because they are bored. 3) The lecture technique is the main way that the instructor presents the content. 4) Students show little enthusiasm or drive to study Arabic. 5) Occasionally, the employment of too theoretical instructional materials results in the failure to meet learning objectives. 6) The instructor doesn't use comics or other learning aids in the classroom. 7) The creation of innovative instructional tools is lacking.

In order to better comprehend students' answers to a pre-learning questionnaire on the classroom learning process, the researcher conducted more than just interviews. A number of questions were asked of the 25 students who received this questionnaire: When presenting information in class, does the teacher frequently employ learning aids? Do the students find the teacher's teaching aids engaging? Are students more motivated and interested in studying

¹ Aqif Khilmia, "تعليم مهارة القراءة للناطقين بغيرها," *Arabia* 11, no. 2 (October 18, 2019): 29, <https://doi.org/10.21043/arabia.v11i2.5520>.

² Ummu Khairin Nisa et al., "Implementasi Metode Qira'ah Dalam Pembelajaran Bahasa Arab Di Madrasah Tsanawiyah Negeri Samarinda," *Borneo Journal of Language and Education* 2, no. 2 (October 31, 2022): 109–21, <https://doi.org/10.21093/benjole.v2i2.5902>.

³ Ahmad Rathomi, "Pembelajaran Bahasa Arab Maharah Qira'ah Melalui Pendekatan Saintifik," *Ta'dib: Jurnal Pendidikan Islam* 8, no. 1 (May 1, 2019): 558–65, <https://doi.org/10.29313/tjpi.v8i1.4315>.

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Arabic as a result of the teacher's use of instructional aids? When asked the first question, 20 students (81%) said, "No." 18 students (69%) also said "No" to the second question. When asked the third question, 18 students (69%) said "No."

Given these elements, the prior approach to teaching Maharah Qira'ah was ineffectual due to its heavy reliance on teacher-centered learning and low level of student participation. It was challenging for pupils, especially novices, to gain reading competency since there were no interactive or visual components. Furthermore, in the absence of engaging and contextualized materials, students found it difficult to relate to the language, which decreased their motivation and understanding. These drawbacks emphasize the necessity of more dynamic and captivating methods, including comic-based teaching resources, to successfully improve pupils' reading abilities.

Creating such a learning media also effectively addresses students' lack of motivation and interest while dispelling the myth that Arabic is a challenging language. In order to solve the issue, it is crucial to develop an interesting teaching media that motivates students to study Arabic. Comic-based educational resources that cater to students' interests and preferences provide a good way to address this problem.

Comics include a number of unique and captivating features as a teaching tool that may draw students in and aid in their comprehension of the subject matter. Comics are beneficial for motivation, reading, writing, vocabulary growth, and grammar acquisition, according to research.⁴ Waluyanto asserts that the main purpose of comics as an educational medium is to transmit learning lessons. Additional purposes include elucidating, enhancing, and completing the informational distribution process by combining text and visuals.⁵ By use images to demystify difficult concepts and intricate explanations, comics help promote group learning.⁶ Even when they are at middle level, students occasionally find Arabic writings that include a lot of vocabulary they don't understand to be boring. As a result, creating comic-based educational resources with themes, material, and levels of difficulty that are customized for each student can improve their engagement, motivation, and critical thinking. Comics are a flexible teaching tool since they offer a number of learning opportunities and complement a range of pedagogical approaches.

However, the dynamic form of comics draws attention and makes them fascinating to pupils, which is why they are a popular choice. In addition to being simple to read and disseminate, they incorporate text, pictures, and scenes—elements that encourage kids to utilize their imagination to comprehend the material more easily. Furthermore, comics can help with self-directed learning,

⁴ Ivana Cimermanová, "Using Comics with Novice EFL Readers to Develop Reading Literacy," *Procedia - Social and Behavioral Sciences* 174 (February 2015): 2452–59, <https://doi.org/10.1016/j.sbspro.2015.01.916>.

⁵ Nurul Aisyah Salsabila Panjaitan and Harun Al Rasyid, "Pengembangan Media Pembelajaran Komik Bahasa Arab Berbasis Canva," *Journal of Education Research* 4, no. 2 (May 1, 2023): 484–95.

⁶ Anjar Sugianto and Kastam Syamsi, "Improving Reading Skills by Comic for 2nd Grade Students in an Elementary School," *Advances in Social Science, Education and Humanities Research Proceeding* (2019), <https://doi.org/10.2991/iccie-18.2019.15>.

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which is regarded as one of the best educational approaches.⁷ Comics may be a potent teaching tool in this sense, drawing pupils in and boosting their enthusiasm.

Because of this, comics are a great tool for teaching reading for a number of reasons, such as 1) making the text easier to visualize, 2) increasing reading motivation, 3) avoiding boredom when reading long texts, 4) encouraging imagination and memory, and 5) developing visual knowledge in addition to linguistic knowledge. Students can develop their reading and visual writing skills—which entail deciphering visual information from the reading text—by using comics. 6) Assisting kids in learning to make inferences from pictures and broken text.⁸ 7) Promoting vocabulary usage in everyday contexts.

Given the difficulty of creating learning media, the researcher thinks that the design platform Canva is one method that works well for creating comics as teaching materials. You may use Canva as a learning media.⁹ As a result, one of the most popular tools for producing comic-based instructional content is Canva. This platform has a very user-friendly design and a lot of fascinating animation elements.¹⁰ This implies that the research's other objective is to evaluate the viability of the visual learning materials made with Canva, in addition to utilizing it as a tool for creating comics.

To produce comic-based educational tools, the researcher utilizes Canva to make comic-based learning materials as a teaching and learning tool or resource. Here are a few explanations for this: 1) Giving pupils the chance to learn new skills thanks to the Fourth Industrial Revolution, which encourages them to learn new things.¹¹ 2) Using technology as an effective teaching tool. 3) Usability.¹² Canva has a wealth of capabilities and templates that help streamline the design of the documents that need to be created. 4) Encouraging originality.¹³ Users may make comics by experimenting with various design aspects, which promotes creativity in the creation of educational resources suited to the demands of teaching and learning. 5) Good visual quality. The production of aesthetically pleasing comics is made possible by Canva's array of superior design components and robust design tools, which include color tweaks, text effects, and customizable layouts.

⁷ Pramudya Gunawan and Sujarwo, "Pemanfaatan Komik Sebagai Media Pembelajaran Sejarah Dalam Meningkatkan Motivasi Dan Hasil Belajar Siswa," *Kronik: Journal of History Education and Historiography* 6, no. 1 (2022): 39–44, <https://journal.unesa.ac.id/index.php/jhi/article/view/17948>.

⁸ Cimermanová, "Using Comics with Novice EFL Readers to Develop Reading Literacy."

⁹ Veronika Unun Pratiwi et al., "Canva-Based Digital Practical App for Teaching Writing," *International Journal of Progressive Sciences and Technologies (IJPSAT)* 42, no. 2 (2024): 69–75, <https://doi.org/http://dx.doi.org/10.52155/ijpsat.v42.2.5889>.

¹⁰ Aisyah Salsabila Panjaitan and Al Rasyid, "Pengembangan Media Pembelajaran Komik Bahasa Arab Berbasis Canva."

¹¹ Andi Alfina Listya Ningrum and Jihad Talib, "Pemanfaatan Canva for Education Untuk Pembuatan Komik Bahan Ajar Bahasa Indonesia Dalam Pembelajaran Tatap Muka Terbatas Di SMA Negeri 1 Bantaeng," *Anterior Jurnal* 22, no. 1 (January 2, 2023): 119–23, <https://doi.org/10.33084/anterior.v22i1.4188>.

¹² Sri Handayani Parinduri, "Manfaat Canva Untuk Melatih Kreativitas Pembuatan Mind Map Mata Kuliah Alat-Alat Ukur Dan Instrumentasi," *Jurnal Inovasi Pendidikan Sains Dan Terapan (INTERN)* 2, no. 2 (October 30, 2023): 51–61, <https://doi.org/10.58466/intern.v2i2.1171>.

¹³ Aisyah Salsabila Panjaitan and Al Rasyid, "Pengembangan Media Pembelajaran Komik Bahasa Arab Berbasis Canva."

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Canva is more flexible and customizable than other design programs like Pixton and Storyboard That. Pixton and Storyboard mostly concentrate on pre-made comic strip templates, whereas Canva gives users total creative flexibility so they can create comics with original layouts, graphics, and text choices. Additionally, Canva offers more capabilities for free, which makes it an affordable option for teachers, while Pixton and Storyboard require paid subscriptions for many of its crucial products. Another notable feature of Canva is its intuitive interface, which makes it suitable for both novice and expert designers, in contrast to Pixton's more specialized comic-centric design. Canva is much more than just comics; it can be used to create presentations, infographics, posters, and other instructional materials, making it a versatile tool for teachers.

For this reason, Canva may be a very useful tool for promoting Maharah Qira'ah learning because of its benefits in visual design, simplicity in using Arabic fonts, audio integration, interactivity, and online accessibility. The use of Canva in Arabic reading education may greatly improve students' motivation and reading abilities by making the learning process more dynamic, interesting, and individualized for each student.

Researchers in the past have created visual learning resources such as: Nurul Aisyah Salsabila Panjaitan and Harun Al Rasyid completed a study in 2023 called "Pengembangan Media Pembelajaran Komik Bahasa Arab Berbasis Canva".¹⁴ A research entitled "Development of Comic in Qiroah Learning Introduction Material for VII Grade at Mts Muallimin NW Pancor" was conducted by Hidayat Agusvian and colleagues in 2021.¹⁵ The research "Pengembangan Komik Digital sebagai Media Pembelajaran Bahasa Arab Maharah Qira'ah untuk Siswa Kelas X MA Almaarif Singosari" was carried out by Meladia Aqidatul Izzah and Ali Ma'sum in 2021.¹⁶ A research study conducted by Iska Aini in 2024 entitled "Pengembangan Media Ajar Berbasis Komik dalam Pembelajaran Mahārah Qirā'ah pada Siswa Kelas VIII SMP NU Karangdadap Pekalongan".¹⁷ The outcomes of these four research show that their conclusions are reliable and deserving of being used in the creation of comic-based educational resources that teach reading skills through Canva.

This study has similarities with earlier studies by Hidayat Agusvian et al. (2021), Nurul Aisyah Salsabila Panjaitan and Harun Al Rasyid (2023), Meladia Aqidatul Izza and Ali Ma'sum (2021), and Iska Aini (2024) about the evolution of comics as an educational tool. Another similarity between the research of Nurul Aisyah Salsabila Panjaitan and Harun Al Rasyid (2023) and Iska Aini (2024) is the usage of Canva as the medium for creating the comics. Additionally, there are

¹⁴ Aisyah Salsabila Panjaitan and Al Rasyid.

¹⁵ Hidayat Agusvian, Asep Sopian, and Nunung Nursyamsiah, "Development of Comic in Qiroah Learning Introduction Material for VII Grade at Mts Muallimin NW Pancor / Pengembangan Media Komik Pada Pembelajaran Qiroah Materi Perkenalan Kelas VII Mts Muallimin NW Pancor," *Al Mahāra: Jurnal Pendidikan Bahasa Arab* 7, no. 1 (June 30, 2021): 45–63, <https://doi.org/10.14421/almahara.2021.071-03>.

¹⁶ Meladia Aqidatul Izzah and Ali Ma'sum, "Pengembangan Komik Digital Sebagai Media Pembelajaran Bahasa Arab Maharah Qira'ah Untuk Siswa Kelas X MA Almaarif Singosari," *JoLLA: Journal of Language, Literature, and Arts* 1, no. 8 (August 30, 2021): 1081–94, <https://doi.org/10.17977/um064v1i82021p1081-1094>.

¹⁷ Iska Aini, "Pengembangan Media Ajar Berbasis Komik Dalam Pembelajaran Mahārah Qirā'ah Pada Siswa Kelas VIII SMP NU Karangdadap Pekalongan" (UIN K. H Abdurrahman Wahid Pekalongan, 2024), <http://etheses.uingusdur.ac.id/9506/>.

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parallels with research on the target skill —teaching reading skills— conducted by Hidayat Agusvian et al. (2021), Meladia Aqidatul Izza and Ali Ma'sum (2021), and Iska Aini (2024).

Thus, the researcher's goal is to create a learning aid that would help students satisfy their Arabic language learning goals while improving their reading abilities. Additionally, creating such a learning tool is a good way to counteract students' lack of enthusiasm and drive as well as to dispel the myth that Arabic is a hard language. In order to accommodate the varied talents, interests, and motivations of students while teaching reading skills, the researcher came to the conclusion that developing comic-based learning resources is a potent and successful strategy. Students can use this product as a reference and as a customized solution to match their unique needs. It is anticipated to significantly contribute to and help children improve their reading abilities once it is built.

The goal of this study is to create comic-based educational resources to support students at MTs Shirothul Fuqoha' Malang improve their Arabic reading abilities. The goals are to: Explain the Canva-based development process for these products, which involves producing interesting content suited to the needs of students; Evaluation of the comic-based tools' validity, guaranteeing their dependability and quality in promoting learning goals; evaluation of the tools' efficiency in enhancing students' reading abilities, examining their influence on motivation, engagement, and understanding. The study intends to address these objectives in order to offer workable answers for problems in Arabic reading instruction, such as poor student motivation and interest. The study emphasizes how cutting-edge teaching resources may increase students' access to and enjoyment of Arabic reading.

B. Method

The research phase and the development phase are the two stages of the Research and Development (R&D) strategy used in this study. This study's main objective is to provide creative and useful educational resources. The Borg & Gall approach of research and development is applied, with an emphasis on leveraging the Canva platform to create comic-based educational materials for Arabic reading skills.¹⁸ This study's methodology is the development research method from Borg and Gall, which covers ten steps in research and development in education.

The population that the researcher plans to investigate is known as the research population. MTs Shirothul Fuqoha students in Malang make up the research population for this study. The sample is also a subset of the population that the researcher will be examining. The study's sample consists of eighth-grade students who were split into two groups: the experimental group, which consisted of 25 students, and the control group, which consisted of 29 kids. Because of the problems in reading Arabic, the sample was chosen. The sampling strategy employed in this study is probability sampling, which uses basic random sampling to provide every member of the population an equal chance of being chosen for the sample. This kind of sampling is simple since it chooses participants at random

¹⁸ M D Gall, J P Gall, and W R Borg, *Educational Research: An Introduction, Seventh Edition* (Allyn and Bacon, 2003), https://books.google.co.id/books?id=_rRhQgAACAAJ.

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from a population without taking into account the current stratification.¹⁹ This approach was chosen by the researcher because to its simplicity, objectivity, and ability to provide representative data from the community under study.

Information is gathered through the use of data gathering methods. Furthermore, as gathering pertinent data is the primary goal of research, data collecting is the most strategic stage.²⁰ A number of data gathering techniques are used in this study, including questionnaires, tests, interviews, and observation.

The acquired data in this study was analyzed using a variety of data analytic techniques. In order to guarantee the precision and consistency of the research tools, validity and reliability tests are conducted in addition to the Likert scale, which aids in measuring attitudes or views on a scale of agreement. Furthermore, a normality test was performed to ascertain whether the data had a normal distribution, which is essential for choosing the right statistical tests. Because the normality test is a crucial step in selecting the statistical techniques for data analysis and measures of central tendency for continuous data.²¹ Lastly, the means of two different groups were compared using SPSS 25 and the Independent Sample T-Test, which revealed any noteworthy differences between them. All of these analytical techniques work together to strengthen and validate the study's conclusions.

C. Findings and Discussion

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This research is classified as research and development (R&D). The R&D process is a methodical scientific strategy that is used to research, design, develop, and assess a product's viability.²² This discussion's first half focuses on the creation of a comic-based learning media utilizing the Borg & Gall paradigm. With the use of this model's 10 steps, researchers may gradually design, create, test, and improve the product using empirical data gathered from the study region.

Based on empirical data from the study site, the researcher can design, create, test, and enhance the product gradually using the 10 steps of this research process. Before the product can be used as an instructional tool, it must first undergo a requirements analysis and data collecting, then undergo two trial runs, three modifications, and feasibility testing by several experts. A needs analysis was conducted at the start of the project to determine the educational requirements and guarantee that the teaching aid was relevant to both teachers and students. Field observations looked at the curriculum, learning difficulties, and school atmosphere; they showed that an interactive and interesting media was needed. Mahmoud Kamil An-Naqqa underlined that the goal of teaching reading skills is to improve students' accuracy, fluency, and understanding of Arabic literature.²³

¹⁹ Dr. Sugiyono, *Metode Penelitian Bisnis: Pendekatan Kuantitatif, Kualitatif, Kombinasi Dan R&D* (Bandung: Alfabeta, 2017), <https://books.google.co.id/books?id=aFHZzwEACAAJ>.

²⁰ Dr Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif Dan R&D*, 1st ed. (Bandung: Alfabeta, 2013).

²¹ Prabhaker Mishra et al., "Descriptive Statistics and Normality Tests for Statistical Data," *Annals of Cardiac Anaesthesia* 22, no. 1 (2019): 67, https://doi.org/10.4103/aca.ACA_157_18.

²² Aisyah Salsabila Panjaitan and Al Rasyid, "Pengembangan Media Pembelajaran Komik Bahasa Arab Berbasis Canva."

²³ الناقية، تعليم اللغة العربية للناطقين بلغات أخرى أسسه - مداخلة - طرق تدريسه.

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Instructors wanted tools that looked well, and students needed interactive resources with interesting graphics. In order to meet these demands, theoretical underpinnings and suggested solutions were established by a literature study. The researcher used digital comics as a creative and captivating medium to promote the successful teaching of Arabic reading skills, and based on the results, created a novel comic-based teaching tool. At the school, this method had never been used before.

In order to evaluate instructional strategies and student involvement, the data gathering phase included questionnaires, interviews, and observation. Observations revealed a dependence on lecture-based instruction and textbooks, which led to low student engagement and apathy. The lack of interactive, graphical materials was corroborated by teachers, who instead relied on dull lectures and texts that did not inspire pupils to read comprehension. Most students had trouble reading Arabic, according to a survey, and preferred learning tools based on comics, which greatly increased their interest and involvement in the subject.

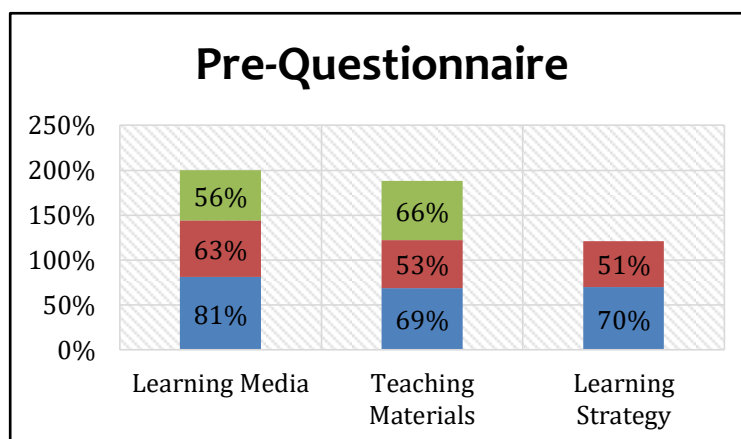


Figure 1. Pre-Questionnaire

According to the statistics, the majority of students (81%) stated that they used teaching aids seldom, with 69% finding them uninteresting and 70% saying that while their occasional usage reduced interest, good teaching aids enhance motivation. Furthermore, 63% thought the materials were shallow, 53% thought they were unattractive, and 51% said the examples did not help them understand. Due to the dependence on lectures and Q&A sessions, teaching practices also resulted in disengagement, with 56% feeling boredom and 66% indicating minimal interest. In order to improve students' reading abilities and foster a more engaging learning environment, these findings highlight the necessity of creative teaching aids like comic-based resources.

Additionally, there are a number of reasons for creating comic-based teaching learning media: First, according to a study by Waluyanto, comics are a teaching tool that is intended to convey messages in the learning process;²⁴ Second, their animated drawing style draws students' attention; Third, comics can be used to improve students' motivation, engagement, and critical understanding;

²⁴ Aisyah Salsabila Panjaitan and Al Rasyid, "Pengembangan Media Pembelajaran Komik Bahasa Arab Berbasis Canva."

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Fourth, comics offer diversity in the learning process and support a variety of learning styles. All of these factors contribute to the development of comic-based teaching learning media.

During the design process, the researcher utilized Canva, a popular program for making comic-based instructional materials with eye-catching animations and intuitive features, to create an educational tool in the form of comic. To improve interaction, the researcher also converted the comic to text-to-speech,²⁵ using TTS Maker and turned it into interactive e-books that could be turned like a real book using Heyzine.²⁶ These resources were chosen to enhance the dynamic and engaging nature of the instructional content.

Choosing a suitable backdrop, like a classroom, and planning the layout were the first steps in creating the instructional comic tool. Canva's pre-made options were used to select characters with appropriate actions. To make the plot more clear, speech bubbles were used for narration and conversation. After then, Flipbook technology was used to turn the comic into a digital book, and audio was added to improve engagement. Refining the layout, backdrop, visual effects, and general structure was the last phase in the design process. The comic was prepared for professional content evaluation after these changes were finished. Students may study individually and collaboratively thanks to this method, which guarantees the tool's efficacy and suitability for use in the classroom.



Figure 2. Product Display

The design was then validated by specialists in the fields of language, subject matter, and media to make sure it complied with the necessary requirements. The researcher sought advice from two specialists: one in educational media and one in language and subject. Clarity, language, font selection, and content were all improved in response to their input. In addition to fixing language errors and adding introductory pages, the researcher also inserted a QR code. Positive comments, including recommendations for changing the text size and adding sound effects, were received from a pilot test that involved ten students and a

²⁵ Nafi Arrizqi, Imam Santoso, and Yosua Alvin Adi Soetrisno, "Implementasi Google Text to Speech Pada Aplikasi Pendeteksi Uang Berbasis Android," *Transient: Jurnal Ilmiah Teknik Elektro* 10, no. 3 (September 30, 2021): 510–16, <https://doi.org/10.14710/transient.v10i3.510-516>.

²⁶ Andrea Tiara Puspa, Elly Sukmanasa, and Rini Sri Indriani, "Pengembangan E-Modul Berbantuan Heyzine Pada Materi Kini Aku Menjadi Lebih Tertib," *Didaktik: Jurnal Ilmiah PGSD STKIP Subang* 10, no. 3 (2024), <https://doi.org/https://doi.org/10.36989/didaktik.v10i03.3718>.

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teacher. To make sure the tool was appropriate for a larger-scale trial, changes were then made to enhance reading and audio clarity.

There were twenty-five eighth-grade students in the primary field trial, which focused on "the clock." A pre-test was used to gauge students' reading proficiency prior to using the created tool; a class utilizing the comic-based tool followed, during which the researcher observed student interactions; and a post-test was used to gauge reading skill gains after tool use. Questionnaire responses from students indicated improved understanding and greater participation. The tool was somewhat modified as a result. In order to ensure long-term use, the last step was disseminating the tool around the school utilizing posters with QR codes for convenient access to the interactive digital flipbook.

The Validity of Comic-Based Learning for Maharah Qira'ah Using Canva

To make sure the created educational tool is of high quality, effective, and in line with the desired learning goals, it is essential to conduct an expert validity test. The researcher evaluated the generated tool in this context with a number of professionals, including experts in educational tools, as well as topic and language specialists. Additionally, the instrument's real users—teachers and students—conducted this exam. The purpose of this test is to make sure the educational tool is ready and appropriate for real usage in the teaching process by preparing it as best as feasible. Based on the reviewers' recommendations, it seeks to evaluate the tool's validity and make necessary adjustments.²⁷ Based on input from experts, educators, and students, the findings of the feasibility test for comic-based learning materials are displayed in the table and graphic below:

Table 1. Eligibility Qualifications

Percentage (%)	Criteria
86-100	Very Good
76-85	Good
66-75	Acceptable
55-65	Fail
<55	Failed

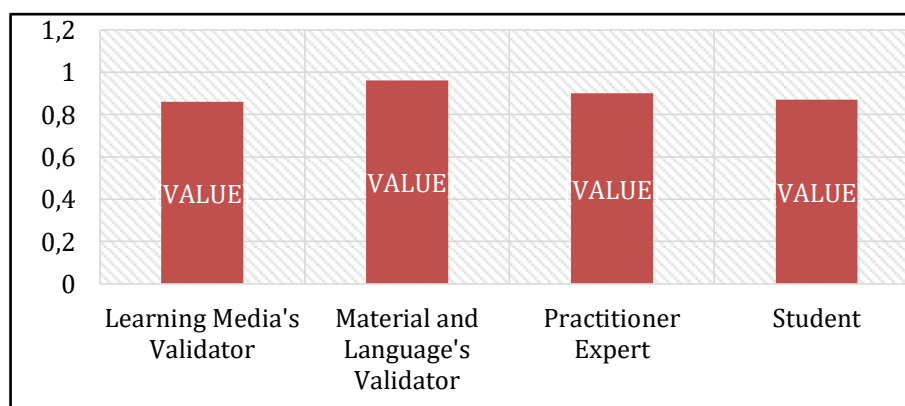


Figure 3. The Feasibility Test for Comic-Based Learning Media

²⁷ Tiya Andani, "Analisis Validasi Media Pembelajaran E-Book Berbasis Flip Pdf Professional Pada Materi Gelombang Bunyi Di Sma," *Jurnal Kumparan Fisika* 4, no. 3 (January 21, 2022): 213–20, <https://doi.org/10.33369/jkf.4.3.213-220>.

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The instructional materials received an 86% score after the researcher verified the content with language and subject matter specialists, putting them in the "Very Good" category. This shows that the content is well regarded and appropriate for use with a few small tweaks, such adding vowel marks, fixing the use of alif and hamza, and making sure practice questions match the goals of reading skills.

Through validation by media specialists, the researcher assessed the quality of the created teaching tool. The instrument was rated as "Very Good" (86-100%) with an overall score of 96%. It was quite satisfying in terms of technological aspects, graphic design, substance, sound, and appeal. To keep students' interest and avoid boredom, the comics-based tool is judged appropriate for usage with suggested modifications, including the addition of more pages, better layout balance, and the selection of an appropriate typeface.

Teachers and students were both participated in the researcher's evaluation of the instructional tool. With a 90% rating from teachers, it falls into the "Very Good" category. The tool's design, content, usability, and learning efficacy all scored highly, indicating that it may be used without any additional modifications. To improve clarity, though, the instructor recommended making the comic pictures larger.

The total score on the students' questionnaire was 87%, which suggests that the comic-based learning resource is good and appropriate for usage. It successfully improves pupils' reading abilities, while recommendations are made to turn up the level and add additional audio diversity for even better results.

Overall, the comic-based learning aids received positive feedback from instructors, students, media professionals, language and subject matter experts, and future users. With a few little changes to the comics' size, an increase in sound volume, and many audio versions, it is expected that this medium will effectively support and enhance students' reading skills.

The Effectiveness of Comic-Based Learning for Maharah Qira'ah Using Canva

This stage seeks to assess if the learning materials are meeting the standards for enhancing students' reading abilities.²⁸ Using eighth-grade students, the researcher split the class into two groups: a control group of 27 kids and an experimental group of 25 students (23 participants because of three absences). Pre- and post-tests were used in each group to evaluate the effectiveness of the comic-based learning materials by comparing the reading skills of the students before and after they used them.

Both the experimental and control groups had pre- and post-tests administered by the researcher. Only the experimental group received the comic-based learning materials; the control group received reading instruction using a different approach. When the pupils used the created learning materials, their performance significantly improved, according to the test results.

The researcher tested the questions' validity and reliability before to administering the pre-test and post-test. The objective was to evaluate the reliability and validity of the exam questions. A different class of 28 students who

²⁸ Alsyabri Wira Alsyabri, "Validitas Dan Efektivitas Media Pembelajaran Berbasis Android Mata Pelajaran Komputer Dan Jaringan Dasar," *Journal of Education Informatic Technology and Science* 3, no. 1 (June 30, 2021): 1–10, <https://doi.org/10.37859/jeits.v3i1.2602>.

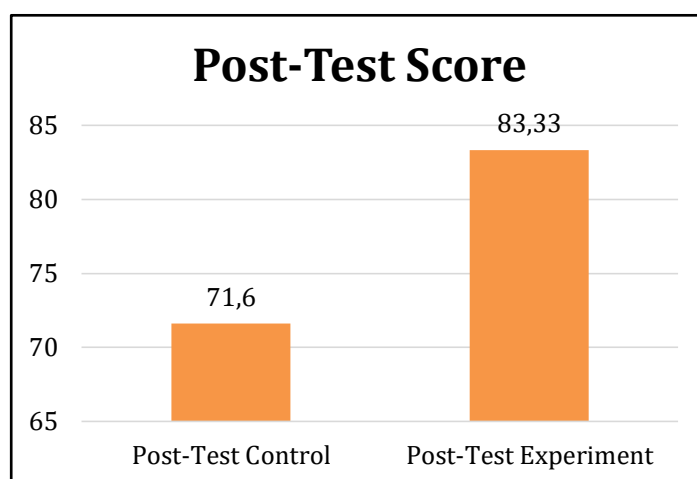
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were not in the experimental or control groups was used by the researcher to test this instrument. There were twenty questions in all. Just 12 questions were found to be legitimate based on the findings of the validity test. To ascertain the dependability of these 12 questions, a reliability test was then carried out. The 12 valid questions had a score of 0.801 based on the reliability test findings, meaning that the data was dependable and suitable for use in the experimental and control groups' pre-test and post-test.

The pre-test and post-test data were then subjected to the Shapiro-Wilk test for normality in order to ascertain whether or not the data were normally distributed. A reliable and efficient technique for determining normalcy, particularly in small sample sizes, is the Shapiro-Wilk test. According to the findings, the experimental group's pre-test and post-test scores were 0.062 and 0.089, respectively. In contrast, the control group's pre-test and post-test scores were 0.099 and 0.062, respectively. It is possible to conclude that the data were normally distributed because the values for both groups were higher than 0.05. The differences in means between the unpaired samples were then examined using an Independent Sample T-test.

Figure 4. Post-Test Score

It is clear from the following graphic that the experimental group scored



83.33 on the post-test whereas the control group scored 71.60, indicating an average difference of 11.37 between the two groups. Using the Independent Sample T-test, a Sig. (2-tailed) 0.000 value was found. There is a significant difference in average scores between students who utilized the comic-based instructional tool and those who did not, as indicated by the value being less than 0.05, which supports the hypothesis. Thus, Comic-Based Learning for *Maharah Qira'ah* Using Canva at MTs Shirothul Fuqoha' Malang works well.

D. Conclusion

According to the study's findings, the Borg & Gall method was used to create comics with a variety of situations, characters, and conversations as a teaching tool. The content was created using Canva, transformed into a Flipbook e-book using Heyzine, and then audio was added using TTS Maker. An introduction, a table of contents, usage instructions, learning goals, cartoons, a vocabulary list, and reading comprehension exercises are all included in the product. With scores

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of 86% from topic and language specialists and 96% from media experts, validation findings demonstrate great efficacy. The tool satisfies kids' learning needs, according to feedback from both teachers and students. With the experimental group scoring 83.33 on the post-test and the control group scoring 71.60, an Independent Sample T-test ($p = 0.000$) verified a substantial increase in the reading abilities of the pupils at MTs Shirothul Fuqoha. Improving the caliber of digitally based educational materials in classrooms, especially for language acquisition, is one of the study's consequences. Students' interest and engagement may be increased by using comics as a teaching tool, making reading comprehension more pleasurable and successful. Furthermore, this study promotes the development of more creative learning resources by advancing the usage of digital tools like Flipbooks and text-to-speech. Because this study only looks at one educational institution, its participant breadth is limited, which reduces the generalizability of its findings. Furthermore, the long-term impacts of comic-based media on enhancing reading abilities have not been investigated. Future studies might thus increase the sample size, evaluate the media's efficacy at various educational levels, and investigate how it affects other language skills like speaking and writing. Future research may also concentrate on integrating AI technologies and improving interactive elements.

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