

Digital Comic Based on Islamic Values

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Exploring the Need for Mathematics Teaching Materials: Digital Comics with Islamic Values for Class X SMA Students in the 5.0 Era

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Introduction

**MODEL PEMBELAJARAN TGT
'PERMAINAN ESTAFET'
PELANGI
MATEMATIKA (EPM)**



Educators should use digital comics to teach inverse functions, integrating Islamic values, as supported by research.

Background

Digital comics captivate with engaging narratives, teaching math concepts while embedding Islamic values.

Hypothesis

- Digital comics with Islamic values enhance students' motivation. They improve the understanding of mathematics.
- They are particularly effective in teaching inverse functions.

Objectives

- Create a digital comic aligned with Islamic values.
- Boost students' interest in mathematics.
- Improve students' understanding of mathematical concepts.

Research

Material

The research material includes surveys conducted with Class X students and teachers at MAN2 Malang, focusing on inverse function teaching

Analysis

No.	Percentage Range	Category
1	$0 \leq P \leq 20$	Strongly disagree
2	$20 < P \leq 40$	Disagree
3	$40 < P \leq 60$	Disagree
4	$60 < P \leq 80$	Agree
5	$80 < P \leq 100$	Strongly agree

Analysis shows strong demand for digital comic educational resources with Islamic values, supported by 81.7% of students and 83.5% of teachers.

Methodology



Research Method: R&D method in the definition stage



Data Collection Tool: Questionnaire



Target Respondents: Teachers and students



Objective: Collecting data on educational needs



Figure 5. Comic Learning Objectives



Figures 6 and 7. Comic Learning Activities and Exercise

Digital comics engage students by translating stories into images, enhancing memory and comprehension. They offer versatile media options, integrating Islamic values, and boosting motivation and character development as a learning supplement.

Conclusion

Incorporating Islamic values into digital learning materials for mathematics significantly enhances student engagement and understanding, meeting both educational and cultural objectives.

Recommendations

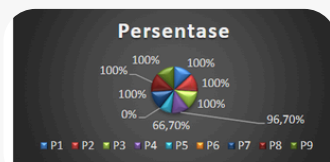
Further research should progress to designing and testing digital comic prototypes in classrooms.

Reference



Numerical: Jurnal Matematika
Dan Pendidikan Matematika,
6(2), 231–240.
<https://doi.org/10.25217/numerical.v6i2.2584>

Results



Students overwhelmingly reacted positively to the learning approach. In the first statement, 86.3% strongly agreed that educators effectively connected optical impairment materials to practical applications. In the second statement, 98.7% strongly agreed that relating materials to sports and living standards made learning easier.

Survey results reveal a strong demand for digital learning tools that integrate Islamic values, suggesting promising directions for further development.