

Designing Educational E-Comic of Qurban for Junior High School Students

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Abstract. In Indonesia, there are several religions recognized by the government, including Islam, Hinduism, Buddhism, Protestant Christianity, Catholic Christianity, and Confucianism, with the majority of the population adhering to Islam. There are two major Islamic celebration, namely Eid al-Fitr and Eid al-Adha, also known as Qurban. The goal of this research is to design an engaging educational medium about Qurban that aligns with Islamic law and supports junior high school learning outcomes. A qualitative method was applied, combining interviews with teachers and students with literature review to identify learning challenges and design needs. The results show that students often lose interest when learning about Qurban through text-based materials, while the use of visual and story-based media significantly increases their motivation and comprehension. The findings indicate that e-comics through PDF format in Google Drive can provide an effective supplementary tool by presenting procedures, permissible animal conditions, and the values of sincerity in Qurban through interactive visual storytelling. In conclusion, the designed e-comic offers a practical solution for enhancing student's engagement in religious education. This research lies in providing teachers with a creative learning tool and contributing to the development of innovative media for Islamic education through e-comic.

Keywords: Qurban, Junior High School, Islamic Education, E-Comic, Visual Learning

1. Introduction

In Indonesia, there are several religions recognized by the government, including Islam, Hinduism, Buddhism, Protestantism, Catholicism, and Confucianism, with the majority of the population adhering to Islam. Islam is a revealed religion (a heavenly religion) that emerged from the Arabian Peninsula in 611 when the first revelation was sent to the Prophet Muhammad SAW in the Cave of Hira, Saudi Arabia (Aizid, 2018). There are two major Islamic holidays, namely Eid al-Fitr and Eid al-Adha, also known as Qurban. Qurban, as an important Islamic worship, reflects sincerity, devotion, and social solidarity. Qurban is included in the national curriculum for Islamic Education at the junior high school level. Learning outcomes for Phase D or the Junior High School level, students are expected to understand the regulations regarding the Qurban worship (Kemdikbud, 2022). The learning at this school level focuses on the procedures and the identification of suitable animals for Qurban. However, learning about Qurban is often limited to textual explanations, which reduces student

engagement. To address this, innovative media such as e-comics, which combine Islamic law with visual storytelling, can be designed to enhance student understanding and motivation. Textbooks are the main books used in teaching and learning because they cover the basic competencies contained in the curriculum of an educational institution (Rahmawati, 2015). One of the textbooks used is the 2018 curriculum package and the independent curriculum, which contains general information about animal Qurban, usually combined with material on Aqiqah.

Several previous studies have highlighted the importance of using innovative media in teaching Qurban and Islamic education. One of them is *Ruang Kurban* application using virtual reality (VR) technology, which is expected to increase children's interaction with Qurban practices (Herdiansyah et al, 2022). Similarly, there is another method by Maulida, applied Lumio by Smart as a digital medium in teaching Fiqh on Qurban for ninth grade students, in order to make interactive media effective in religious learning (Maulida et al 2025). Then from Nasriati and Nurbayani, which is emphasized an audio-visual media improved both student activity and learning outcomes in lessons on Qurban and Aqiqah (Nasriati & Nurbayani, 2022). Beyond Qurban-specific studies, Khoiriyati and others demonstrated the potential of comic-based applications as Islamic learning media in elementary schools (Khoiriyati et al, 2021), while Siregar and Adlini showed that comics integrated with Islamic values could enhance student's understanding even in non-religious subjects (Siregar & Adlini, 2025). While these studies confirm the positive impact of visual and digital media, few have explicitly focused on designing an e-comic that combines Islamic legal accuracy of Qurban with engaging visual storytelling for students. Existing works either addressed Qurban with general digital tools or used comics for broader Islamic content without focusing on the sacrificial practice and the legal requirements for animals. This research extends previous research by focusing on specific information according to Islamic law and engaging visual storytelling into e-comics that directly support Islamic Education learning outcomes.

The purpose of this research is to design and introduce an educational e-comic about Qurban in accordance with Islamic law, targeted at junior high school students. The study employed a qualitative approach, combining interviews with teachers and students with literature review to identify problems in existing learning media and to guide the e-comic design process. By addressing the lack of engaging media in Qurban education, this research contributes to the development of innovative teaching tools that support teachers, motivate students, and strengthen Islamic learning outcomes in schools.

2. Literature Review

2.1 Qurban in Education

Qurban, as one of the major Islamic rituals, reflects devotion, sincerity, and social solidarity. In the Indonesian national curriculum, Qurban is included for Islamic Education, one of them is in junior high school level. Learning outcomes for Phase D or the Junior High School level, students are expected to understand the regulations regarding the Qurban worship technique, such as procedures, the legal requirements for animals and their slaughter (Kemdikbud, 2022). The teaching emphasizes understanding the meaning, requirements of permissible animals, and procedures in accordance with Islamic law. However, learning is often limited to theoretical explanations, making the subject less engaging for students.

2.2 Learning Media in Religious Education

Learning media plays a significant role in shaping student engagement and comprehension. According to previous research about learning multimedia images, the research results confirm that vocabulary learning with the support of multimedia images provides higher

improvements compared to individual learning without images (Marpaung & Sinaga, 2022). Visual-based methods are particularly effective for adolescents, who are highly receptive to illustrations, colors, and interactive formats. Thus, religious education can benefit from innovative media that combine visual storytelling with curriculum content.

2.3 Previous Studies and Research Gap

Several studies have explored the use of digital media for teaching Qurban. One of them is *Ruang Kurban* application using virtual reality (VR) technology, which is expected to increased children's interaction with Qurban practices (Herdiansyah et al, 2022). Similarly, there is another method by Maulida, applied Lumio by Smart as a digital medium in teaching Fiqh on Qurban for ninth grade students, in order to make interactive media effective in religious learning (Maulida et al 2025). Then from Nasriati and Nurbayani, which is emphasized an audio-visual media improved both student activity and learning outcomes in lessons on Qurban and Aqiqah (Nasriati & Nurbayani, 2022). Beyond Qurban-specific studies, Khoiriyati and others demonstrated the potential of comic-based applications as Islamic learning media in elementary schools (Khoiriyati et al, 2021), while Siregar and Adlini showed that comics integrated with Islamic values could enhance student's understanding even in non-religious subjects (Siregar & Adlini, 2025).

Although prior studies confirm the effectiveness of VR, audio-visual media, and comic applications, few have specifically focused on designing an e-comic dedicated to teaching Qurban in line with Islamic law for junior high school students. Existing works either addressed Qurban with general digital tools or used comics for broader Islamic content without focusing on the sacrificial practice and the legal requirements for animals. This research extends previous research by focusing on specific information according of Islamic law and engaging visual storytelling into e-comics that directly support Islamic Education learning outcomes.

3. Method

In this case, to obtain a case study for the design, the research method used is qualitative research. This method explains that the purpose of qualitative research is to understand a condition based on the collection of data directly from various sources in the field as they are, with detailed and in-depth descriptions of the context experienced (Fadli, 2021). Therefore, this design employs an experimental approach, which is suitable for developing educational media tailored to student needs. The method was implemented in four stages: data collection, media design process, and distribution platform.

3.1 Data Collection

Primary data were obtained through interviews with Islamic Education teachers at 22 junior high school in Bandung and a lecturer from UNISBA for regarding information on the procedures for Qurban offerings. Furthermore, questionnaires were distributed through 59 respondents of junior high school student regarding the understanding of Qurban, including interest in visual and story-based formats. Most of respondents answered in general terms Qurban and admitted to feeling bored when learning only focused on theory at school. Teacher and lecturer were selected purposively based on their experience teaching Qurban materials. While students were selected to represent early adolescents aged 13–15 years both male and female, with a middle to upper economic status and Muslim. In the geographic segment, the design covers the national level, specifically the Republic of Indonesia. However, the data collection and case study research focus is on the highland urban area of Bandung with a tropical climate. In the psychographic section, according to Prof. Dr. Soetjningsih SpA (K), the adolescent age of 13 to 15 years is a period of self-concept formation and exploration that can shape an individual's identity development (Hestikasari and Ediyono, 2023). At this age,

adolescents are easily influenced by their peers, celebrities, or anyone they admire, and are vulnerable to identity crises if they do not receive support from their parents or school. Additionally, adolescents at this age are more receptive to information through images, graphs, videos, and illustrations than through plain text.

To ensure the religious accuracy of the Qurban content, the draft storyline and instructional material were reviewed by two Islamic scholars (teacher and lecturer) specializing in Fiqh, especially Qurban information. Validation focused on the conditions of sacrificial animals, permissible and impermissible practices, and proper slaughtering procedures according to Islam law. The data obtained was incorporated into the storyline and dialogue to ensure accuracy and clarity.

3.2 Design Process

The e-comic was created using Clip Studio Paint for illustrations and layout formatting comic. The design followed A5 size (14.8 × 21 cm) for readability on both printed and digital formats. Color palettes, typography, and character studies were adapted to adolescent preferences while maintaining cultural relevance at Indonesia. Supporting promotional media (posters, stickers, keychains, etc.) were also designed using the same software.

3.3 Distribution Platform

The e-comic was exported in PDF formats to ensure cross-device compatibility. It was distributed via Google Drive links, and mobile access through smartphones. A QR code was embedded in supporting media to provide easy access for students.

3.4 Relevance of the Method

The chosen methodology is relevant because qualitative exploration captured authentic needs of teachers and students, validation ensured religious content accuracy, and ICT (Information, Communication and Technology) processes supported the creation of engaging and distributable digital learning media. This step-by-step method ensures the effectively designed e-comics, religiously accurate, and technologically feasible for use in junior high schools.

4. Results and Discussion

4.1 Design Strategy and Media

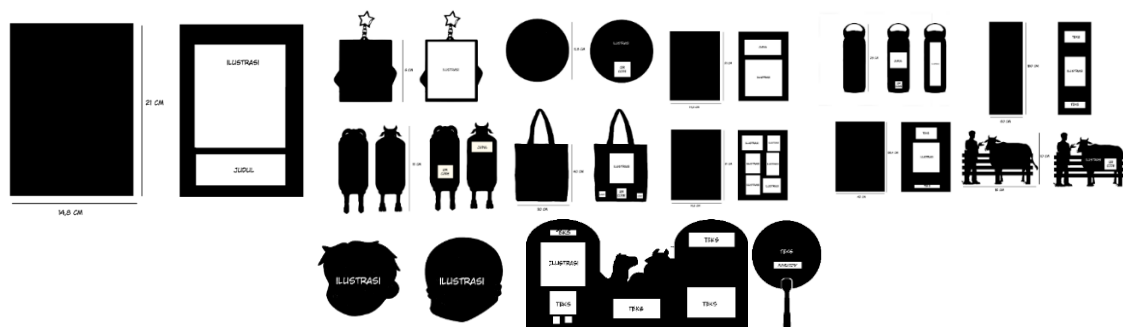
Based on target audience data, this design strategy is to create a visual e-comic intended as a learning tool for junior high school students about Qurban. Several communication approaches have been adopted to ensure the design is easily understood for young adolescents. These approaches include both verbal and visual communication methods. In verbal communication, semi-formal Bahasa is used, which is commonly used in everyday conversation in Indonesia. Some Arabic words are used to maintain awareness of the original terms and language. While Bahasa is used so that the target audience can more easily understand and learn the information. A relaxed tone with a religious approach interspersed with some humor is used. The visual communication approach employed is the use of illustrations in e-comic with full-color digital drawings. The visual communication approach in e-comic as a supplementary learning medium in schools is a strategy for conveying information or lesson material through a combination of images, text, color, and layout in an engaging and easy-to-understand manner for students. In this context, e-comic are not merely for entertainment but serve as an educational medium that is communicative and engaging for learning about the topic of Qurban.

The mandatory requirement used in this design is the Department of Education. This is because it relates to the information on animal Qurban contained in the junior high school



The creative strategy in this design uses copywriting in easy-to-understand Indonesian as the title of the e-comic book. In general, copywriting is writing that elicits a desired response from readers (Shiddiq and Albar, 2021). This design employs a copywriting strategy titled "Belajar Kurban Menjadi Dermawan," which is part of the e-comic book cover title and in English is Learning to Be Generous Through Qurban. This is aimed at attracting the target audience's attention to the content of the information about Qurban.

The visual concept for each main and supporting media includes design format and layout, fonts, character studies, backgrounds, properties, and colors. All of these elements are designed to convey an effective and communicative message to readers. Design format is useful for determining comfortable visual sizes and is an important step before moving on to the design phase. Figure 2 represented about concept format of Media.



Visual study concept for e-comic, include fonts, character, background, property and colors. Color and silhouette in character design greatly influence the character's identity and personality, choosing the combination of the two is a crucial aspect in comic illustration and other visual media (Hahury & Wahyudi, 2022). Figure 3 below show about study for e-comic.



Figure 3. Representatives from Several Studies for E-Comic

For primary media, e-comic as a standard size, which is A5 (14.8 x 21 cm), to make it easier for students to read with sufficient visual display. Figure 4 show process of e-comic. This process using Clip studio Paint.



Figure 4. Process E-Comic from Clip Studio Paint

4.3 Design Media Result

The result of this design is a e-comic book in A5 size (14.8 x 21 cm) titled 'Belajar Kurban Menjadi Dermawan' which is in English are "Learning to Be Generous Through Qurban". The pages of this e-comic book provide information about the valid requirements for sacrificial animals, the proper way to perform the Qurban, and the meaning of the Eid al-Adha holiday, which emphasizes sincerity. The e-comic was exported in PDF formats to ensure cross-device compatibility. It was distributed via Google Drive links, and mobile access through smartphones. Figure 5 show the result and examples for e-comic in mobile PDF Formats.



Figure 5. Result of Main Media E-Comic

To support main media access, a QR code was embedded in supporting media to provide easy access for students. Figure 6 below show the final result of supporting media of E-comic.



Figure 6. Result of Support Media of E-Comic

4.4 Design Distribution Media

The media strategy in this design includes primary and supporting media. The primary media used for disseminating information about the Qurban is e-comic through PDF format. According to Sudjaja and Rivai, e-comics are a form of cartoon that explains a character in a sequential story, closely related to images designed to entertain readers (Printina, 2019). The

supporting media used include printed posters, X-banners, brochures, sticker sets, keychains, notes, pins, totebags, bookmarks, tumblers, acrylic standees, paper fan and Instagram feeds. All of the above media are distributed in a structured manner to ensure efficient implementation and proper dissemination to the target audience through a media distribution strategy. Table 1 below explains the media distribution.

Table 1. Distribution Strategy of Media

Type of Media	Media	November 2025	December 2025	January 2026
Main Media	E-comic			
	Sticker Set			
	Key Chains			
	Instagram feeds			
	Notes			
	Pins			
Supporting Media	Totebag			
	Printed Posters			
	Bookmarks			
	Tumbler			
	Acrylic Standee			
	Brochure			
	X-Banner			
	Paper Fan			

4.5 Analyze

Compared to previous digital media such as VR simulations or audio-visual, the e-comic provides a more accessible and cost-effective tool for junior high schools, which often have limited facilities. Unlike Lumio by Smart, which requires advanced technology and teacher training, the e-comic can be used independently by students through simple devices. Thus, this e-comic result provides a cost-effective and easily deployable alternative to students and teachers with mobile-friendly formats and while demonstrating that comic-based media can achieve similar or greater impact with lower technological requirements.

5. Conclusion

Information about animal Qurban, especially among junior high school students, tends to be boring and tedious for them in the classroom. This was revealed in a questionnaire, with most respondents expressing such sentiments. The solution proposed is to design an educational e-comic book about animal Qurban, supplemented with additional supporting materials such as posters, banners, keychains, and others. This information design is expected to enhance student's enthusiasm for learning and serve as a supplementary teaching tool for teachers in terms of visual materials through e-comic PDF formats. This design can be further developed by providing more comprehensive information about Qurban offerings to the public through creative media presentations to motivate students in their learning, particularly regarding Qurban.

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