

# Enhancing Student Interest and Learning Outcomes Fiqh Education in Madrasah Ibtida'iyah through Comic-Based Student Worksheets (LKPD): A Research and Development Approach

Wahyuddin Nur Nasution<sup>1</sup> ✉, Sheilla Fahira Khadna<sup>1</sup>, Risma Br Purba<sup>1</sup>, Widya Khairunnisah<sup>1</sup>, Nirwana<sup>1</sup>

<sup>1</sup> Universitas Islam Negeri Sumatera Utara, Medan

Corresponding author: [wahyuddinnurnasution@uinsu.ac.id](mailto:wahyuddinnurnasution@uinsu.ac.id)

## ABSTRACT

**Purpose** – This study explores the effectiveness of Comic-Based Student Worksheets (LKPD) in enhancing student interest and learning outcomes in Fiqh education at Madrasah Ibtida'iyah. It addresses the gap in conventional teaching methods by integrating visual learning strategies through comics, aiming to captivate students and improve their understanding and retention of Fiqh concepts.

**Design/methods/approach** – Employing a Research and Development (R&D) approach, the study developed a comic-based LKPD and assessed its validity, practicality, and efficacy. The design process followed a meticulous framework to ensure the LKPD's content was both educationally relevant and engaging. Data were collected through observations, document analysis, and product evaluations, using Likert scales for validity and practicality assessments, as well as pretest-posttest measures for efficacy evaluation.

**Findings** – Findings indicate a significant improvement in students' interest and learning outcomes, with a notable increase in engagement and academic achievement. The comic-based LKPD not only made Fiqh lessons more interactive but also facilitated a deeper understanding of the subject matter, evidencing the potential of comics in educational material design.

**Research implications** – The implications of this research are twofold. For educators, it underscores the value of incorporating comic-based learning materials to enhance engagement and comprehension. The field of education suggests a novel approach to teaching Fiqh and potentially other subjects, advocating for a broader application of visual learning tools.

## ARTICLE HISTORY

Received 8 June 2023

Revised 25 October 2023

Accepted 29 December 2023

## KEYWORDS:

Comic-based learning, Fiqh education, Student engagement, Learning outcomes, Educational innovation.



Jurnal Pendidikan Islam

## 1. Introduction

Education plays a crucial role in the development of abilities, knowledge, and values passed down from one generation to the next. This process involves not only the transfer of knowledge and skills but also the cultivation of cultural values, spiritual intelligence, and ethics, all of which are vital in activating an individual's potential (Sari et al., 2022; Tirtoni, 2018). In line with the mandate of the National Education System Law No. 20 of 2003, formal education in Indonesia strives to enlighten the life of the nation and develop citizens who are virtuous, knowledgeable, and socially responsible. Adapted from (Sari, 2022; Budi, 2023). To achieve this goal, the national education curriculum is



This is an open-access article under the CC BY-NC license

*How to Cite:* Nasution W. N., Khadna S. F., Purba R. Br., Khairunnisah W., Nirwana (2023) Enhancing Student Interest and Learning Outcomes Fiqh Education in Madrasah Ibtida'iyah through Comic-Based Student Worksheets (LKPD): A Research and Development Approach, *Jurnal Pendidikan Islam*, 12(2), 243-254. <https://doi.org/10.14421/jpi.2023.122.243-254>

designed to include Fiqh lessons, which are essential in fostering behavior in accordance with Islamic teachings (Murtosiah & Arrochman, 2023).

Nevertheless, the process of learning Fiqh often encounters obstacles, primarily related to teaching methods that are still conventional and unappealing to students (Widiy Wahyuni, 2023). In overcoming these challenges, the use of Comic-Based Student Worksheets (LKPD) has been identified as an effective strategy, offering more visual and engaging learning material, thereby increasing student interest and learning outcomes (Murtosiah & Arrochman, 2023; Nugraheni, 2017; Riadi, 2015).

Previous studies have acknowledged the significant benefits of using comics in the context of Fiqh learning, including increased learning interest, maintenance of focus, and enhanced understanding of the subject matter (Desriyenti & Gusnedi, 2020; Alfarisi et al., 2022; Ningrum et al., 2022). In addition, comic-based worksheets also contribute to improved information retention, utilizing the synergy between text and visuals to strengthen understanding of the material, especially for students with a visual learning preference (Yusuf et al., 2022).

Although the literature has identified various advantages of using comics in education, there still exists a research gap, particularly in evaluating the effectiveness of comic-based LKPD in the specific context of Fiqh learning at Madrasah Ibtida'iyah. The gaps in the literature include (a) empirical evidence on the direct impact on student learning outcomes, (b) knowledge on how comic-based LKPD affects student engagement with the subject matter, (c) understanding of the conflict between traditional and innovative teaching methods, (d) research methodology in this context, (e) lack of empirical data, (f) theoretical frameworks supporting the use of comic-based LKPD, and (g) representation of population in related research (Miles, 2017).

Based on these gaps, this study aims to delve into the characteristics and effectiveness of comic-based LKPD in enhancing student interest and learning outcomes in Fiqh education at Madrasah Ibtida'iyah. This study is expected not only to enrich the theoretical understanding of the application of comics in Islamic education but also to provide practical insights for educators in designing and implementing more engaging and effective teaching methods.

## 2. Methods

This study adopts a Research and Development (R&D) approach aimed at developing and testing the effectiveness of Comic-Based Student Worksheets (LKPD) in enhancing student interest and learning outcomes in Fiqh education for third-grade students at Madrasah Ibtida'iyah. According to Sugiyono (2013), R&D facilitates the creation of specific products and the assessment of their effectiveness through data evaluation from respondents.

### 2.1. Research Design and Rationale

The design of this study follows the 4-D development model outlined by Sugiyono (2016), which includes the stages of Definition, Design, Development, and Dissemination. These stages are designed to identify needs, design preliminary solutions, develop the product, and finally disseminate the successfully tested product.

### 2.2. Sample/Participants

The study was conducted in a third-grade class at a Madrasah Ibtida'iyah, with the main participants being the students of the class. The selection of location and participants was based on specific criteria relevant to the research objectives to obtain an accurate representation of the target population.

### **2.3. Data Collection**

Data were collected through a series of observations, document analysis, and evaluations of the comic-based LKPD product. The use of assessment instruments by media experts, linguists, and content experts was integrated to test the product validly and reliably. The validity and practicality of the product used a Likert scale, as explained by Riduwan (2008) and Arikunto (2008).

### **2.4. Data Analysis**

Data analysis included validity, practicality, effectiveness, and learning motivation analysis. Product validity analysis used a specific formula to determine the level of validity. The product's practicality was measured through teachers' surveys using a Likert scale. Learning effectiveness was measured through the achievement of minimum competency standards and knowledge competency analysis, as well as learning motivation, using pretests and posttests to calculate gain scores.

### **2.5. Research Ethics**

All procedures in this study received approval from the relevant ethics committee. Data collection was carried out, ensuring the anonymity and confidentiality of participant information. This study also followed ethical guidelines in educational research, including obtaining written consent from participants and the involved institutions.

The R&D method applied in this study enables the effective development of comic-based LKPD to enhance the interest and learning outcomes of Madrasah Ibtida'iyah students. A systematic analysis of the product's validity, practicality, and effectiveness demonstrates that this approach can be a promising alternative to improving the quality of Fiqh education, which is in line with the established research objectives.

## **3. Results**

In this study, we adopted a Research and Development (R&D) approach to develop and evaluate a comic-based Student Worksheet (LKPD) for enhancing interest and learning outcomes among students in Grade III of Madrasah Ibtida'iyah. This method facilitated the creation of a specific educational product and the evaluation of its effectiveness, which is in line with the framework outlined by Sugiyono. We followed the 4-D development model, which includes the stages of Definition, Design, Development, and Dissemination, to identify needs, design solutions, develop products, and disseminate effective products. This research involved observations, document analysis, and product evaluation using valid and reliable instruments.

### **3.1. Define**

In the definition stage of developing the comic-based Student Worksheet (LKPD), this study focused on a thorough evaluation of learning needs to ensure that the material presented could meet the educational expectations and needs of Grade III Madrasah Ibtida'iyah students. This process involved an assessment of existing learning materials and how they could be integrated into a comic format to enhance student understanding. This step was crucial to ensure that the developed LKPD was not only relevant to the current curriculum but also engaging and comprehensible to students, adapting content into a more interactive and appealing format through comics.

The selection of learning media in comic form as the primary tool in this LKPD was based on the rationale that the visual media and narratives presented in comic format could enhance student interest and facilitate their understanding of concepts taught in Fiqh learning. This decision was also supported by an evaluation of the student's learning environment and how adapting learning materials to this environment could help in enhancing learning effectiveness. Thus, the use of comic-based LKPD was expected to bridge the gap between theory and practical learning, providing students with a richer and deeper learning experience that is aligned with their daily lives and enhancing their understanding of the subject matter.

### 3.2. Design

In the design stage of the comic-based Student Worksheet (LKPD), the study developed an organized structure to ensure students could easily follow and understand the Fiqh learning material. The LKPD was designed into four main sections, including general instructions containing essential information such as basic competence (KD), indicators, and instructions for using the LKPD, which provided an initial guide for students before starting the learning process. Comics, as the core part, functioned not only as a learning medium but also as a tool to attract students' interest, followed by in-depth teaching materials and a series of questions designed to test students' understanding of the presented material.

The use of comics in LKPD aimed to engage and motivate students to learn more by presenting educational content in a more attractive and digestible format. This design allowed students to interact with the learning material through narrative and visuals in comics, facilitating a better conceptual understanding and longer retention of information. Equipped with comic illustrations available in the appendix, this LKPD was designed for use in three learning sessions, with each session beginning by answering questions in comic format to engage students in the learning process immediately. This approach was expected to enhance the effectiveness of Fiqh learning by leveraging the visual and narrative strengths of comics in building students' understanding and skills.

*Appendix 1* presents examples and illustrations of the comics used in the LKPD, enabling teachers and students to gain a strong visual understanding of how this comic-based LKPD works in practice.

### 3.3. Development

#### a. Validity Test

In the development stage of the comic-based Student Worksheet (LKPD), the validity test was a critical component to ensure that the material presented was effective and relevant for students. The validity test results, with a score of 0.87, indicated a high level of confidence in the quality and effectiveness of this LKPD. The validation process examined various important aspects, including content appropriateness with the current curriculum, proper language use, and the suitability of comic media in conveying learning material. The success in meeting these validity indicators affirmed that the LKPD was designed with a deep consideration of relevant educational theories and pedagogy.

The advantage of the comic-based LKPD also lies in its ability to integrate various learning components harmoniously, according to the adopted discovery learning model. The use of comic media not only supported the visual and narrative needs of students but also facilitated an enhancement in students' literacy in Fiqh content.

Moreover, the integration of content, language, and comic media in the LKPD created a more dynamic and engaging learning environment for students. The interconnection among

these components enriched students' learning experience by providing a broader context and deeper understanding of Fiqh material. Thus, the comic-based LKPD not only met academic validity standards but also supported innovation in the learning process, enabling students to explore and understand learning concepts more interactively and engagingly. The alignment of the LKPD with the applied learning model and its success in enhancing student literacy demonstrates its potential as an effective and innovative learning tool in Fiqh education at Madrasah Ibtida'iyah.

b. Practicality Test

The practicality test in the development of the comic-based Student Worksheet (LKPD) was a crucial step to ensure that this learning tool was not only theoretical but also applicable and easily integrated into daily learning practices. The practicality test results, which included the feasibility test of the Lesson Plan (RPP) and the use of the LKPD itself, showed a very high level of acceptance from teachers, with scores reaching  $\geq 90\%$  and  $92\%$ , respectively. These scores indicated that the LKPD was highly practical for use, affirming its effectiveness as a support tool in the learning process, especially in teaching Fiqh content concerning prayer for the sick.

The comic-based LKPD was designed to facilitate students' understanding of learning concepts while also making it easier for teachers to implement learning. The ease of use and benefits provided to teachers in preparation, implementation, and assessment of learning were the main indicators of this LKPD's practicality. The simplicity of use, recognized by Arikunto (2010) as one of the characteristics of a practical instrument, was achieved through the intuitive design of the LKPD and the integration of comics as an attractive learning medium. Thus, the comic-based LKPD not only met pedagogical needs but also enriched students' learning experience and facilitated teachers in their duties.

Overall, the practicality of the comic-based LKPD in Fiqh teaching shows significant potential in enhancing student engagement and easing teachers in delivering learning material. The success of this LKPD in the practicality test affirms the importance of selecting and designing learning aids that are not only educational but also easy to use and suitable for actual learning needs and conditions. With strong evidence of practicality, the comic-based LKPD promises to be an effective approach to education, especially in the context of religious learning at Madrasah Ibtida'iyah.

c. Effectiveness Test

The effectiveness test on the comic-based Student Worksheet (LKPD) was a crucial determinant in measuring the success of implementing this learning tool in an educational context. The effectiveness of the LKPD, in this case, was measured based on the student's ability to achieve or exceed the Minimum Competency Criteria (KKM) set, a standard that, according to Sukmadinata (2005), indicates effective learning in knowledge competence. The student learning outcomes, with 79% of them achieving more than 70% of the learning objectives and an average score of 76, significantly demonstrate that the comic-based LKPD has successfully enhanced student academic achievement. The average student score improvement in each meeting, in which initially only 38.1% of students met the graduation criteria, increased to 100% in subsequent meetings, proving students' adaptation to the applied learning method and the effectiveness of the teaching materials used.

This dramatic increase in student achievement not only shows the success of the comic-based LKPD in meeting learning effectiveness criteria but also highlights the great potential of using this innovative learning method to enhance student learning outcomes. The success of the LKPD in achieving and surpassing the set learning expectations underscores

its ability to not only attract students' interest through comic media but also facilitate a deeper understanding of the learning material. This effectiveness, reflected through the improvement in students' academic performance, affirms that the comic-based LKPD can be considered a learning tool that is not only visually appealing but also powerful in enhancing students' knowledge competence.

In conclusion, the results of the effectiveness test of the comic-based LKPD in this study prove that this learning approach is effective in improving student learning outcomes. By utilizing the comic format as a learning tool, students are not only more engaged and motivated but also show a significant improvement in their knowledge competence. These findings underscore the importance of innovation in learning methods and the potential of comic media as an effective learning tool, offering a new perspective in the design of teaching materials that can enhance student learning achievements across various educational contexts.

### **3.4. Disseminate**

The dissemination stage in the development of the comic-based Student Worksheet (LKPD) is a crucial step to validate the practicality and effectiveness of this tool in a broader context. This dissemination was carried out with the specific goal of testing the LKPD in Grade 3 of different Madrasah Ibtida'iyah from the initial development class. Although the dissemination focus was limited to Grade 3, this effort provided important insights regarding the adaptability and acceptance of the comic-based LKPD in diverse learning environments. The practicality test results showing a very practical category reaffirmed the ease of use of this LKPD for teachers and students, strengthening previous findings about its usefulness in the learning process.

In the dissemination phase, the evaluation of the LKPD's effectiveness produced encouraging data, with the average knowledge score of students reaching 76.9 and the completion percentage reaching 78.4%. This significant increase, from 36.4% of students achieving the graduation criteria in the first meeting to 100% in the next meeting, shows that the comic-based LKPD successfully overcame learning barriers and facilitated higher academic achievement. These findings not only show the students' success in understanding and answering questions presented through comics but also highlight the potential of the LKPD as a learning tool that can significantly enhance students' conceptual understanding.

This research reveals the characteristics and effectiveness of the comic-based Student Worksheet (LKPD) in the context of Fiqh learning at Madrasah Ibtida'iyah, targeting the enhancement of students' interest and learning outcomes. From the definition to dissemination stages, the development of this LKPD was oriented to meet dynamic and interactive learning expectations, adapting the visual and narrative richness of comics to bridge theory with practical learning. A deep evaluation of learning needs at the initial stage ensures that the comic-based LKPD is not only curricular relevant but also appealing and accessible to students, facilitating a richer and deeper learning experience aligned with students' real-life contexts.

The validity, practicality, and effectiveness tests of the LKPD show very positive results. A validity score of 0.87 confirms the quality of the material presented. At the same time, high practicality ratings from teachers and students indicate the ease of use and acceptance of the LKPD in the learning environment. The outstanding effectiveness test results, with 79% of students achieving more than 70% of the learning objectives and a consistent average score increase, prove that integrating comics into the LKPD can significantly enhance students' knowledge competence and learning motivation. Furthermore, the dissemination process that

resulted in increased academic achievement in other classes affirms the wide adaptability and effectiveness of this LKPD as an innovative learning tool.

The overall analysis of these findings indicates that the comic-based LKPD is effective in enhancing students' interest and learning outcomes in Fiqh learning, fulfilling the research objectives. The implementation of comics as a learning medium not only responds to the need for more interactive and appealing education but also offers practical insights for educators in designing and applying more effective teaching methods. Going forward, the use of comic-based LKPD can be expanded to other learning materials to enrich student's learning experiences and assist teachers in creating a more dynamic and enjoyable learning environment. This opens new avenues in the application of comics in education, promising great potential for future learning innovations.

#### 4. Discussion

This research offers strong confirmation of previous literature that highlights the effectiveness of using comics in learning contexts, including Fiqh education. As identified by prior research ([Widiy Wahyuni, 2023](#); [Murtosiah & Arrochman, 2023](#); [Nugraheni, 2017](#); [Riadi, 2015](#); [Desriyenti & Gusnedi, 2020](#); [Alfarisi et al., 2022](#); [Ningrum et al., 2022](#); [Yusuf et al., 2022](#)), the use of Comic-Based Student Worksheets (LKPD) has been proven to enhance learning interest, focus maintenance, comprehension of the subject matter, and information retention improvement. This study not only supports those findings with additional empirical evidence but also broadens our understanding by demonstrating how comic-based LKPD can be integrated into Fiqh education in Madrasah Ibtida'iyah with significant effectiveness.

Specifically, this research has successfully addressed several gaps identified in previous literature, including the lack of empirical evidence regarding the direct impact on student learning outcomes and an understanding of how comic-based LKPD affects student engagement with the material. By showing a significant increase in student interest and learning outcomes, as well as deeper engagement with the learning material, this research affirms the potential of comic-based LKPD as a valuable learning tool, especially in the context of religious education.

Moreover, this study addresses concerns about potential conflicts between traditional and innovative teaching methods by demonstrating how comic-based LKPD can be effectively integrated into the Fiqh learning curriculum without sacrificing material integrity. This provides additional evidence that innovations in teaching methods, such as the use of comics, can enrich the learning experience without detracting from the richness of traditional content.

Overall, this research not only supports previous findings on the benefits of using comics in education but also expands its practical application in the specific context of Fiqh learning in Madrasah Ibtida'iyah. It highlights how innovative approaches to teaching can enhance student engagement and learning outcomes, even in subjects traditionally taught through conventional methods. Thus, this study makes a significant contribution to educational literature and offers practical insights for educators seeking to enhance learning effectiveness through pedagogical innovation.

#### 5. Conclusion

This study elucidates the characteristics and efficacy of Comic-Based Student Worksheets (Lembar Kerja Peserta Didik Berbasis Komik, LKPD) in enhancing student interest and learning outcomes in Fiqh education at Madrasah Ibtida'iyah. It aligns with the pressing educational mandate to evolve learning methodologies that not only captivate students but also significantly improve their comprehension and retention of material. Through a meticulous Research and Development (R&D) approach, this research has generated an LKPD that compellingly integrates comic elements into Fiqh

learning, responding to the challenges of conventional teaching methods and aligning with students' visual learning preferences.

The core argument of this study posits that LKPD, with its innovative comic-based format, serves as a potent tool in transforming Fiqh education by making it more engaging and understandable for students. This argument is substantiated through rigorous validation, practicality, and efficacy tests, which collectively highlight the LKPD's capability to meet the pedagogical needs of contemporary Fiqh education effectively.

Key findings reveal that the comic-based LKPD not only captures students' interest but also enhances their understanding and retention of Fiqh concepts, leading to improved learning outcomes. Specifically, a significant increase in student engagement and academic achievement was observed, underscoring the effectiveness of integrating comics into educational materials. These outcomes address the research questions posed at the study's outset regarding the potential of comic-based learning materials to improve Fiqh education quality.

The practical implications of these findings are manifold. For educators, the study provides a compelling case for incorporating comics into teaching materials to foster a more interactive and engaging learning environment. For the broader educational community, it suggests a viable pathway towards enhancing the effectiveness of religious education, potentially extending beyond Fiqh to other subjects within Islamic studies and beyond.

In terms of future directions, this research opens several avenues for further exploration. Investigating the long-term impacts of comic-based learning on student retention and understanding, assessing the adaptability of this approach across various educational levels and subjects, and exploring the integration of digital technologies further to enhance the interactive aspects of comic-based learning materials are areas ripe for exploration.

Acknowledging the limitations, this study's scope was confined to a specific educational setting and grade level, which may affect the generalizability of the findings. Additionally, the study focused primarily on the academic aspects of learning, with less emphasis on the social and emotional benefits that comic-based learning might offer.

In conclusion, this study significantly contributes to the educational literature by demonstrating the efficacy of comic-based LKPDs in enhancing student interest and learning outcomes in Fiqh education. It not only reaffirms the value of innovative teaching methods in engaging students but also offers practical insights for educators looking to enrich their teaching practices. As the educational landscape continues to evolve, embracing such innovative approaches will be crucial in meeting the diverse needs of students and preparing them for the complexities of the modern world.

## **Declarations**

### ***Author contribution statement***

Wahyuddin Nur Nasution conceived the presented idea. Sheilla Fahira Khadna, Risma Br Purba, Widya Khairunnisah, and Nirwana developed the theory. All authors discussed the results and contributed to the final manuscript.

### ***Funding statement***

This research received no specific grant from any funding agency in the public, commercial, or not-for-profit sectors.

### ***Data availability statement***

The datasets generated during and analyzed during the current study are available from the corresponding author upon reasonable request.



### **Declaration of Interest's statement**

The authors declare that they have no known competing financial interests or personal relationships that could have influenced the work reported in this paper.

### **Additional information**

Correspondence and requests for materials should be addressed to [wahyuddinnurnasution@uinsu.ac.id](mailto:wahyuddinnurnasution@uinsu.ac.id)

### **ORCID**

Wahyuddin Nur Nasution 

Sheilla Fahira Khadna 

Risma Br Purba 

Widya Khairunnisah 

Nirwana 

### **References**

- Alfarisi, Muhammad Fahmi, Supeno Supeno, and Iwan Wicaksono. 2022. "Keterampilan Berpikir Tingkat Tinggi Siswa Dalam Pembelajaran IPA Materi Tata Surya Menggunakan Media Komik Manga Chibi Digital." *Jurnal Ilmiah Pendidikan Dan Pembelajaran* 6(2):226–35. doi: 10.23887/jipp.v6i2.43122.
- Arikunto. 2008. *Dasar-Dasar Evaluasi Pendidikan*. Jakarta: Bumi Aksara.
- Budi, Zainuri. 2023. "Upaya Meningkatkan Hasil Belajar Mata Pelajaran Fiqih Melalui Penerapan Model Pembelajaran Problem Based Learning." *JIIP - Jurnal Ilmiah Ilmu Pendidikan* 6(5):3213–18. doi: 10.54371/jiip.v6i5.1719.
- Desriyenti, Rina, and Gusnedi. 2020. "Pembuatan LKPD Berbasis Komik Model Guided Discovery Learning Pada Materi Usaha, Energi, Momentum, Dan Impuls Kelas X SMA/MA." *Pillar of Physics Education* 13(2):209–16.
- Hake, Richard R. 1999. "Analyzing Change Gain Scores." *America Educational Research Association's Division, Measurement Research Metrology Analysis. USA: Woodland Hills* 16(7):1073–80.
- M, Riadi. 2015. "Lembar Kerja Peserta Didik (Lkpd)." *E-Jurnal Kajian Pustaka.Com* 67–76.
- Muhammad Yusuf, Defika Adrina Sari, Dedi Setiawan. 2022. "Pengembangan LKPD Fiqh Berbasis Komik Edukasi Model Pembelajaran Jarak Jauh QR Code Di SMP Islam Al-Amin Nusantara Lampung." *Jurnal Ilmiah Pendidikan* 6.
- Murtosiah, Siti, and Ichromsyah Arrochman. 2023. "Pengembangan Bahan Ajar Mata Pelajaran Fiqih Berbasis Problem Based Learning." *Journal on Education* 05(03):7693–7709.
- Ningrum, Nadia Kusuma, Ning Setiati, and Bambang Subali. 2022. "Development of Comic-Based Worksheet to Improve Learning Motivation and Critical Thinking." *Of Science and Education*.
- Nugraheni, Nursiwi. 2017. "Penerapan Media Komik Pada Pembelajaran Matematika Di Sekolah Dasar." *REFLEKSI EDUKATIKA* 7.
- Sugiyono. 2013. *Metode Penelitian Kuantitatif Dan Kualitatif Serta R&D*. Bandung: ALFABETA.
- Riduwan. 2008. *Dasar-Dasar Statistika*. Bandung: Alfa Beta.
- Saifuddin, Azwar. 2015. *Reliabilitas Dan Validitas*. Yogyakarta: Pustaka Pelajar.
- Sari, Dafika Andriana, Muhammad Yusuf, and Dedi Setiawan. 2022. "Pengembangan LKPD Fiqh Berbasis Komik Edukasi Model Distance Learning QR Code Di SMP Islam Al-Amin Nusantara Lampung." *Ilmiah Pendidikan* 6.
- Sugiyono. 2016. *Metode Penelitian Dan Pengembangan (Research & Development)*. Bandung: Alfabeta.
- Sugiyono. 2020. *Metode Penelitian & Pengembangan*. Cetakan Ke. Bandung: Alfabeta.

Sukmaditama. 2005. *Landasan Psikologi Proses Pendidikan*. Bandung: PT Rosda Karya.

Tirtoni, Feri, M. Pd, Universitas Muhammadiyah, Sidoarjo Fakultas, Keguruan Dan, and Ilmu Pendidikan. 2018. *Pembelajaran Terpadu Di Sekolah Dasar Umsida Press*.

Widiy Wahyuni, Pendi Hasibuan, Arifmiboy Arifmiboy, and Zulfani Sesmiarni. 2023. "Penggunaan Lembar Kerja Peserta Didik (LKPD) Pada Pembelajaran Al-Qur'an Hadist Kelas VII Di MTSN 3 Agam Kenagarian Balingka Kecamatan IV Koto, Kabupaten Agam." *ALFIHRIS: Jurnal Inspirasi Pendidikan* 1(2):57–67. doi: 10.59246/alfihris.v1i2.215.

Yusuf, Muhammad, Defika Adriana Sari, and Dedi Setiawan. 2022. "Pengembangan LKPD Fiqh Berbasis Komik Edukasi Model Distance Learning QR Code Di SMP Islam Al-Amin Nusantara Lampung." *Tarbawiyah : Jurnal Ilmiah Pendidikan* 6(2):154. doi: 10.32332/tarbawiyah.v6i2.5234.

Appendix 1

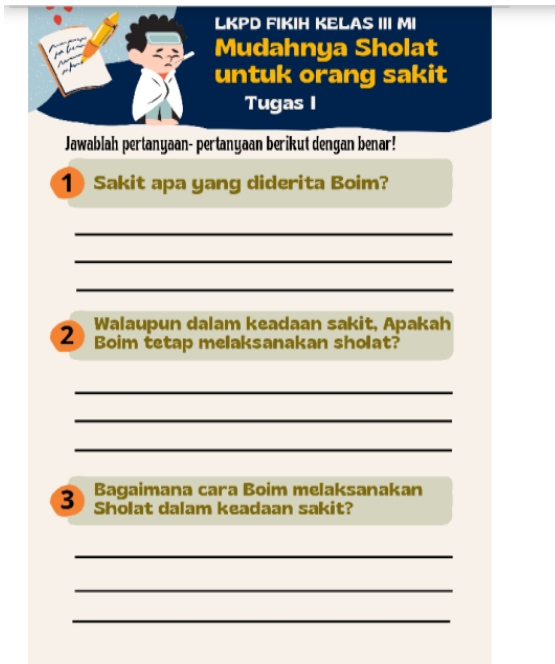


Figure 1: Comic in LKPD



Figure 2: Cover of the Comic



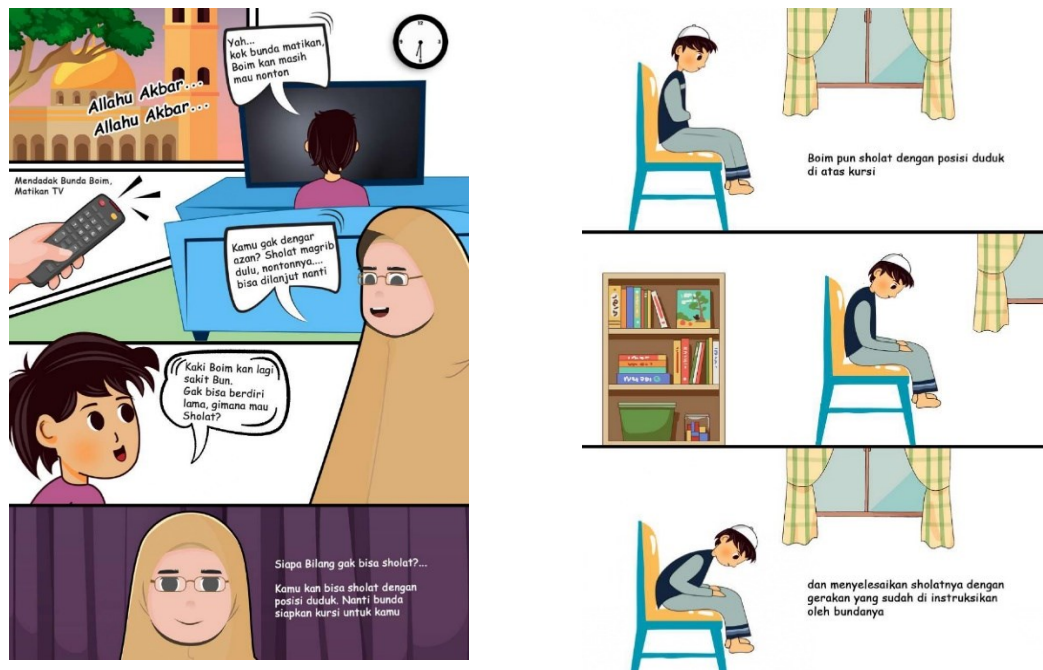


Figure 3: Comic Content