The Using of the Comic Application as Learning Medium for Islamic Study in Elementary School

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Abstract

The study aimed to analyze how students evaluate the comic application as a learning medium, how to design a comic application product as a literacy medium for students in studying Islamic teachings. The study was carried out in two stages, first; the quantitative method by conducting surveys, second; the prototype method by making application products. The data in the first stage was taken through a questionnaire to 108 samples from 500 populations in several schools in Medan. The second stage was the creating of comic application product design by identifying problems, analyzing user needs, designing products according to user needs, making products that have been planned, and validating to the experts. The results of the first stage showed that 46% of respondents liked comics as a literacy medium, 12% did not like them, and 36% were neutral. Furthermore, the comic product design that had been made has received a very good assessment from the experts, but it needs to be tested on users first. There are many facilities that can be used as a medium for learning Islam, the availability of comic applications is one alternative that can be used especially for students in elementary schools.

Keywords: *Comic application, learning medium, students, elementary school*

Abstrak

Penelitian ini bertujuan untuk menganalisis bagaimana penilaian peserta didik terhadap aplikasi komik sebagai media pembelajaran, serta pembuatan desain produk aplikasi komik sebagai media literasi bagi peserta didik dalam mempelajari ajaran Islam. Penelitian ini dijalankan dua tahap, pertama; metode kuantitatif dengan jenis survei, kedua; metode prototype untuk pembuatan produk aplikasi. Sumber data penelitian tahap pertama diambil melalui angket kepada 108 sampel dari total 500 populasi di beberapa sekolah di Kota Medan. Selanjutnya tahap kedua pembuatan desain produk aplikasi komik dengan cara mengidentifikasi permasalahan, menganalisis keperluan pengguna, merancang produk sesuai keperluan pengguna, membuat produk yang telah direncanakan dan melakukan validasi kepada pakar. Hasil analisis penelitian tahap pertama menunjukkan bahwa 46% responden menyatakan menyukai komik sebagai media literasi, 12% kurang menyukai, sedangkan 36% bersikap netral. Selanjutnya terkait desain produk komik yang telah dibuat secara keseluruhan telah mendapatkan penilaian sangat baik dari pakar, namun perlu dilakukan uji coba kepada pengguna. Banyak sarana yang dapat digunakan sebagai media belajar agama Islam, ketersediaan

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aplikasi komik merupakan salah satu alternatif yang dapat digunakan kususnya untuk peserta didik di sekolah dasar.

Kata kunci: *Aplikasi komik, media pembelajaran, peserta didik, sekolah dasar*

Introduction

Based on a report by *tribunnews.com* journalist, Fahdi Fahlevi, he said that the Head of Research and Development Agency and Books of the Ministry of Education and Culture Totok Suprayitno disclosed the results of the Program for International Student Assessment (PISA) research related to the reading literacy level of Indonesian students. He revealed that Indonesia's literacy rate based on PISA is still low. In 2018, it was shown that around 70% of Indonesian children were below the minimum level in reading (Suprayitno, 2021; Hopfenbeck, 2018; Zafirah *et al.*, 2018; Agusti *et al.*, 2018; Engkizar *et al.*, 2018).

Based on the 2019 National Socio-Economic Survey (Susenas), the Central Statistics Agency released data that stated that only about 13,02 % of the Indonesian population from 5 years old and over visit the library. And the dominance of the readings they read when visiting the library were textbooks (80.83%) (Bano *et al.*, 2020). In addition, the lack of books variety also gives an impact on the reading activities nationally (Khotimah *et al.*, 2018).

Indonesian literacy is still relatively low. In 2016, Indonesia was in position 60 from 61 countries and now in 62 from 70 countries. Although the difference in rankings in the two years has increased in 2021, it cannot be denied that Indonesia still has a low literacy group. This is enough to prove that Indonesia is still very far behind in improving literacy. Building awareness and interest in reading is one way to increase literacy. Since people who have good literacy skills can give their thoughts or contributions to the country (Permatasari, 2015).

However, today there are many people who are not aware of the importance of literacy in life. The lazy attitude of reading is ingrained in Indonesian society. In this digital era, a person can do literacy not only from books or print media but also through digital platforms. Especially during the current covid pandemic, where

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movement is also limited, so digital learning media is very appropriate to use in improving literacy to facilitate access to reading for the general public (Rifai *et al.* 2021).

The purpose of education is to develop the potential of students to become human beings who believe and fear God Almighty, capable, independent, healthy, have good morals, be creative, and become democratic and responsible citizens, as the objectives of education have been outlined in Law no. 20 of 2003 concerning the National Education System. One of the problems of education in Indonesia is the low quality of learning in Indonesia, especially in the teaching and learning process (Yanti, 2013; Yusnita *et al.*, 2018; Engkizar *et al.*, 2018). Along with the problems of education in Indonesia, the management of learning aids in the form of media is very much needed to help the teaching and learning process (Rozi, 2020).

If examined more deeply, children at school age prefer illustrated stories, this is due to several reasons including (i) children have a good opportunity to gain insight for their personal and social problems to solve them; (ii) illustrated stories or comics attract children's imagination and curiosity about supernatural issues; (iii) comic gives children an escape from the hustle and bustle of daily life; (iv) comics are easy to read, even children who are less able to read can understand the meaning of the pictures (Adipta *et al.* 2016), (v) comics are inexpensive and also shown on television so that all children know them; (vi) comics encourage children to read what other books don't provide; (vii) comic gives something expected (if it is in the form of a serial); (viii) in comics, the characters often do or say things that the children dare not do themselves, even they want to; (ix) characters in comics are often strong, brave, and handsome, so they become heroes for children; (x) the pictures in comics are colorful and simple for children to understand (Adipta *et al.*, 2016; Nurfadilla *et al.* 2020).

The development of learning media must be followed by the development of new learning models. Learning models are used to assist educators in applying the teaching materials they need to convey to students. With the learning model,

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educators get a variety of alternative ways to convey information (Muizaddin and Santoso, 2016; Syafril *et al.*, 2021). The development of a learning model is adapted to the behavior and characteristics of the learner.

The students lately tend to use electronic media more than print media/books (Pramesti, 2021). The learning resources used by students in Jakarta in doing school assignments were 93.5% using the internet, while those using books were smaller, namely 72.2%. Likewise, the behavior of reading digital comics is increasing and starting to leave printed comics because of technological developments that make it easier to access comics online (Chalim and Anwas, 2018).

The sustainability of education cannot be separated from learning methods and models, education itself will run according to its objectives if the methods used can attract students to be enthusiastic in undergoing the learning process (Syaparuddin *et al.*, 2020). The learning model is one of the most important things in the process of teaching and learning activities to support successful learning (Koko and Aan, 2021).

As we know that Indonesia is one of the countries that has been exposed to the covid-19 virus and has caused the learning process which is usually carried out face-to-face, is now taking place online (in a network) as the physical distancing policy to spread the COVID-19 virus can be disconnected. This form of learning can be done anytime and anywhere without being bound by time and having to meet face to face (Syarifudin, 2020).

The learning process with technology development with a combination of face-to-face learning can be more effective and efficient (Walib, 2018). The changes in learning that occurred due to Covid-19 and it can be said that the preparation was not very mature, it greatly affected the learning methods implemented by the educators and the understanding of the students (Mahmudi *et al.*, 2021). This online learning process requires educators and students to adapt to the circumstances that must be passed, but often this online learning process seems less effective and efficient (Ikhwani *et al.* 2021; Syafril *et al.*, 2021).

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In the online learning process, the role of students is very important and affects the success of learning, starting from preparing creative learning methods and media so that they are not boring and students remain enthusiastic in participating in learning that only faces a patch of the screen. In the online learning process, there are positive and negative impacts that cannot be separated; one of the negative impacts is difficult for students to understand (Gurita, 2020). This problem will greatly affect the knowledge they will get and learn, subsequent lessons that are more difficult to understand. If students only rely on understanding the material they receive from educators when the online learning process takes place, then that knowledge is very limited and does not will expand (Tarsupon, 2021).

Therefore, they need a learning media that can be used as a means of seeking additional knowledge since the success of a learning media or method depends on the character of each student. Not all students will be successful in the online KBM process. This is influenced by several factors including the environmental factors of students while studying and the character of these students (Nakayama and Yamamoto, 2017).

Regarding the literacy improvement learning media, many previous researchers have discussed it. In general, there are about 4,740 articles that discuss related comics as learning media to improve literacy based on Google Scholar searches. However, most of the articles discuss the application of comics that help to improve economic literacy, mathematics, science, or its influence on learning outcomes. Since the discussion about literacy in religious subjects is still very minimal, the researcher considers that this study needs to be appointed as a scientific study to enrich Islamic literature.

Literature Review

In *Kamus Besar Bahasa Indonesia Edition V*, it is stated that literacy is the ability to read and write, as knowledge or skills in certain fields or activities, and the individual's ability to process information and knowledge for life skills (KBBI V). Literacy is a basic knowledge or competence that must be possessed by individuals

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following what is needed by society and following the growing era (Nugraha and Octavianah, 2020; Suherman *et al.*, 2021).

Literacy Wahidin (2018) is the ability to read, to write, to achieve the learning continuum, to think using sources of knowledge, communication skills in society, and to practice in social relations, also the ability: to identify, determine, find, evaluate, and create effective and in an organized manner, as well as to communicate information in solving various problems, are basic human abilities in today's information age. Lifelong learning will enable these goals to be achieved. This is the same as what Pangesti Wiedarti said that literacy is more than just reading and writing (Wiedarti, 2016).

In 2016, the Government of the Republic of Indonesia through the Ministry of Education and Culture has promoted the National Literacy Movement (GLN), as an implementation of the Minister of Education and Culture by Regulation Number 23 of 2015 concerning the Growth of Character. According to UNESCO in the Ministry of Education and Culture (2017), what is meant by literacy is a continuum of the ability to use reading, writing, and arithmetic skills following the context obtained and developed through the learning process and application in schools, families, communities and other relevant situations (Permendikbud, 2015). The Education Development Center said that literacy is an individual's ability to use all the potential and skills possessed in his life (Ali *et al.* 2018; Putri *et al.*, 2020; Putra *et al.*, 2020).

The meaning of literacy is growing time by time (Kharizmi, 2015). The development of this meaning follows the development of a fast-moving era. The rapid development of the times has also opened the curtain of literacy cover (Subair, 2017). Literacy has become a cultural practice that has come also to social and political issues, not only about reading and writing (Syaodih *et al.* 2015). Clay and Ferguson explained that the components of information literacy consist of early, basic, library, media, technological, and visual literacy (Fanani *et al.* 2016).

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Through the National Literacy Movement program, it is hoped that students' literacy skills will significantly improve (Abidin *et al.,* 2021). The National Literacy Movement is an effort made by the government so that the reading quality of the community and students increases (Ibrahim, 2017). The School Literacy Movement is applied in schools for 15 minutes before starting lessons so that students can play an active role in the learning process (Nugraha and Octavianah, 2020).

Nowadays, schools do a lot of observing, creating, communicating, appreciating, recording, and exhibiting (Akbar, 2017). The higher the literacy ability of students, the higher students' interest in reading to add broader insight into participating in learning (Sari, 2018). If the school literacy movement with reading habits has been carried out well, then they have a large vocabulary and have more effective reading techniques (Maulidya, 2017). So that if the habit of reading has been formed and students can grow interested in reading, then they will be master at understanding the contents of the reading correctly during the learning process (Sari *et al.*, 2018).

Literature in Islam

Literature can be interpreted as a source or reference used in various activities in the world of education or other activities. Literature can also be interpreted as a reference used to obtain certain information. Literature can be in the form of books or various other writings. In the ALA Glossary of Library and Information Science, literature is reading material that is used in various kinds of activities, both intellectually and recreationally (Suwandi, 2017).

Islam is a religion that has noble teachings. If the teachings of Islam are known and practiced by everyone who believes in it (followers), then he will reap a sense of security and peace in his life. Islam is a religion that contains teachings that are complete (*holistic*), comprehensive, and perfect (*Kamil*). As a perfect religion, Islam came to perfect the teachings brought by the prophets of Allah before the Prophet Muhammad. The perfection of this becomes the prophetic mission (*nubuwwah*) of the presence of the Prophet Muhammad. (Mahfud, 2011; Kasmar *et*

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al., 2019). So that Islamic literature is a reading material or reference that is used as a source in Islamic religious learning.

Definition of Comic Apps

An application is software that is used directly by the computer in carrying out the activities desired by the user (Lubis *et al.*, 2020). According to Jogiyanto HM, the application is the implementation, recording of things, data, problems, activities in one facility, or support to be applied to a new form (Fauzi, 2018). Each application has different functions according to the type. For instance, the WhatsApp application has functioned as a daily communication tool through chat, telephone, video calls, and so on (Saputra *et al.*, 2020).

A comic is a story in the form of an image that can attract attention since it is funny and the content is easy to understand, and the combination of images and writing is strong. The comic is a two-dimensional art form that has conversations between two or more characters to make a storyline. The conversational words of the characters are written in word balloons (Tresnawati, 2017). The comic application is a software that functions to store funny stories as the data and easy-to-understand illustrated since of the power of images and writing placed on word balloons.

The comic application is one of the media that can be used to assist students in adding insight into learning and also be used in a two-way learning process; namely as teaching aids and as learning media that can be used independently by students (Saputro, 2015). Reading material is one of the most important factors in supporting the implementation of effective learning activities. The better the reading material, the better the students' understanding of the material. The presentation of interesting reading material greatly affects the interest of students in the learning process. The use of reading materials with unique variations illustrated stories will add to the views and interests of students in learning (Marlinawati, 2016; Nurwahidin & Al-Asyhar, 2019; Novebri & Dewi, 2020).

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Basic Concepts of Alquran Learning Media

The word media comes from the Latin *"medius"* which means middle, or intermediary. Meanwhile, viewed from the Arabic language, the word media is known as *wasil* which is the plural form of the word *wasilah*, namely al-Wats which has a middle meaning (Munadi, 2008; Syafril *et al.*, 2021). It can be concluded that the media has the meaning of connecting, where it becomes a relator or distributor between one side and the other. An expert in learning media, Schramm, suggested that learning media is a message-carrying technology that can be used for learning purposes. Specifically, the word can be interpreted as a communication tool used to carry information from one source to a recipient (Sundayana, 2013).

According to Gerlach and Ely, (1971) the media if understood in broad outline are human, material, or events that build conditions for students to acquire knowledge, skills, or attitudes. The teachers, textbooks, and school environment are media. Learning media are media to carry messages or information that have instructional purposes or contain teaching purposes. Learning media includes tools used to deliver teaching materials consisting of books, cassettes, video cameras, tape recorders, video recorders, films, slides (pictures), photos, graphics, pictures, television, and computers (Saodah *et al.*, 2020).

If it is related to learning, media is a communication tool used in the learning process to bring information from educators to students in the form of teaching materials, which through the media is expected to make students more interested in participating in the teaching and learning activities (Rahmawati, 2020). It is needed to know that if the user is not in line with the learning objectives that have been set, the role of the media will also not appear significantly. No matter how sophisticated and good the media is, if the content and purpose cannot support the learning process, then the media will not be used effectively and efficiently (Shofiyyatuzzahro, 2021).

Alquran is the holy book of Muslims (Sukma *et al.* 2019). The learning of Alquran is held in schools, especially Islamic-based schools (Sijabat, 2021). In the

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implementation of learning Alquran, media is needed to make lessons can be achieved by students (Ratnawati *et al.,* 2020). It can be concluded that the learning media of Alquran is a communication tool or infrastructure that is used to convey the learning materials so that the learning objectives can be conveyed (Khoiruddin and Kustiani, 2020).

Learning Media Functions

In the late 1950s, communication theory began to influence the use of media, then the media also functioned as a channel for messages (Jalinus, 2016). Furthermore, referred to as instructional materials (learning materials), and now the term commonly used in the world as instructional media (educational media or learning media) (Sumiharsono, 2017). Then with the influence of the behavioral theory of BF Skinner, the learning objectives shifted towards changing the learning behavior of students, since it teaches people to change their behavior (Gafindha, 2020).

Daryanto (2013) explained several using of learning media, namely, i) Clarifying the message so that it is not too verbalized, ii) Overcoming the limitations of space, time, energy, and senses, iii) Generating passion for learning, more direct interaction between students and learning resources, iv) Allows students to learn independently according to their visual, auditory, and kinesthetic talents and abilities, v) Giving the same stimulus, equating the experience, and giving rise to the same perception, vi) The learning process contains five components of communication, teachers (communicators), learning materials, learning media, students (communicants), and learning objectives.

Method

The study used a quantitative method with a survey type, where researchers distribute questionnaires to calculate how many people like comics and support the existence of Alquran-based comics (Treyani, 2017). Furthermore, in the process of developing the Learning Multimedia, the researcher used a prototype model. It is a

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method of making a system that is made in a structured manner and has several stages that must be passed in its manufacture, but if the final stage is stated that the system is not perfect or still has shortcomings, then the system will be re-evaluated and will go through the process of beginning (Renaningtias and Apriliani, 2021).

The Prototyping approach is a process involving a close working relationship between the designer and the user (Setia, 2015). This research also used the R&D (Research and Development) method developed by Borg & Gall, in which the process of developing and ratifying an educational product is established through several stages, starting from reviewing the results of previous research to finalizing the final product and its implementation (Faridatunnadiroh, 2021).

Meredith *et al.*, (2003) revealed that development research is needed to analyze the process in determining the material mastered by students and designing products with validation from the experts. Based on the 10 steps taken by Borg and Gall, the researchers only did 6 steps considering the limited time and they were deemed sufficient to meet the criteria of this study.
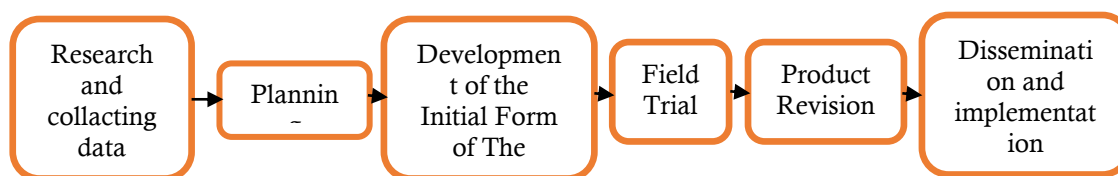

Figure: 1. Prototype design research

Result and Discussion

The researcher got 108 respondents related to the interest in reading comics and offering Islamic comics. The results of the first stage showed that 46% of 108 respondents liked reading comics, 12% did not like them, and 36% were neutral. It can prove that there are many people who are interested in the reading method through comics.
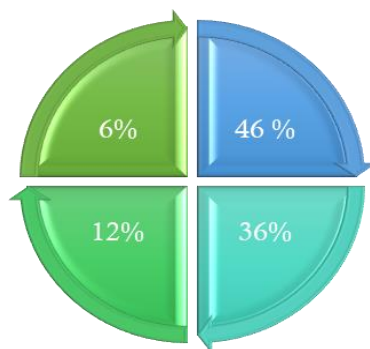
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Figure: 2. Respondent's graph of comic lovers

Meanwhile, when the researcher examined the interest level of respondents to comics whose contents are related to stories, recitation, and laws contained in Alquran, it turns out that the response given was very good. There are a small number of people who are not interested in using comics as a medium for learning Alquran. However, most of the respondents are very interested in this learning media. Approximately 88.9% of respondents are interested in the contents of the comic, and only 10.2% are still doubtful by coming up with a 'maybe' answer. It is because they are aware that learning Alquran can not only be done in a monotonous way but also in a relatively unique way and utilize the existing media platforms.
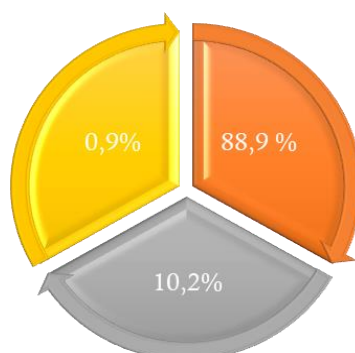

Figure: 3. Respondent's interest level

As a tool that helps human work, the media plays a role in helping educators to fulfill and maximize learning goals. By learning media, educators can convey material more interesting so the students will more easily understand the material

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(Hayati, 1967). Comics as learning media will be able to attract students' interest because it contains cartoon images and pages filled with various colors. Similar research also stated that comics are described as fun (Karmawati, 2007; Graham, 2011; Hartono and Aisyah, 2017).

Using comics media can make it easier for educators to teach Islamic Education material (Danaswari, 2013). Where Islamic Education material which usually displayed monotonously can be presented more interesting so it will make students gain understanding more quickly (Dihyah, 2021; Elkhaira *et al.*, 2020). In line with what was expressed by Widyastuti, Mardiyana, and Saputro (2017) that comics are images that have an interesting storyline that easy to understand and make them to understand difficult material easily. Like the Islamic comics application that we offer today, where it will help educators and students in carrying out the learning process (Hidayatullah, 2018).
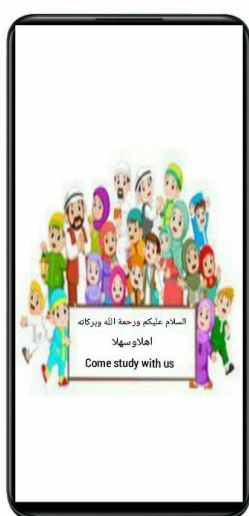

| Figure: 4. | Figure: 5. | Figure: 6. |
| First view | Main menu | Reading variety |

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Figure: 7.
Prayer Remaider
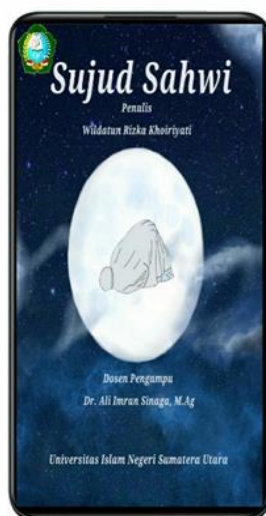
Figure: 8.
Cover

Figure: 9.
Synopsis

Figure: 10.
Naration

Figure: 11.
Picture

Figure: 12.
Prayer after study

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Figure: 13. Closing

The menu display in this comic application consists of 10 display menus. Initially, students will be directed to the initial view as the opening for the comic application, then it will be presented with a wide selection of Islamic Education subjects consisting of Jurisprudence, History of Intellectual Property, Alquran Haditsh, Aqidah Akhlak. And after students choose the subjects they want, they will be presented with subtitles, whether it's about prayer, alms, prostration of *sahwi*, etc. In this application, it is provided a variety of reading where students can choose how to read, whether by using story narration or using comic images. It is intended that students can choose their favorite learning model.

Alquran is a source of knowledge (Qutub, 2011), so it would be very unfortunate if this could not be developed and disseminated to the general public to the fullest. The content of Alquran is a teaching for people, so it is needed to know and practice it (Arifin, 2018). One of the most popular platforms in recent years is the comics app. It can be proven by the many comic applications that are scattered in the Playstore with various accompanying genres (Sa'diyah, 2021). At this time, comics are one of the choices for educators as a tool to improve children's literacy because they are starting to realize that incorporating comic media into their

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teaching practice will have a good influence on the development of children's literacy (Subroto, 2020).

However, of the many genres, there are rarely comics related to Islamic learning, so by this study, the researchers introduce an idea to create an Alquran Based Comic Application as a medium for children's learning in elementary schools and to improve Islamic literacy, where the contents will discuss subjects fiqh, moral creed, history of Islamic culture, moral creed, etc. The whole material will be summarized and presented in the form of a story of image pieces then which will certainly be very interesting to read. So, the students will not feel monotonous learning but learn in a relaxed state. It aimed to increase the effectiveness of learning (Nurhidayati, 2016).

The learning media used by teachers greatly affect the motivation, interest, and learning outcomes of students (Widyawati and Prodjosantoso, 2015). In Islamic Education learning process, it is often encounter students in the class who can recognize letters, can read words, can assemble them into sentences but do not understand the real meaning, or cannot dig deeper into the meaning of the content they read. In another case, children may be able to read and write neatly, but they do not enjoy reading activities (Fahyuni and Fauji, 2017).

This is by what was stated by Retno (Retno, 2010) namely "there are still many students at school who do not enjoy what they read". They read, but do not understand the content and meaning. Therefore, students' ability to understand reading is reduced, because reading is considered a boring activity. Elementary school students whose aged 6-12 years are generally more interested in reading books with interesting and colorful pictures (Fahyuni & Fauji, 2017).

Mobile phones have tremendous potential to help the learning process and can solve the problem to access the learning resources. (Yuntoto, 2015). The sophistication of smartphones today is like a facilitator in the world of education, especially in the student learning process. In addition, through this sophisticated, several supporting applications can be downloaded on the Playstore to support

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students both at school and at home in learning process (Regita, 2018). Comics are usually packaged in book form, but along with the times, comics can also be provided in the form of electronic applications that make them easy to carry anywhere (Anesia, 2018).

Comics in the form of mobile application also allow paper savings, especially comics can have more than one feature, namely animation, and material. (Hadi and Dwijayanti, 2015). In addition, Manchester (2017) adds that comics can be used as a productive pedagogical tool to teach various critical forms by involving visuals with text because it will make learning more meaningful. Toward these various advantages, it increasingly shows that comics can facilitate students to improve learning outcomes which are also influenced by students' reading literacy skills (Rusmono, 2019).

The stages that must be passed in implementing Alquran-based comic learning media are based on the development of a research model from Borg and Gall. However, based on the 10 steps carried out, namely; research and data collection, planning, developing the initial form of the product, initial field trials, revising the product, field trials involving all students/objects, operational trials, final product revisions, and product dissemination; it is only 6 steps that the researchers did consider the limited time and the 6 stages of the study were deemed sufficient to meet the criteria of this study. The six steps are:

First, Research and Data Collecting (Research and Information Collecting). In this case, an assessment of the problem at hand is required. Generally, the problem that often occur is the lack of teaching creativity so the students do not understand the material especially when learning is done online, textbooks that are less practical to carry everywhere, and consider students who prefer pictures and technology (Haka and Suhada, 2018).

Second, Planning, at this stage, planning related to expertise, product design, funds, time, and energy is needed, as well as all matters relating to this research. **Third,** Development of the Preliminary form of the product (Haka and Suhada,

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2018), In this case, the researcher performs three stages, namely; i) Designing and describing the design after the design has been determined, what must be done is to start designing it. Making comic designs and reading comics can be done using the Ibis Paint X application or other software programs such as Comipo or Photoshop CS 5, this is adjusted to the wishes of each researcher who made it, ii) Validating or checking designs by experts. After the design is complete, the thing that must be done is to check the design, whether it is by the predetermined rules or not. In this case, the design checks were carried out by experts, namely linguists, media experts, and material experts. Linguistics experts can be done by writers or people who are proficient in PUEBI such as Content Writer, Writer, Ghost Writer, or Indonesian Lecturer. Media experts can be played by people who are proficient in computers or certain media, such as someone who has been in the field of Multimedia and Computer Vision (Programming) for a long time, as well as by certified computer lecturers. Material experts can be carried out by a teacher or lecturer who teaches religious material from the comics that will be presented, iii) Design revision. At this stage, what must be done is to revise the design and comic material based on input from experts. To create comics that are neat, interesting, and right on the target of learning (Anwar et al., 2018; Arifin, 2018; Ashidiqi *et al.*, 2019; Aini *et al.*, 2019; Wijaya, 2021).

Fourth, Main Field Test. At this stage, testing is carried out on a limited scale, such as demonstrating the comic to only a few people or a group of people. Furthermore, the data collection such as interviews and observations of respondents who received offers to test this comic was carried out, to produce valid data according to the wishes of the market. (Haka and Suhanda, 2018).

Fifth, Main Product Revision, at this stage the comic design that has been tested is revised again according to market demand, provided that market demand is useful for improving comics for the better. The revisions were carried out by all teams, both the researcher and comic editor teams as well as a team of experts.

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Sixth, Dissemination and implementation, at this stage, what is being done is to start marketing and disseminating the product to the general public. Since this research discusses applications, the comics that have been made will be collected and put together in an application where the application can be registered on the Playstore, so that the media proposed can be a forum for students and the public who want to learn sciences in Alquran in a relaxed and pleasant impression. Promotion of the Learning Media Application can be started from a small scale such as introducing it to family, friends, or other social media. Therefore, the number of visitors on the play store is increasing day by day.

Conclusion

The existence of literacy is the heart of knowledge that must exist and be embedded in the motivation of everyone, especially for students in developing a literate mindset to form a person who has character, character, and knowledge. In improving the quality of students, various ways are needed to trigger their enthusiasm when learning, one of which is through the learning media used. At the elementary level, learning process will be more enjoyable when using a learning system that is not boring and seems rigid. One way to improve reading literacy and at the same time gain an understanding of religious knowledge, especially at the elementary school level, is to provide reading materials full of pictures. Therefore, the success of students in understanding Islamic religious learning can also be obtained with something that has an appeal such as the application of comics with Islamic nuances. If students are enthusiastic about studying religious knowledge, understanding will also be easier to obtain, and in daily life will not be separated from an obligation as a human being who has good morals and integrity.

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