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USE OF E-COMIC MEDIA THROUGH CANVA TO INCREASE THE *MAHARAH KITABAH*

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ABSTRACT

E-comic is a digital comic that is used to convey information about the field of knowledge excitingly and entertainingly, besides the use of e-comics are more practical and can be opened anywhere and anytime as long as they have a file or access link; e-comic is also an attraction for students so that it can help in learning Arabic, especially in *maharah kitabah*. The research was conducted at SMP Daarut Tauhiid Bandung in class VII, which aimed to determine whether e-comic media was influential in improving maharah kitabah. This study used a quantitative approach with a quasi-experimental design in the form of a Non-Equivalent Control Group Design, which was divided into two research groups: a control group and an experimental group. Data is taken using tests in the form of pretest and post-test. The results showed that e-comic media using Canva was influential in increasing Maharah kitabah with an increase of 23.5; besides that, it was strengthened by a signification value of 0.00, meaning there is a difference in student learning outcomes.

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1. INTRODUCTION

Proficiency in Arabic is divided into four categories in the form of listening skills (maharah istima), speaking skills (maharah kalam), reading skills (maharah qira'ah) and writing skills (maharah kitabah). These four skills are inseparable; they must complement each other. Writing is said to be a complex activity because it is necessary to master the topic to be written; writing skills (maharah kitabah) are the most difficult skills of all skills, so this skill cannot be ignored because these skills are related to the thinking process and the ability to communicate in writing (Kuraedah, 2015; Fajriah, 2017). According to Alfiyah (in Supriadi, 2018). One way to add insight is to write; by writing, someone will diligently read different literature to enrich the vocabulary and add material in written form.

In addition, Maharah kitabah is a skill in expressing thoughts, ideas and creativity by doing meaningful things, from simple ones like writing a word to complex ones like making up (Sofiyah, 2019; Fauzi &; Thohir, 2020). In writing activities, two aspects need to be considered: the ability to form letters and spell and the ability to convey ideas and feelings in Arabic writing. Maharah kitabah has a good impact on language activities, namely developing student creativity in learning to write because there are students who lack in speaking but are good at writing, then Maharah kitabah is also needed in developing information and

science when ideas, theories and knowledge are not expressed in written form it will be easily lost because humans have limitations in remembering information (Rathomi, 2020).

Every language skill must have its disadvantages and advantages, as well as the Maharah kitabah in it, and there are problems with writing. The lack of interest of students and understanding of the material in learning is one of the problems in writing skills; many students of SMP Daarut Tauhiid Bandung lack understanding in expressing ideas and ideas in Arabic writing skills, the material taught uses models and media that are less interesting, so many students ignore learning and have an impact on student enthusiasm that decreases in learning maharah kitabah. In addition, students also have different absorption. Some students are fast in receiving material, and vice versa, and there are students who are slow in receiving material. This follows the author's initial observations, where many students still need help with writing skills due to their different backgrounds when attending elementary school, lack of practice and uninteresting material taught by educators to students. The description above shows the need for exciting media to increase learning enthusiasm in students in writing.

Learning media is essential to make the learning process fun and energises students (Syathybie &; Sauri, 2017). According to Arsyad (in Nurrita, 2018), everything that can be used to convey information during the learning process in an exciting way so that students are interested in learning is referred to as a learning medium. In learning, especially in Arabic language learning, media also has the same role because it can help students understand the lessons taught by a teacher. In addition, media can also make students more interested in eliminating boredom in learning. Many media can be used to increase students' enthusiasm for learning Arabic, especially in maharah kitabah, ranging from digital, electronic and print media.

Among the media that can increase student enthusiasm in learning maharah kitabah. namely comics, comics are taken as one of the media because comics are an exciting medium full of pictures so that students do not get bored seeing them. According to Waluyanto (in Syarifuddin &; Sumbawati, 2016), comics are one type of visual communication that can disseminate information in a preferred and easy-to-understand way. Comics that will be used as learning media are not comics in the form of print media but in the form of digital media, namely e-comics or electronic comics; e-comics are digital comics used to convey information about the field of knowledge excitingly and entertainingly (Kurniawan et al., 2017; Luh et al., 2021). In addition, e-comic media is used for its more practical use, and it can be opened anytime and anywhere as long as it has a file or access link; e-comic is expected to help students learn Arabic, especially in writing skills.

Meijiyanti also revealed that e-comics are worthy of development and can be used because media validation data reaches a percentage of 77.50% and material validation analysis results reach 80.00% (Siregar et al., 2019). This is in line with research conducted by Agusvian, Sopian and Nursyamsyiah (2021) regarding "Development of Comic Media in Qiroah Learning Introductory Material for Class VII Mts Muallimin NW Pancor" that comics can be used in Arabic language learning. Research conducted by Afriani and Prastowo (2022) on "The Use of E-Comic Learning Media in Growing Motivation and Learning Enthusiasm of Elementary School Students" also shows that e-comics can increase enthusiasm and interest in students.

In addition, research conducted by Dewi, Ganing and Sujana (2022) regarding "Development of E-Comic Learning Media Based on Problem-Based Learning in Lesson Content Indonesian Advertising Text Material for Class V Elementary School" suggests that lessons in Indonesian E-Comic learning media based on Problem-Based Learning can be used. In foreign language learning, some studies have been conducted using e-comics, such as research conducted by Turgut and Akbas (2020) on "The Effectiveness of Teaching English Language Skills with E-Comic Supported Via Canva", which evaluates the effectiveness of using e-comics in improving the English skills of junior high school students in Turkey, that students who learn to use e-comics through the Canva application experience an increase in reading skills, writing and speaking English compared to students who do not use e-comic.

The progress of the times and the presence of technology are things to be grateful for because they make all activities in life easier (Sauri &; Hidayat, 2022). There is no exception in the field of learning; today, many applications are used to support learning media, one of which is Canva. Canva is an online graphic design application that offers various attractive templates for presentations, pamphlets, graphics, and more (Pelangi, 2020; Hapsari &; Zulherman, 2021). The application is often used because of its easy access and many exciting features.

In addition, the Canva application can also be used as a support for learning media, in a study conducted by Ustunluoglu (2020) entitled "The Use Of Canva in Foreign Language Teaching: An Analysis of Pre-Service English Language Teachers Views" shows that Canva as a valuable and easy-to-use tool in creating exciting and interactive learning materials. In addition, a study conducted by Goksu & Guney (2020) entitled "The Effect of Canva on Writing Skills and Attitudes Towards Writing in EFL Classes" shows that using

Canva significantly improves writing skills and attitudes towards writing. The existence of this e-comic media can increase learning about Maharah kitabah.

2. RESEARCH METHOD

The research was conducted using a quantitative approach using experimental methods. According to Sugiono, (Ibrahim et al., 2018), experimental research is a research method under controlled conditions to find out how a particular treatment impacts others, where the design aims to test the existence of causal relationships regarding specific properties in a group. This study aims to know, analyse, and formulate conclusions in detail with accurate facts. In this approach, there are two groups, namely the experimental group and the control group. The experimental group received a particular treatment, while the control group did not receive a particular treatment.

In experimental methods, researchers use quasi-experimental designs. The technique carried out in this method is to make instruments in the form of *a pretest* and *post-test*. Before receiving treatment, students' abilities are measured using pretests, and after receiving treatment, students' abilities are measured using *post-tests*. The experimental design in this study used *a non-equivalent control group design*. According to (Sugiono, 2019), the design in this study is described as follows:

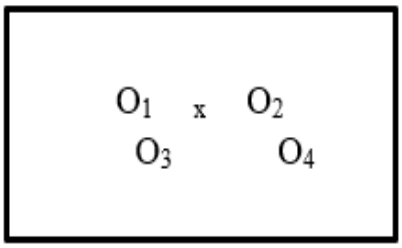

Figure 1. *Non- Equivalent Control Group Design*

Description: O_1 (Pretest experimental class before treatment), O_2 (Post-test experimental class after treatment), x (Presence of treatment in experimental class), O_3 (*Pretest* in control class), O_4 (*Post-test* in control class). The population of this study consisted of all grade's VII students at SMP Daarut Tauhid Bandung, with the study sample drawn from grade VII C and VII D students. A total of 40 students were selected as the sample. To identify control classes and experimental class samples, purposive sampling was employed. Purposive sampling was chosen because it aligns with the specific objectives of the research, ensuring the sample represents students from relevant classes based on the research needs. This sampling method was not based on random selection or regional grouping but rather on the research's focus on student characteristics and conditions at SMP Daarut Tauhid Bandung. The selection of this school was made due to academic reputation, suitability for the study context, or any other relevant factors.

The data analysis technique carried out using the t-test is to determine whether e-comic media through the Canva application effectively increase*s maharah kitabah*. Researchers conduct normality tests, *independent* sample tests, homogeneity tests, *paired sample* tests, and *N-gain tests to* analyse data. Researchers analysed the data using SPSS 26.

3. RESULT AND DISCUSSION

3.1 Learning Outcomes of the Control Class Kitabah

Measurements in the control class are divided into two *tests*, namely *pretest* and *post-test*. *Pretest* is conducted to assess the extent of students' ability regarding *Maharah kitabah* before being given treatment without e-comic media. At the same time*, a post-test* is carried out to assess students' abilities after using the specified media. The results showed that the average *pretest* score in the control class was 63.1 and the average *post-test* score was 78.6; in that case, the score in the control class increased with a difference in the value of 15.5

3.2 Learning Outcomes of the Experimental Class Kitabah

Similar to the control class, the measurement of student's ability to *Maharah kitabah* in the experimental class was assessed through two tests: the *pretest* and *a post-test*. *Pretest* to measure ability before treatment, and *post-test* to measure ability after treatment using e-comic media. After the assessment, the pretest score in the control class had an average of 61.75, and the post-test score in the experimental class had an average of 85.25. From the average score of the experimental class, both *pretest* and *post-test* results, it can be seen that there was a significant increase, which is 23.5.

3.3 Results of Data Analysis of E-Comic Media Use

3.3.1 Normality Test

A normality test is performed to determine whether the data is usually distributed. In this study, the data is considered normal if the value of sig. or significance > 0.05. Otherwise, the binding data is abnormal if the value of sig. or significance < 0.05. The normality test used in this study uses *Kolmogorov Smirnov's* normality test (Isnawan, 2020)

Tests of Normality

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	KELAS	Statistic	df	Sig.	Statistic	df	Sig.
Hasil Belajar Maharah Kitabah	Pre-Test Kontrol	.161	20	.188	.885	20	.022
	Post-Test Kontrol	.168	20	.140	.943	20	.278
	Pre-Test Eksperimen	.138	16	.200*	.930	16	.246
	Post-Test Eksperimen	.193	16	.112	.879	16	.037

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Figure 2. Normality Test Results

The figure above shows that the significance results using the *Kolmogorov-Smirnov* test for the pretest in the control class were 0.18 > 0.05. The post-test in the control class had a significance of 0.14 > 0.05, then *the pretest* in the experimental class had a significance of 0.20 > 0.05 and *the post-test* in the experimental class, it has a significance of 0.11 > 0.05. From these results, normality tests in control classes and experiments have been found to have expected results because all results are> 0.05.

3.3.2 Paired Sample Test

This test is one of the tests used for non-free (paired) data; besides that, this data is also used to determine whether there are differences in learning outcomes in students (Nuryadi et al., 2017). The criteria in this test are if the significance value is < 0.05, H0 is rejected, and Ha is accepted, which shows that there is a difference in student learning outcomes; on the other hand, if the significance value is > 0.05, then there is no difference in student learning outcomes.

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Pair 1	Pretest_kontrol - Posttest_kontrol	-15.500	4.718	1.055	-17.708	-13.292	-14.691	19	.000
Pair 2	Pretest_ekspe - Posttest_ekspe	-23.125	8.164	2.041	-27.475	-18.775	-11.330	15	.000

Figure 3. Paired Sample Test Results

The results above show that the significance of the *pretest* and *post-test* in control and experimental classes is 0.00 < 0.05. Ho is rejected if the signification result is < 0.05, according to the criteria. Ha is accepted, which shows a difference in learning outcomes in grade VII C and VII D students at SMP Daarut Tauhiid Bandung.

3.3.3 Homogeneity Test

A homogeneity test is used to determine if both classes belong to the same class. In addition, this test also aims to ascertain whether the technique used is correct or not. One of the tests in homogeneity uses *the Levene Test*; this is what Parra-Frutos said (in Isnawan, 2020). The *Levente Test* criterion is that if the significance is more significant than 0.05, then the data is homogeneous. However, if the signification is < 0.05, then the data is said to be inhomogeneous.

Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
Hasil Belajar Maharah Kitabah	Based on Mean	.640	1	34	.429
	Based on Median	.473	1	34	.496
	Based on Median and with adjusted df	.473	1	31.075	.497
	Based on trimmed mean	.502	1	34	.483

Figure 4. Homogeneity Test Results

It can be known that the data shows homogeneous results in the control and experimental classes because the results obtained are 0.42, following the criteria of the *Levente Test*. If the significance is more significant than 0.05, then the data is homogeneous.

3.3.4 Independent Sample Test

Some conditions must be met to conduct *an independent* test, namely customarily distributed data, both groups of free data, and variables that are connected in numerical and categorical forms (Nuryadi et al., 2017). Independent tests are used to determine differences in students' learning outcomes. If the significance value is < 0.05, then there is a difference in learning outcomes, but if the significance value is > 0.05, then there is no difference in learning outcomes.

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Hasil Belajar Maharah Kitabah	Equal variances assumed	.640	.429	-2.061	34	.047	-6.275	3.044	-12.461	-.089
	Equal variances not assumed			-2.011	28.453	.054	-6.275	3.121	-12.663	.113

Figure 5. Test Results in Independent Sample Test

The data shows that the *independent sample test* in the control and experimental classes has a signification value of 0.04, where if the signification value < 0.05, there are differences in learning outcomes in students who use e-comic media through Canva with students who do not use e-comic media through Canva.

3.3.5 N-Gain Score

This result determines the effectiveness or absence of the media in increasing *maharah kitabah*. According to Meltzer (in Ramdhani et al., 2020), there is a formula to find out the n-gain score, namely, g =; besides that, there are assessment criteria *for the n-gain score* $\frac{Score\ posttest - score\ pretest}{score\ ideal - skor\ pretest}$, namely.

Table 1. N-Gain Assessment Criteria

Batasan	Kategori
g> 0,7	Tinggi
0,3 ≤ g ≤ 0,7	sedang
g < 0,3	Rendah

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
NGain_Score	20	.12	.60	.4319	.13258
NGain_Persen	20	11.76	60.00	43.1907	13.25779
Valid N (listwise)	20				

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
NGain_Score	16	.26	.92	.6321	.18718
NGain_Persen	16	25.93	91.67	63.2147	18.71771
Valid N (listwise)	16				

Figure 6. *N-Gain Score* Results

From these results, it shows that the *N-Gain Score* result in the control class is 0.43, which according to the assessment criteria, falls into the medium category, as well as the results of the experimental class, which is 0.63, fall into the medium category, then e-comic media using Canva affects increasing student *Maharah kitabah*.

The results of this study reveal significant differences in the learning outcomes of students in the control and experimental classes. The experimental class, which used e-comic media created through Canva, showed a more substantial improvement in Maharah Kitabah compared to the control class. Specifically, the average post-test score in the experimental class increased by 23.5 points, while the control class saw an increase of 15.5 points. This indicates that e-comic media can positively influence students' writing skills in a more significant way than traditional methods without media. These findings support previous research that emphasizes the effectiveness of multimedia in enhancing student engagement and learning outcomes (Mayer, 2009; Moreno & Mayer, 2007).

The normality test results for both control and experimental classes indicate that the data distribution was normal, which means that the results are reliable and consistent with standard statistical assumptions. With all significance values greater than 0.05, the data passed the Kolmogorov-Smirnov normality test, confirming that the results can be generalized. This is important because normality is a prerequisite for conducting parametric tests like the paired sample test and the independent sample test, which are integral to analyzing the effectiveness of the interventions (Isnawan, 2020).

The paired sample test revealed a statistically significant difference between pretest and post-test scores in both the control and experimental groups, suggesting that both groups made improvements. However, the experimental group exhibited a greater improvement, further reinforcing the hypothesis that e-comic media enhances learning outcomes. This finding aligns with studies on the use of e-learning tools and digital media, which have been shown to increase student engagement and comprehension, particularly in subjects that require creative expression, such as writing (Chung et al., 2018; Alzahrani, 2020).

In terms of homogeneity, the Levene test confirmed that the data from both groups were homogeneous, ensuring that the two groups were comparable at the start of the study. This is crucial because homogeneity of variance is a necessary assumption for conducting the independent sample test, which assesses whether there are significant differences between the two groups' post-test scores (Field, 2013). The homogeneity of variance further validates the results and strengthens the conclusion that the differences observed are due to the intervention itself, rather than pre-existing differences between the groups.

The N-Gain score analysis further corroborates the effectiveness of e-comic media. With a score of 0.63 for the experimental class, which falls into the medium category, the data suggests that the intervention had a positive impact on students' Maharah Kitabah skills. The N-Gain score is a reliable indicator of the effectiveness of educational interventions, with higher scores indicating greater improvement. As observed, the experimental class outperformed the control class in terms of N-Gain, which supports the conclusion that e-comic media through Canva provides a valuable tool for enhancing writing skills. This finding is consistent

with prior research on the use of digital media to foster skill development (Raja & Nagasubramani, 2018; Zheng et al., 2016).

4. CONCLUSION

From the results of the research that has been done, it can be concluded that the ability of students to learn *Maharah kitabah* in experimental classes has increased higher after being given treatment through e-comic media compared to control classes that are not given e-comic media than e-comic media through canvas is influential and effective to increase *maharah kitabah* , this is following the data analysis that has been carried out in the test *paired* sample test which has a significance value of 0.00 < 0.05 and *N-Gain Score* test with a value of 0.43 for the control class and 0.63 for the experimental class and reinforced by the results of the independent sample test which is 0.04 which shows that there is a difference in learning outcomes between the control class and the experimental class. Therefore, educators can use e-comics as one of the supporting Arabic learning media, especially in *maharah kitabah*

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