Digital Comics as an Innovative Media in *Mahārah qirā'ah* Learning: A Literature Review

Komik Digital sebagai Media Inovatif dalam Pembelajaran Keterampilan Membaca (Mahārah Qirā'ah): Tinjauan Literatur

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Abstract

Learning Mahārah qirā'ah (reading skills) in Arabic still faces various obstacles, mainly because the approach used is often monotonous, textual, and less interactive. This has an impact on low motivation and student engagement, especially in the current digital era. This research aims to examine the use of digital comics as an innovative medium for learning Mahārah Qira'ah and to explore their effectiveness, challenges, and opportunities for implementation in Indonesian schools. This study employed a Systematic Literature Review (SLR) approach that involved an initial screening of 90 articles, which were subsequently assessed using predefined inclusion–exclusion criteria and quality appraisal, resulting in 15 final studies deemed relevant for in-depth analysis. The results of the study show that digital comics are effective in presenting Arabic reading texts visually, narratively, and contextually. This media increases student attractiveness, strengthens understanding of sentence structure, and facilitates mastery of tajweed and pronunciation. Various forms of digital comics, such as flipbooks, webtoons, and Canva, have consistently been shown to increase motivation and learning outcomes. However, challenges remain, including limited infrastructure, insufficient teacher training, and a lack of curriculum-aligned content that reflects local context. Therefore, digital comics are feasible as an effective alternative learning medium when designed interactively and contextually. This study recommends teacher training, local content development, and the integration of comics in project-based learning and e-learning.

Keywords: Digital Comics, Innovative Media, Maharah Qira'ah

ملخص

تعلم مهارة القراءة في اللغة العربية لا يزال يواجه العديد من العقبات، خاصة بسبب أن الأسلوب المستخدم يميل إلى أن يكون رتيبًا، نصيًا وأقل تفاعلية. وهذا يؤثر على ضعف الدافعية والمشاركة لدى الطلاب، خاصة في العصر الرقمي الحالي. تهدف هذه الدراسة إلى فحص استخدام القصص الرقمية كوسيلة مبتكرة في تعلم مهارة القراءة، وكذلك استكشاف فعاليتها، التحديات والفرص لتطبيقها في المدارس الإندونيسية. تم استخدام المنهج الوصفي النوعي لدراسة 90 مقالًا أوليًا، تم تصفيتها بعد ذلك إلى مرجعًا رئيسيًا ذا صلة. تُظهر نتائج الدراسة أن القصص الرقمية فعّالة في تقديم نصوص القراءة العربية بشكل بصري، سردي وسياقي. هذه الوسيلة تزيد من جذب الطلاب، وتقوي فهمهم لبنية الجمل، وتُسهل إتقان التلاوة والنطق. تم إثبات أن أشكالًا مختلفة من القصص الرقمية مثل الكتب القابلة للتقليب، والويب تون، وكانفا قد أثبتت قدرتها المستمرة على زيادة الدافعية ونتائج التعلم. ومع ذلك، لا تزال هناك تحديات مثل البنية التحتية المحدودة، نقص تدريب المعلمين، وتوافر المحتوى الذي يتناسب مع المنهج الدراسي والسياق المحلي. لذلك، تعتبر القصص الرقمية وسيلة فعّالة قابلة للتطبيق كبديل تعليمي إذا تم تصميمها بشكل تفاعلي وسياقي. توصي هذه الدراسة بتدريب المعلمين، وتطوير المحتوى المحلي، ودمج القصص في التعلم القائم على المشاريع

الكلمات المفتاحية : القصص الرقمية، مهارة القراءة، التكنولوجيا التعليمية

Introduction

Arabic language learning in Indonesia, especially in the teaching of *mahārah qirā'ah* (reading skills), often faces significant challenges. One of the main challenges is students' low interest in learning, which is often monotonous and dominated by conventional methods that emphasize textual memorization [1]. This makes the learning process less engaging and less effective at improving students' ability to read Arabic fluently [2]. Therefore, innovations in teaching methods are needed to captivate students' attention better and increase their involvement in the learning process.

One innovative approach that can be applied in *mahārah qirā'ah* learning is the use of digital technology, mainly digital comic-based media [3]. Digital comics, which combine text, images, and sound, have the potential to transform the way students interact with learning materials. By leveraging visual and narrative elements, digital comics can help students engage with learning materials more effectively and overcome obstacles in conventional learning methods [4].

The use of digital comics in education has been extensively researched, with studies showing that this medium can increase student engagement, understanding of the material, and their interest in learning. Although digital comics have been used across various disciplines, their application in learning *mahārah qirā'ah* in Indonesia remains limited. Therefore, this study aims to explore the potential of digital comics to support the learning of *mahārah qirā'ah*, focusing on the challenges and opportunities that may arise in its implementation in Indonesia [5].

Digital comics offer several advantages that make them relevant for learning Arabic, especially *in mahārah qirā'ah*. This media can present information more visually and contextually, helping students better understand Arabic sentence structure and vocabulary. In the context of *mahārah qirā'ah*, digital comics can present Arabic texts alongside images that clarify meaning and context, as well as illustrate tajweed and correct pronunciation [6].

Although there is much research supporting the use of digital comics in learning, gaps remain in research exploring their application in the learning of *mahārah qirā'ah* in Indonesia.

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[1] Erna Muliastrini and Ni Nyoman Lisna Handayani, "Pengaruh Implementasi Model Pembelajaran Kontekstual Berbasis Lingkungan Terhadap Minat Dan Hasil Belajar Ipa Siswa Sd," *Adi Widya: Jurnal Pendidikan Dasar* 8, no. 1 (2023): 90–101, https://doi.org/10.25078/aw.v8i1.1998.

[2] T Ratnasari, O Bariah, and M Makbul, "Media Kartu Sebagai Peningkatan Kemampuan Berbicara Bahasa Arab Di TKQ Tamrinusshibyan," *ANSIRU PAI Jurnal Pengembangan Profesi Guru Pendidikan Agama Islam*, 2023, 270–75, http://jurnal.uinsu.ac.id/index.php/ansiru/article/view/16109%0Ahttp://jurnal.uinsu.ac.id/index.php/ansiru/article/download/16109/7039.

[3] Usaila, Abdul Rohman Sudesi, and Shofil Fikri, "Desain Dan Analisis Media Pembelajaran Qira'ah," *Muhadasah: Jurnal Pendidikan Bahasa Arab* 5, no. 2 (2023): 147–63, https://doi.org/10.51339/muhad.v5i2.1040.

[4] (Prince, 2024)

[5] Eko Rahmad Juniawan et al., "Studi Literatur: Analisis Media Pembelajaran IPA Untuk Meningkatkan Literasi Sains Siswa Sekolah Dasar," *Cokroaminoto Journal of Primary Education* 6, no. 2 (2023): 82–94, https://doi.org/10.30605/cjpe.622023.2608.

[6] Asni Furoidah and Masruroh Lailatal, "Peningkatan Penguasaan Mufrodat Bahasa Arab Dengan Media Gambar Pada Siswa Kelas XI I MA As-Sunniyyah Kencong Jember," *Journal of Research & Community Service* 2, no. 1 (2022): 1–7.

Several previous studies, such as those conducted by [7], have shown that visual media can improve students' understanding. However, the application of digital comics in Arabic language learning, especially in *mahārah qirā'ah*, is still rarely discussed in depth.

This research aims to fill this gap by analyzing the extent to which digital comics can be applied in the learning of *mahārah qirā'ah* in Indonesia. The primary focus of this study is to explore how the use of digital comics can enhance students' understanding of *mahārah qirā'ah* learning materials and overcome the challenges posed by conventional teaching methods.

In addition, this research will also identify various challenges that may arise in the implementation of digital comics in learning *mahārah qirā'ah*. These challenges can include limitations in technology infrastructure, teachers' skills in using technology, and the suitability of digital comic content to the applicable learning curriculum in Indonesia [8]. By understanding these challenges, it is hoped that this research can provide valuable recommendations for educators and curriculum developers in integrating digital comics into Arabic language learning.

Furthermore, this study will also analyze the opportunities offered by digital comics for learning *mahārah qirā'ah*. The use of digital comics has the potential to provide more flexible, interactive learning, where students not only receive information but can also actively participate. For example, students can be invited to create a simple digital comic with Arabic texts, which can improve their creativity and writing skills (*mahārah kitabah*) [9].

This study uses a qualitative approach with an in-depth Systematic Literature Review design. This Systematic Literature Review will include various scientific articles, journals, and other reliable sources that discuss the use of digital comics in education and their application in the learning of *mahārah qirā'ah*. The data from the Systematic Literature Review will be analyzed using thematic analysis to identify trends, challenges, and opportunities for implementing digital comics.

Through this Systematic Literature Review, it is expected that substantial theoretical contributions will be formulated to advance media innovation in *Mahārah Qirā'ah* learning in Indonesia. Moreover, the findings synthesized from the reviewed studies have the potential to offer practical implications for educators regarding the use of innovative digital comic–based media in Arabic language instruction, particularly in enhancing learning effectiveness and student engagement.

Research by Jufri (2019) shows that the use of digital comics in Indonesian instruction can improve students' understanding of the material. Digital comics can convey information more visually, helping students understand complex concepts more engagingly. The results of this study align with Rachmawati's (2020) findings, which show that digital comics can also increase

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[7] Muhammed Umar Dikko et al., "The Moderating Effect of Corporate Governance in the Relationship Women Owned Enterprises: A Proposed Conceptual Framework," *Fudma Journal of Manag2Ement Sciences* 6, no. 2 (24AD): 167–86.

[8] B. Rahardja, "Tesis 'Pengaruh Penggunaan Media Sosial Dalam Pembelajaran Bahasa Indonesia Di Sekolah Dasar,'" *Universitas Indonesia* 01, no. 2 (2022): 1–7.

[9] Wanda Sri Andini et al., "Pengembangan E-Comic Berbasis Ai 'Petinju' (Petualangan Tino Jujur) Tentang Materi Perilaku Terpuji Pada Pembelajaran Pai Kelas 3 Sd," *Paramurobi: Jurnal Pendidikan Agama Islam* 7, no. 1 (2024): 243–63, https://doi.org/10.32699/paramurobi.v7i1.6956.

students' interest in learning Tajweed and Mahārah Qira'ah. In the study, the use of digital comics helped students better understand the rules of reading and tajweed more interactively and engagingly.

Although many studies have shown the benefits of using digital comics, their application in learning *Mahārah qirā'ah* in Indonesia remains limited. This may be due to limitations in technological infrastructure in some areas, as well as to teachers' limited skills in using digital media. Research by Yuliana and Sari (2021) shows that many schools in remote areas lack adequate digital devices, which impedes the implementation of technology-based learning. Therefore, although digital comics have great potential, infrastructure and teacher training challenges need to be overcome first so that their implementation can run effectively.

Overall, this study aims to describe digital comics as a form of media innovation in *Mahārah Qirā'ah* learning, particularly within the broader context of Arabic language education in Indonesia. Through this descriptive synthesis, the study is expected to offer constructive insights that support the development of Arabic language learning that is more engaging, relevant, and aligned with the needs of today's digital-native learners.

Mahārah qirā'ah (Reading Skills) is one of the four skills in learning Arabic. *Mahārah qirā'ah* aims to enable students to read Arabic fluently in accordance with the makharijul letters [10]. This ability is essential for Muslims, as reading the Qur'an and understanding Arabic are obligatory for every Muslim. Learning *Mahārah qirā'ah* not only teaches reading techniques but also helps understand the meaning of each verse read [11].

However, although *Mahārah qirā'ah* has great significance in Arabic language education, many students face difficulties in learning this skill. Some factors that hinder mastery of *Mahārah qirā'ah* include conventional learning methods, a lack of engaging interactions, and limitations of innovative learning media. This makes students tend to feel bored and less interested in learning Mahārah Qira'ah, so their understanding of Arabic is limited.

Digital comics are comics presented on digital devices such as computers, tablets, or smartphones. These comics combine text, images, and sometimes animations to convey stories or information. The main advantage of digital comics is their ability to attract readers, especially the younger generation, who are more familiar with digital media [12].

In education, digital comics can convey complex learning materials in an easy-to-understand way. These comics can illustrate abstract concepts in a fun and digestible way, thereby helping improve students' understanding [13].

In Arabic language education, especially in Mahārah Qira'ah, digital comics can help overcome challenges in conveying textual and theoretical material. By using images that reflect

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[10] (Diah & Ni'mah, 2023)

[11] Tamaji Sampiril Taurus, "Pembelajaran Bahasa Arab Dalam Perspektif Filsafat Ilmu," *Jurnal Ilmiah Pendidikan Bahasa Arab* Vol 1, no. No 2 (2020): 95–96.

[12] (Stuart, 2019)

[13] Diana Falhabibah Saifur Ridzal, St. Mislikhah, and Mu'alimin, "Comics As an Interesting Indonesian Language Learning Media for Sd/Mi Students," *AULADUNA: Jurnal Pendidikan Dasar Islam* 10, no. 2 (2023): 170–78, https://doi.org/10.24252/auladuna.v10i2a4.2023.

the text's context and sentence structure, digital comics can help students better understand the text's meaning. For example, in tajweed learning, digital comics can present images that show the correct position and movement of the tongue when reading Arabic letters, so that students can more easily understand and practice it directly [14]

In addition, digital comics offer space for student interactivity. With features such as animations, audio, and interactive quizzes, students can not only read texts but also actively participate in the learning process. This is especially important for increasing student engagement in learning, especially in today's digital era, when students are more familiar with technology and digital media. Digital comics also offer flexibility in terms of learning time and place, as students can access learning materials anytime, anywhere on devices such as smartphones or tablets (Setiawan, 2023).

Several studies on the use of digital comics in Arabic language learning in Indonesia, such as those by Panggabean (2020) and Rhomadan et al. (2024), show that this medium positively affects student involvement in learning. In the context of Mahārah Qira'ah, digital comics can address problems often encountered in Arabic learning, such as a lack of variety in learning media and limited student interaction with learning materials. Digital comics not only facilitate understanding of sentence structure but also help students learn the meaning and context of reading through relevant images and illustrations [15].

In this case, digital comics can be integrated with other technologies, such as language-learning apps or e-learning platforms, to allow students to learn independently. With interactive features, digital comics can help students evaluate their understanding through quizzes or exercises in the app. This certainly increases flexibility in the *Mahārah qirā'ah* learning process, which can be adjusted to students' individual learning speeds and needs [16].

However, it is important to note that the use of digital comics in *Mahārah qirā'ah* learning must be tailored to the local context and the Indonesian educational curriculum. For example, the characters and stories in digital comics need to be adapted to the culture and values that are relevant to students in Indonesia. Research by Dewi (2024) shows that comics that raise local themes and culture are more effective at attracting students' attention and improving their understanding of learning materials [17].

This study employs a Systematic Literature Review (SLR) design to examine the use of digital comics in the learning of Mahārah Qirā'ah (Arabic reading skills). The SLR approach was selected to systematically identify, evaluate, and synthesize existing research, thereby providing

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[14] Riswan, "Perancangan Card Game Tentang Tajwid Sebagai Media Edukasi Kepada Anak Usia 7 - 12 Tahun," *Proposal* (2024).

[15] 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 (2021): 1081–94, https://doi.org/10.17977/um064v1i82021p1081-1094.

[16] Muhammad Azhar et al., "Penggunaan Teknologi Dalam Pembelajaran Bahasa Arab Di Indonesia," *Jurnal Review Pendidikan Dan Pengajaran* 6, no. 4 (2023): 3160–64, https://journal.universitaspahlawan.ac.id/index.php/jrpp/article/view/20984/15794.

[17] M Pd Inayah, "Pembelajaran Silent Reading Mahasiswa Uin Walisongo Semarang," *Literasi Dan Bahasa*, 2024, 29.

a comprehensive overview of how digital comics function as media innovation in Arabic language education, particularly within the context of Mahārah Qirā'ah.

The primary data in this review consist solely of secondary sources derived from relevant and accredited scientific literature. A structured literature search was conducted across several major academic databases—Google Scholar, SINTA, Scopus, and JSTOR—using predefined keywords such as "digital comics in Arabic language education," "Mahārah Qirā'ah," "Arabic digital learning media," and "comics as a language learning medium." The initial search identified approximately 90 documents. Following a multi-stage screening process based on established inclusion and exclusion criteria, 15 studies were retained as the final corpus for analysis, all of which met the required quality and credibility standards.

The inclusion criteria for this review comprised literature that: (1) addresses the use of digital comics in Arabic language learning or Mahārah Qirā'ah, (2) was published within the last ten years (2013–2023), and (3) originates from accredited or reputable academic sources. Exclusion criteria included literature that was not aligned with the research focus or was published more than ten years ago, unless it offered critical theoretical relevance. Through this process, the final dataset consisted of 15 documents: 25 scientific articles, five textbooks, and five research reports that passed the quality appraisal stage.

The analysis procedure followed a thematic analysis framework. The process began with initial coding to identify significant patterns and concepts related to the use of digital comics. Codes were subsequently organized into core themes, such as: (1) the effectiveness of digital comic–based media, (2) implementation challenges, and (3) impacts on student engagement. These themes were synthesized to produce a consolidated interpretation of how digital comics are used in Mahārah Qirā'ah learning across various educational contexts.

The reviewed literature illustrates the varied benefits of digital comics. For instance, Jufri (2019) reported increased student engagement when digital comics were used in Indonesian language learning. Rachmawati (2020) demonstrated that digital comics facilitated students' understanding of tajwīd rules within Mahārah Qirā'ah learning. Similarly, Panggabean (2020) found that digital comics significantly improved student motivation in reading-related Arabic learning at the elementary level.

This review, however, has several limitations. Because the study relies exclusively on secondary data, its findings are constrained by the availability and accessibility of published literature. Restricted access to paywalled articles may have limited the breadth of the dataset. Nonetheless, the review maintains academic rigor by ensuring that all selected literature meets standardized quality criteria. Ethical considerations were minimal, as no primary data were collected from human participants. All sources are cited appropriately, and transparency throughout the data collection and analysis procedures is strictly maintained.

Results And Discussion

Some related research suggests that the use of visual-based media, including digital comics, can improve learning effectiveness. A study by Jufri (2019) on the use of digital comics in

Indonesian learning shows that this medium is efficacious in improving students' understanding. Likewise, Rachmawati's (2020) research shows that digital comics can increase students' interest in learning tajweed and mahārah qira'ah.

Research conducted by Panggabean (2020) showed that validation by subject matter experts yielded an average score of 78.1%, linguists yielded 82.5%, and design experts yielded 83.3%. Meanwhile, the results of the field trial, which included individual, small-group, and limited field trials, yielded an average score of 84.9%. In addition, the average pre-test score is 45, and the post-test score is 78. These results indicate that CTL-based comic media (Contextual Teaching and Learning) has proven to be feasible and effective in Indonesian language learning in grade III elementary school [18].

Research on comic development has also been conducted by Nasukha (2018), who developed a comic based on line webtoons in Arabic, both online and offline (e-books), to improve speaking skills in Arabic. The results of the study showed that this media was valid and suitable for use, with validation obtained by 71.1% from media experts, 57.1% from material experts, and 78.5% from field trials.

1. **The Effectiveness of the Use of Digital Comics in Mahārah Qira'ah**

Table 1.

Previous Research on Digital Comics in Mahārah Qirā'ah Learning

	Name	Year	Key Findings	Found Effectiveness
1.	Aqidatul Izzah & Ali Ma'sum	2021	Development of digital comics as a medium for learning Arabic *Mahārah qirā'ah* for class X students of MA Almaarif Singosari.	Digital comics received validation from 83.9% of material experts, media, teachers, and students.

This research developed flipbook-based digital comics as a learning medium for Arabic language instruction, especially in Mahārah Qira'ah, which focuses on reading skills. In this study, digital comics were used to increase students' interest and understanding of Arabic texts, which are often difficult for students to comprehend. This research suggests that the use of digital comics can introduce visual elements that make learning more interesting and easier to understand.

The digital comics developed received excellent validation from various parties, with a feasibility percentage of 83.9%. This shows that these digital comics are very effective in increasing student engagement and helping them understand Arabic material, particularly on Arabic text reading skills (qira'ah).

This research is directly relevant to the topic of researchers who discuss digital comics in learning Mahārah Qira'ah. The positive validation results strengthen the argument that digital comics can be an innovative medium that effectively increases students' interest in qira'ah learning. You can use this research as a reference to reinforce the idea that digital comics can help

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[18] RAMLAN SILABAN et al., "Implementasi Problem Based-Learning (Pbl) Dan Pendekatan Ilmiah Menggunakan Media Kartu Untuk Meningkatkan Hasil Belajar Peserta Didik Tentang Mengajar Ikatan Kimia," *Jurnal Ilmu Pendidikan Indonesia* 8, no. 2 (2020): 69–76, https://doi.org/10.31957/jipi.v8i2.1234.

students understand Arabic texts more easily and make learning more interesting and enjoyable. Access Link: *DOI: 10.17977/um064v1i82021p1081-1094*

Table 2.

Pre-test and Post-test Results of Mahārah Qirā'ah Using Comic Media

Name	Year	Key Findings	Found Effectiveness
2. Salamuddin & Sri Fadilah	2024	The use of comic media to improve Arabic reading skills (Mahārah Qira'ah) in grade VII students.	The average increase in pre-test scores was from 75.80% to 87.19%, a 11.39% increase.

This research aims to improve Arabic reading skills (Mahārah Qira'ah) in grade VII-1 Tahfidz students at the Simpang Dolok Cipta Perguruan Cipta Foundation using Arabic comic media. This research is a Classroom Action Research (CAR) conducted in the even semester of the 2021/2022 Academic Year, with data collected through tests administered to students.

In the first cycle, the test results showed that 75.80% of students had reading skills; after the implementation of the second cycle, this percentage increased to 87.19%, a significant increase of 11.39%. These findings indicate that comic media is very effective in improving students' *Mahārah qirā'ah* skills.

This research is highly relevant to your study titled "Digital Comics as Innovative Media in *Mahārah qirā'ah* Learning". In your research, digital comics can replace traditional comic media, offering a more modern, interactive approach to improving Arabic reading skills. The results of this study provide empirical evidence supporting the use of comic media as an effective tool in improving students' comprehension and reading skills, which can be applied in the context of Mahārah Qira'ah. *DOI: 10.31004/edukatif.v4i5.3746*

Table 3.

Feasibility of Comic-Based Teaching Media in Mahārah Qirā'ah Learning

Name	Year	Key Findings	Found Effectiveness
3. Iskaaini	2024	Development of comic-based teaching media in learning Mahārah Qirā'ah in grade VIII students of SMP NU Karangdadap Pekalongan.	Comic-based teaching media received feasibility scores of 84.54% from media experts, 73.3% from material experts, and 82% from students, indicating that this media is highly feasible to use.

This research focuses on the development of comic-based teaching media for learning Mahārah Qirā'ah (reading skills) at SMP NU Karangdadap, Pekalongan. This research was carried out because there was a boring, uninteresting learning problem: teachers used only lecture methods, without engaging students with media.

To overcome this problem, the researcher developed a comic-based teaching media using the Canva platform for Arabic materials for grade VIII, even-semester Arabic. This research uses the Research and Development (R&D) method with the ADDIE model, which consists of five stages: Analysis, Design, Development, Implementation, and Evaluation.

a. At the feasibility test stage conducted by media experts, the first score was 68.57% (feasible category), but after revision, in the second stage, the score increased to 84.54% (very feasible category).

b. The subject matter expert's feasibility test received a score of 73.3% (in the feasible category).

c. Student responses to comic-based teaching media received an 82% score (very feasible).

This research is very relevant to the topic "Digital Comics as an Innovative Media in Mahārah Qirā'ah Learning" because both discuss the application of comics in Mahārah Qirā'ah learning. In your research, the focus is on the use of digital comics. In contrast, this study uses comic-based teaching media to improve Arabic reading skills (Mahārah Qirā'ah) among junior high school students. Although the media used is Canva-based (not entirely digital in the form of an app or other platform), the principle of using comics as a learning medium is very relevant.

These findings also support your hypothesis regarding the effectiveness of digital comics in improving Mahārah Qirā'ah skills, by showing that comic-based media can be very effective in engaging students' interest and improving their learning outcomes.

Table 4.

Development and Feasibility of Digital Comic Media in Mahārah Qirā'ah Learning

Name	Year	Key Findings	Found Effectiveness
4. Umi Hijriyah, Muhammad Aridan, Ahmad Nur Mizan, Aldio Dealintang, Lita Yuniarti	2022	Development of digital comic media to improve Arabic reading skills (Mahārah Qirā'ah) among grade V students at Madrasah Ibtidaiya.	Digital comic media received feasibility scores of 95% from material experts, 96% from media experts, and 76% from linguists, and were attractive to students with a score of 85.57%.

This research aims to develop digital comic learning media to improve Arabic reading skills (Mahārah Qirā'ah) among grade V students at Madrasah Ibtidaiyah. This research uses the ADDIE model, which consists of five stages: Analysis, Design, Development, Implementation, and Evaluation. Media development involves validation from subject matter experts, media experts, linguists, and students' responses to the product's appeal.

a. Eligibility: The feasibility test by material experts yielded a score of 95%, by media experts 96%, and by linguists 76%, indicating that this digital comic media is very suitable for learning.

b. Appeal: The trials with students showed that this medium was engaging, with student response scores of 85.57% in the small trial group and 85.16% in the large trial group.

c. Effectiveness: An increase in student scores between pre-test and post-test shows significant results. Students' scores increased by 32.30 points, from an average of 55.65 in the pre-test to 88.00 in the post-test.

This research is particularly relevant to your topic, focusing on digital comics in Mahārah Qirā'ah learning. The results obtained from this study show that digital comic media not only increases students' interest in learning materials but also improves their reading skills, which is very relevant to the primary goal of your research, which is to improve Arabic reading skills

(qirā'ah) through digital comics. These findings can serve as an important reference to support your argument that digital comics are an effective and engaging learning tool for mahārah qirā'ah.

Table 5.

Statistical Effectiveness of the Qirā'ah Method Integrating Line Webtoon Comic Media

Name	Year	Key Findings	Found Effectiveness
5. It is Beautiful Erna Nancy	2024	The use of the Qira'ah method with Line Webtoon comic media is efficacious in improving students' reading skills at SMP Negeri 1 Indragiri Hulu.	The value of t = 5.726 is higher than 1.669 at the 1% significance level and 1.997 at the 5% level, indicating that H0 is rejected and Ha is accepted.

This study is a quasi-experimental research that aims to determine the effectiveness of the Qira'ah method, using Line Webtoon comic media, in improving Arabic reading skills among grade VIII students at SMP Negeri 1 Indragiri Hulu. This method was used to see whether the use of the comic-based Line Webtoon platform can help students understand Arabic texts (qira'ah).

a. Research subject: Grade VIII students at SMP Negeri 1 Indragiri Hulu, where class A became an experimental group (using the Qira'ah method with Line Webtoon) and class B became a control group (without using the media).

b. Data Collection Techniques: Data is collected through observation and tests, with tests administered before and after learning to measure changes in students' reading skills.

c. Data Analysis: Based on the results, the value of to = 5,726 was obtained, which is higher than 1,669 at the 1% significance level and 1,997 at the 5% significance level. This shows that H0 is rejected and Ha is accepted, indicating that Qira'ah'ah's method using Line Webtoon comic media is efficacious in improving students' reading skills.

This research is highly relevant to the topic "Digital Comics as an Innovative Media in Mahārah Qirā'ah Learning" because both examine the use of digital comics to improve Arabic reading skills (qira'ah). In this study, Line Webtoon, a digital platform for comics, was used as a medium to teach Arabic reading skills. These findings provide empirical evidence that digital comic media can assist students in understanding texts, which is very relevant to your goal of using digital comics in improving students' qirā'ah.

Effectiveness of Digital Media: As found in this study, the use of line Webtoon-based digital comics is highly effective in improving students' reading skills. You can use these findings as a basis for your research to dig deeper into digital comics and how this medium increases mahārah qirā'ah.

Improved Learning Outcomes: Results that show a significant improvement in the experimental group can support your argument that digital comics (such as the ones you researched) can make it easier for students to understand Arabic texts more engagingly and interactively.

The Utilization of Digital Comics in *Mahārah qirā'ah* Learning

Learning *Mahārah qirā'ah* (Arabic reading skills) is an important aspect of comprehensive Arabic language mastery. However, the learning process is often considered monotonous and tedious, especially by beginner learners. Therefore, innovative media are needed to increase

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students' motivation and understanding of Arabic reading texts. One alternative that is now growing rapidly alongside advances in digital technology is the use of digital comics as a learning medium [19].

Digital comics combine image and text to capture students' attention. In the context of Mahārah Qira'ah, the use of digital comics not only presents text in a straightforward narrative but also provides the context of Arabic culture, vocabulary at different levels, and sentence structures that facilitate comprehension. Characters in comics can strengthen students' emotional connection to the material, thereby increasing their involvement in learning [20].

Comics are a form of media that conveys stories through dialogue and a series of images that have distinctive characteristics. The arrangement of stories in sequential images makes comics seem more real, so they function as a means of visual communication that conveys information clearly and is easily understood. The information in comics becomes easy to understand because of the harmonious combination of text and images in the storyline, which gives this medium its own power [21].

In addition, digital comic media offers greater interactivity than print media. With audio features, light animations, or even interactive quizzes, students can not only read but can also practice evaluating their comprehension directly. This certainly strengthens the reinforcement aspect in language learning. Digital comics can also be accessed anytime, anywhere on devices such as tablets or smartphones, which strongly supports independent learning [22].

In practice, teachers can develop or select digital comics aligned with the curriculum and learning outcomes of Mahārah Qira'ah. The use of comics can also be attributed to contextual and project-based learning approaches; for example, students are asked to create short comics with simple Arabic texts they write themselves. In this way, not only are their reading skills honed, but also their writing skills (mahārah kitabah) and creativity.

Research across various educational journals shows that the use of digital comics in language learning positively impacts students' motivation, reading comprehension, and interest in learning. Therefore, the use of digital comics in *Mahārah qirā'ah* learning is a strategic step in creating a more fun, interactive, and meaningful learning process. With the ongoing development of this medium, learning Arabic is no longer difficult or tedious, but a fun and meaningful learning experience for students.

Advantages of Using Digital Comics in Qira'ah Learning

In the context of learning Arabic, especially in reading (mahārah qira'ah), the use of engaging, innovative learning media is essential. One medium increasingly used in education is

[19] Sari Uswatun Hasanah, Yasmadi Yasmadi, and Rahmawati Rahmawati, "Learning Al-Ashwat Al-'Arabiyah With the Application PAIKEM Model: An Ethnography Study at STAI Darul Qur'an Payakumbuh," *Ruhama : Islamic Education Journal* 7, no. 1 (2024): 69–78, https://doi.org/10.31869/ruhama.v7i1.5540.

[20] Anita Candra Dewi, "Komik Digital Sebagai Sarana Pelestarian Sastra Dan Budaya Lokal," *Jurnal Sultra Elementary School* 5, no. 2 (2024): 392–401.

[21] Dwiki Setya Prayoga, "Teknik Membuat Komik Strip Digital," *Jurnal Desain Komunikasi Visual Asia* 4, no. 2 (2021): 87–97, https://doi.org/10.32815/jeskovsia.v4i2.526.

[22] Pustikayasa Setiawan, *Pendidikan Multimedia : Konsep Dan Aplikasi Pada Era Revolusi Industri 4.0 Menuju Society 5.0,* 2023, https://books.google.co.id/books?id=7YjhEAAAQBAJ.

digital comics. Digital comics combine visual and narrative elements to support each other, thereby significantly increasing students' reading comprehension and interest in learning.

One of the main advantages of using digital comics in qira'ah learning is the increased motivation it provides students to learn. According to research from Mulyani (2021) in the Arabic Language Education Journal, students who are taught to use digital comics show higher interest and involvement in reading Arabic texts because the visual and contextual presentation makes the text easier to understand and less boring. Visualization of characters, places, and storylines helps students build their imagination and deepen their understanding of the text.

Another advantage is the increased understanding of Arabic vocabulary and sentence structure. Digital comics allow for the incorporation of simple texts according to students' ability levels, making new vocabulary easier to absorb. The visualization of each scene reinforces the association of words with meaning, as presented in a study by Nuraini and Kholid (2020) in the Journal of Linguistics and Language Learning, where they found that the use of visual media, such as comics, assists students in understanding foreign vocabulary because the visual context provides direct clues to meaning.

In addition, digital comics also facilitate independent learning. Students can access comic material anytime, anywhere on digital devices such as smartphones, tablets, or computers. This provides flexibility in learning time and place, while supporting technology-based learning (e-learning). In a study by Fitriani (2022) in the Journal of Educational Technology, interactively designed digital comics allow students to learn at their own pace and revisit parts of the reading they have not yet understood.

Another advantage is that it increases students' cognitive and affective involvement in learning. Digital comics can be designed narratively and emotionally, so that students not only learn cognitively but also engage emotionally. The interaction between the characters in the comics, the engaging storyline, and the use of authentic Arabic dialogue create an enjoyable learning experience. This is reinforced by Susanti's (2019) research, which shows that students feel more "close" and motivated when learning materials are delivered through media that align with their visual culture.

On the other hand, digital comics also encourage collaboration in the learning process. Teachers can develop project-based assignments, such as creating their own digital comics using Arabic reading texts, so that students are not only passive readers but also active creators. It supports an active and creative learning approach.

Overall, the use of digital comics in *Mahārah qirā'ah* learning offers a variety of pedagogical advantages. It not only makes the learning process more interesting and enjoyable, but also improves the comprehensiveness of Arabic. Therefore, the integration of digital comics in the Arabic language learning curriculum deserves serious consideration by educators and educational institutions.

Along with the development of educational technology, research on the use of digital comics across various disciplines is increasingly being conducted. However, research on *Mahārah qirā'ah* through digital comics remains very limited, especially in the context of Arabic language

education [23]. The use of digital media in Arabic language education is more often limited to interactive applications and games. In contrast, the use of digital comics in the context of *Mahārah qirā'ah* learning has not been widely researched [24].

Case Study of the Use of Digital Comics in State-of-the-Art and Novelty Learning

The use of digital comics in education has become an innovative approach that positively impacts student engagement and learning effectiveness, especially in language learning and literacy. Case studies from various educational institutions show that digital comics can increase students' learning motivation, understanding of the material, and critical thinking skills. This is evident in several studies that show the advantages of this media over conventional learning methods.

One of the case studies was conducted by Herawati and Zahroh (2020) at a State Junior High School in East Java, which developed digital comics as a learning medium for Indonesians in the form of short narratives. The results showed that students were more engaged in reading and better understood the text's content thanks to visual aids that clarified the story's context. Digital comics also help students with visual and kinesthetic learning styles, as they can learn through engaging images and logical storylines.

Another study by Sari and Hartati (2021) on elementary science subjects found that digital comics developed around simple science concepts improved student learning outcomes. With light narratives and characters that are close to students' daily lives, understanding science concepts becomes easier. In addition, teachers feel that digital comics can also instill character values implicitly through stories. This research supports Paivio's Dual Coding theory, which states that information processing is more effective when students receive information simultaneously in verbal and visual forms.

In the field of Arabic language learning, Nisa and Halim (2022) conducted a case study at Madrasah Aliyah using digital comics to teach Mahārah Qira'ah. In this study, students were given a reading text in Arabic based on digital comics, complemented by a glossary and contextual illustrations. The results showed a significant increase in students' reading interest and in their ability to recognize sentence structures and new vocabulary. Teachers also stated that learning became more efficient because students were more enthusiastic and quickly understood the text.

Not only in Indonesia, but also in international studies, such as Liu's (2004) study in Taiwan, have shown that the use of digital comics in English learning improves students' reading skills, especially in understanding plot, characters, and situational context. Comics, as a multimodal medium, allow students to process information simultaneously from text and images, thereby improving memory and narrative comprehension.

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[23] Rahmawati and Suci Ramadhanti Febrian, "Investigating the Problems of Learning Arabic for Islamic Universities in the Era of Covid-19 Pandemic," *International Journal of Language Education* 5, no. 4 (2021): 324–26, https://doi.org/https://doi.org/10.26858/IJOLE.V5I4.19732.

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

Nonetheless, the case study also shows some challenges. Some teachers reported obstacles, including the limitations of digital devices in schools and the lack of teachers' skills in creating or using digital comics as teaching materials. Therefore, teacher training and the provision of supporting facilities need to be the main concerns in integrating digital comics into the curriculum.

Overall, the case study shows that digital comics are a practical, fun, and adaptive learning medium for the development of 21st-century educational technology. Its use across various levels of education has shown that this medium can holistically improve students' motivation, understanding, and thinking skills. For this reason, digital comics deserve further development as part of a literacy-based and technology-based learning strategy.

Challenges and Obstacles

Although digital comics have proven to be effective as an innovative learning medium, their application in the educational environment is inseparable from various challenges and obstacles. Various technical, pedagogical, and human resource readiness factors are still significant issues in the implementation process.

One of the main challenges is the limitations of technological infrastructure. Many schools, especially in remote or underdeveloped areas, still lack digital devices such as computers and tablets, as well as an adequate internet connection. According to Yuliana and Sari (2021) in the Journal of Educational Technology, this barrier is the main obstacle in the implementation of technology-based learning, including digital comics. Teachers and students have difficulty accessing or operating digital comic applications optimally due to limited tools and unstable internet connections.

In addition, the lack of digital literacy among teachers is also an obstacle. The development and use of digital comics requires skills in graphic design, software mastery, and pedagogical understanding of how to integrate this media into learning strategies. Many teachers lack training or experience in the field. A study by Rahmawati (2020) in the Journal of Educational Innovation states that around 65% of teachers in public schools are not familiar with interactive digital media, so they still tend to choose traditional learning methods.

On the pedagogical side, another challenge lies in the suitability of digital comic content with the curriculum and learning objectives. Not all available digital comics align with basic competencies or learning indicators. Teachers are required to make modifications or create their own content so that the material presented is relevant and aligned with students' needs. According to Nugroho and Lestari (2019), creating educational digital comic content requires collaboration among teachers, graphic designers, and curriculum experts to ensure the message is conveyed effectively.

In addition, in the context of language learning, such as Mahārah Qira'ah, challenges arise from limitations in Arabic vocabulary or structure that may not be easily visualized in comic form. Not all aspects of linguistics can be conveyed through narratives and images in their entirety, especially if students have limited language skills. This can lead to misconceptions or misinterpretations of the text's content.

From the students' perspective, differences in learning styles are also an important factor. Although digital comics are suitable for students with visual and audiovisual learning styles, not all students can absorb information effectively through these media. Some students actually need a more conventional and textual approach to learning. Wulandari (2018) in his research stated that the effectiveness of digital media is highly dependent on students' learning preferences, so personalization and diversification of learning media are still needed.

Finally, from a sustainability perspective, the challenge also includes funding and maintenance. Creating quality digital comics requires considerable production costs, from software to experts. Without adequate budgetary support for education, the development of digital comics can become unsustainable, especially for schools with limited funds.

Overall, the successful use of digital comics in learning requires comprehensive support from various parties: schools, teachers, the government, and educational content providers. Teacher training, strengthening infrastructure, and providing content aligned with the curriculum are the leading solutions to overcome existing challenges. With the right approach, digital comics can be a powerful medium for creative, interactive, and fun 21st-century learning.

PoP (Point of Publication) and Vos Viewer are tools that can help identify the latest trends in technology-related research on Arabic language learning, particularly those involving digital media. Using these tools, this research aims to explore how digital comics can be applied to the learning of *Mahārah qirāʾah* and to determine the extent to which this technology has been accepted in the academic community.

Conclusion

The use of digital comics in learning, particularly in the context of *Mahārah qirāʾah* (reading skills) in Arabic, offers an innovative approach that can increase students' interest and engagement. However, behind this potential lie several challenges that need to be overcome to optimize its implementation.

These challenges include limited technological infrastructure, low teacher digital literacy, difficulties adapting comic content to the curriculum, and differences in students' learning styles. In addition, limited funding and the ability to produce high-quality educational comic content are significant obstacles.

For this reason, collaborative efforts are needed among educators, media developers, and education policymakers to provide adequate training, facilities, and resource support. With proper planning and comprehensive support, digital comics can be a practical, fun, and relevant modern learning media solution for today's learners.

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