Enhancing Learning Motivation in Islamic Religious Education: The Role of *Sahabat Anak Muslim* Comics among Elementary School Students

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ABSTRACT. The background of the study is based on the low interest and motivation of students in participating in Islamic Education learning, which still dominantly uses conventional lecture methods. This study aims to measure the effect of Comic media *Sahabat Anak Muslim* on increasing student learning motivation in Islamic Religious Education (PAI) subjects at the elementary school level. This study used a quantitative approach with an experimental Pretest-Posttest Control Group design. The research subjects comprised 72 students in grades V and VI at SDN Gondang, which were divided into experimental and control groups. The instrument in the form of a learning motivation test was given before and after treatment. The results showed an increase in the average score from 77.22 to 77.78 in the experimental class, while the control class increased from 71.81 to 72.50. The paired sample t-test showed that the increase was statistically significant ($p < 0.05$). This finding contributes to the innovation of visual and narrative-based learning media in Islamic character education. Comic press is proven to increase students' engagement and understanding of teaching materials in a contextual and fun way. This study suggests the need for further exploration with more diverse samples and levels of education to gain a more comprehensive and in-depth understanding of the effectiveness of educational media in religious education.

Keywords: Comic Media, Learning Motivation, Islamic Religious Education, Elementary School, Visual Narrative.

INTRODUCTION

Education is a fundamental aspect in shaping learners' character, personality, and integrity from an early age (Attaufiqi et al., 2024; Boyle et al., 2021; Istiyani et al., 2024). From an Islamic perspective, education functions not only as a means of transferring knowledge but also as a process of internalizing moral and spiritual values that form a complete human being (Borges, 2019; Chande, 2023; Hashim & Rossidy, 2000). According to (Achruh et al., 2024), education is any form of conscious effort to positively maximize the growth of students. This is reinforced by (Berglund, 2017), who emphasizes that all human life experiences are a form of education, and schools as institutions are responsible for developing students' awareness and potential. In the Indonesian legal context, Law No. 20/2003 on the National Education System also emphasizes

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that education aims to create an active learning atmosphere that can develop the potential of learners as a whole (Adetoro & Okike, 2022; Børte et al., 2023; Morris & Rohs, 2021).

However, in practice, the effectiveness of the learning process in elementary schools, especially in Islamic Religious Education (PAI), is often hampered by the teachers' limited methods and learning media (Asmendri et al., 2024; Fikriyati et al., 2023; Tanjung et al., 2022). Based on the results of preliminary observations and interviews conducted at SDN Gondang Mojokerto in May 2023, it was found that the Islamic Education learning process was still dominated by the one-way lecture method. This led to low student participation, boredom attending lessons, and fluctuating learning motivation. The results of the initial questionnaire distributed to 36 students showed that 58% admitted they were often bored during PAI lessons, and 61% stated that it was easier to understand the material if accompanied by visual media or stories. These findings indicate an urgent need for contextual and engaging learning media to increase student's engagement and motivation in learning PAI.

Learning media is one of the strategic solutions to answering these challenges. Susilana and Riyana in (Aziz et al., 2024) mentioned that learning media is essential in delivering educational messages more effectively. One potential form of media is educational comics, combining visual and narrative elements (AL-Momani, 2024; Bhila et al., 2025). In the Islamic context, comics can effectively convey moral values and religious teachings through stories close to students' daily lives. Research by (Nurhalisa et al., 2025; Putra, 2022; Tuhuteru et al., 2023; Widarti et al., 2024; Zainuddin et al., 2023) show that comic media can increase learning interest and information absorption and build students' emotional closeness to the material. However, most of these studies have not specifically integrated comic content with Islamic values that are by PAI learning at the elementary school level.

This gap is the basis for this research. This study seeks to answer whether using *Komik Sahabat Anak Muslim*, an educational comic with the theme of Islamic morals that presents contextual and straightforward stories, can increase students' learning motivation in PAI subjects. This comic contains narratives that illustrate the practice of positive values such as helping, honesty, and social care in students' daily lives, so it is very much in line with the objectives of Islamic character education. With a quantitative approach through the experimental method of pretest-posttest control group design, this study not only complements the existing literature but also offers a contribution in the form of a new perspective on the integration of visual media based on Islamic values in the context of PAI learning.

The objectives of this study are to (1) describe the content and characteristics of Komik Sahabat Anak Muslim media used in PAI learning and (2) analyze the effect of using the media on students' learning motivation at SDN Gondang. This study is expected to make theoretical contributions to developing Islamic visual-narrative-based learning models and practical contributions for PAI teachers to integrate relevant media in the learning process. Thus, the results of this study are expected to enrich the treasure of PAI learning media development in elementary schools more effectively and enjoyably.

METHOD

This research uses a quantitative approach with an experimental method. The quantitative approach was chosen because it is by the research objectives to objectively test comic media's effect on student learning motivation through numerical data. This approach is based on the philosophy of positivism, in which researchers measure clearly defined variables, use standardized instruments, and analyze data statistically (Creswell & Creswell, 2018). Suryani and Hendryadi (2016) explain that quantitative research aims to develop and test hypotheses about certain phenomena through deductive processes and field verification. Therefore, this method is

considered the most appropriate to measure the effect of Comic media Sahabat Anak Muslim on student learning motivation.

The design used in this research is the Pretest-Posttest Control Group Design, as Sugiyono (2017) stated. In this design, there are two groups: an experimental group that is given treatment in the form of comic media and a control group that is not given treatment. Both groups were given an initial test (pretest) and a final test (posttest) to determine the difference in learning motivation before and after treatment. This design allows researchers to measure the effectiveness of the media used more accurately. This design is described as follows:

Experiment: O_1 X O_2

Control: O_3 O_4

Description:

O_1 = Pretest of the experimental group

O_2 = Posttest of the experimental group

O_3 = Pretest of the control group

O_4 = Posttest of control group

X = Treatment in the form of comic media (Sugiyono, 2017)

This research was conducted at SDN Gondang, Gondang District, Mojokerto Regency, located at Jl. Raya Gondang No. 28. This location was chosen because comic media has not been used as a learning tool in Islamic Religious Education subjects. The research lasted 2.5 months, from April 1 to June 15, 2023.

The population in this study consisted of students in grades V and VI of SDN Gondang, each of which amounted to 36 students. Thus, the total population was 72 students. The sample was taken using a random sampling technique by lottery, and grade VI students were the experimental group. This technique was chosen because it provides equal opportunities for all members of the population to be selected as samples (Suryani & Hendryadi, 2016). The unit of analysis in this study was grade VI students. At the same time, the object of research was the use of comic media in increasing learning motivation in Islamic Religious Education subjects.

This study uses two variables: the independent variable (X) is Comic Media Sahabat Anak Muslim, and the dependent variable (Y) is student learning motivation. To measure both variables, researchers used data collection techniques consisting of (1) tests, (2) documentation, and (3) interviews. The test was given twice, namely before and after treatment. The test contained 18 multiple-choice questions based on the appropriate PAI material indicators. Documentation was used to obtain secondary data, such as student data and school conditions, while interviews were conducted with PAI teachers to obtain more contextual supporting information (Sugiyono, 2017).

The instrument's validity is measured using the Pearson Product Moment correlation formula to determine the extent to which the items are measured precisely by the indicators (Puspasari & Puspita, 2022; Tugiman et al., 2022). The validity test results were then categorized into five levels: very high (0.80-1.00), high (0.60-0.79), moderate (0.40-0.59), low (0.20-0.39), and very low (0.00-0.19). The reliability test was carried out using the Split-Half method with the help of the SPSS 25 program. The instrument criteria are said to be reliable if the reliability coefficient is> 0.60 (Yudhana, 2022).

In addition, the analysis of the question's difficulty level was also carried out using the formula P = B / Js (the number of students answering correctly compared to the number of participants) and the differentiating power of the items with the formula DP = PA—PB to

determine the extent to which a question can distinguish high- and low-ability students (Rahmaini & Taufiq, 2018).

RESULT AND DISCUSSION

Result

Overview of the Research School

This research was conducted at SDN Gondang, a public elementary school at Jl. Raya Gondang No. 28, Gondang District, Mojokerto Regency. This school was established in 1909 and, until now, is still actively carrying out formal education activities at the elementary school level with accreditation status A based on Decree Number 477/BAN-SM/SK/2023. In implementing learning, SDN Gondang applies the 2013 Curriculum and organizes teaching and learning activities in the morning, six working days weekly. This data was obtained through direct interviews with the Islamic Religious Education (PAI) teacher at SDN Gondang on May 4, 2023.

SDN Gondang has 12 teaching staff: class teachers, subject teachers (such as Physical Education and Islamic Education), and the principal. This number reflects the availability of sufficient human resources to support the smooth teaching and learning process at this public primary school. In more detail, teachers' employment status includes six civil servants (PNS), three government employees with work agreements (PPPK), and three regional honorary teachers.

The number of students at SDN Gondang in the academic year when the research was conducted was 204, consisting of 97 boys and 107 girls, spread evenly across six grade levels from grade I to grade VI. This balance in the number of students shows a proportional distribution of learners between grade levels, contributing to a conducive learning atmosphere.

To support effective learning, SDN Gondang provides adequate facilities and infrastructure. The school stands on an area of 2,112 square meters with a building area of 550 square meters. Learning support facilities include eight classrooms, one laboratory, and one library. In addition, there is also one musholla as a worship facility and one School Health Unit (UKS) to support student health. Additional facilities such as a canteen, nine hand washing stations, and seven toilets are provided to support the cleanliness and comfort of the school environment. The source of electrical energy comes from PLN, which has a power of 4,400 watts, sufficient for daily operational needs.

SDN Gondang's vision is "Realizing a generation of smart, skilled, accomplished, noble character, and mastering science and technology based on faith and piety to God Almighty." This vision is translated into five main missions, namely increasing faith and piety in God Almighty, creating a clean and comfortable school environment, implementing effective learning, shaping healthy living behaviour and love for the environment, and fostering a positive spirit of competition that is responsible and independent in everyday life. These elements make SDN Gondang a basic education environment that emphasizes academic achievement and the formation of students' character and spirituality.

Instrument Testing Results

Instrument Validity

The instrument used was 25 multiple-choice questions tested for validity on students in classes V (control) and VI (experimental). The analysis was conducted using SPSS with the Pearson correlation approach. The results showed that 18 out of 25 questions were valid ($p < 0.05$), while the remaining seven were invalid. Most items can measure the intended aspects (Sugiyono, 2017). Details of the test results are presented in Table 1, and a recapitulation of valid items is in Table 2.

Table 1. Question Item Validity Test Results

Item	Pearson C	Sig	Description
S1	0,253	0,116	Tidak Valid
S2	0,642	0,000	Valid
S3	0,578	0,000	Valid
S4	0,407	0.009	Valid
S5	0,511	0,001	Valid
S6	0,579	0,000	Valid
S7	0,667	0,000	Valid
S8	0,578	0,000	Valid
S9	0,411	0,008	Valid
S10	0,019	0,909	Tidak Valid
S11	0,335	0,035	Valid
S12	0,231	0,151	Tidak Valid
S13	0,720	0,000	Valid
S14	0,556	0,000	Valid
S15	0,572	0,000	Valid
S16	0,434	0,005	Valid
S17	0,514	0,001	Valid
S18	0,589	0,000	Valid
S19	0,173	0,287	Tidak Valid
S20	0,100	0,540	Tidak Valid
S21	0,231	0,152	Tidak Valid
S22	0,034	0,836	Tidak Valid
S23	0,428	0,006	Valid
S24	0,422	0,007	Valid
S25	0,419	0,007	Valid

Table 2. Recapitulation of Question Item Validity

No	Description	Question Item
1.	Valid	2,3, 4, 5, 6, 7, 8, 9, 11, 13, 14, 15, 16, 17, 18, 23, 24, 25
2.	Invalid	1, 10, 12, 19, 20, 21, 22

Instrument Reliability

The instrument's reliability was tested using the Split-Half technique with SPSS, and a reliability coefficient of 0.722 was obtained. This figure indicates a high level of reliability because it is above the minimum limit of 0.60 (Yudianna, 2022). The complete results are presented in Table 3.

Table 3. Reliability of Research Instruments

Guttman Split-Half Coefficient	Item
0,722	18

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Problem Difficulty Level

Testing the level of difficulty shows that of the 18 questions used, 14 are categorized as easy questions (range 0.71-1.00), and four are in the medium category (0.21-0.70). No questions were classified as difficult. Details of the measurement results can be seen in Table 4, and the classification of difficulty is in Table 5.

Table 4. Level of Problem Item Difficulty

No	Mean	Category
2.	0,90	Easy
3.	0,93	Easy
4.	0,78	Easy
5.	0,80	Easy
6.	0,83	Easy
7.	0,80	Easy
8.	0,93	Easy
9.	0,48	Medium
11.	0,65	Medium
13.	0,78	Easy
14.	0,78	Easy
15.	0,75	Easy
16.	0,85	Easy
17.	0,75	Easy
18.	0,73	Easy
23.	0,68	Medium
24.	0,73	Easy
25.	0,45	Medium

Table 5. Problem Difficulty Categories

0,00 - 0,20	Problem classified as difficult
0,21 - 0,70	Problem classified as Medium
0,71 - 1,00	Problem classified as Easy

Distinguishing Power

The differentiating power test shows that out of 18 questions, 10 are categorized as good, seven are sufficient, and one is very good. This indicates that most questions can distinguish students with high and low abilities. The complete data is presented in Table 6.

Table 6. Differentiating Power of Problem Items

No	Corrected Item-Total Correlation	Category
S2.	0,587	Good
S3.	0,493	Good
S4.	0,330	Fair
S5.	0,396	Fair
S6.	0,491	Good
S7.	0,716	Very Good
S8.	0,493	Good
S9.	0,299	Fair

S11.	0,415	Good
S13.	0,686	Good
S14.	0,479	Good
S15.	0,578	Fair
S16.	0,390	Fair
S17.	0,479	Good
S18.	0,594	Good
S23.	0,389	Fair
S24.	0,326	Fair
S25.	0,295	Fair

Pretest and Posttest Results

Pretest Results of Experimental and Control Classes

To measure the effectiveness of Sahabat Anak Muslim comic media on student learning motivation, researchers conducted pretests and posttests in two groups: the experimental class that received treatment using comic media and the control class that followed conventional learning without the press. Data collection was carried out before and after the treatment was given so it was possible to quantitatively measure changes or increases in learning motivation.

At the initial stage, pretest data in the experimental class showed that the average value obtained by students was 77.22 with a standard deviation of 7.787. The range of student scores varied from 60 to 90, with the majority of students (64%) in the high category (score range 84-70). 25% of students were in the very high category (100-85), and only 11% were in the medium category (69-55), while no students were in the low or very low categories. This finding indicates that most students in the experimental class already had a good level of learning motivation even before the treatment was given. This can be attributed to the academically homogeneous background characteristics of the students and the relatively conducive learning environment.

Meanwhile, the pretest results in the control class showed a lower average score than the experimental class, which amounted to 71.81 with a standard deviation of 8.548. In the achievement level category, 58% of students were in the high category (scores 84-70), 31% were in the medium category (69-55), and only 11% were classified as very high. There were no students who fell into the low or very low categories. This average difference reflects that before the treatment was given, the initial condition of learning motivation in the control class was lower than in the experimental class. However, the proportion of students in the high and medium categories still reflects the potential for improvement that can be maximized through appropriate learning strategies.

The comparison of pretest data between the two groups indicates an initial difference that, although not extreme, is quite significant in practical terms. The experimental class showed a trend of better achievement, so it became a strong basis for testing the effect of treatment in the form of comic media on increasing learning motivation in the post-test phase. In this context, contextual and narrative visual media such as comics are expected to positively influence students' affective and cognitive involvement in the learning process of Islamic Religious Education, especially in the material of daily morals.
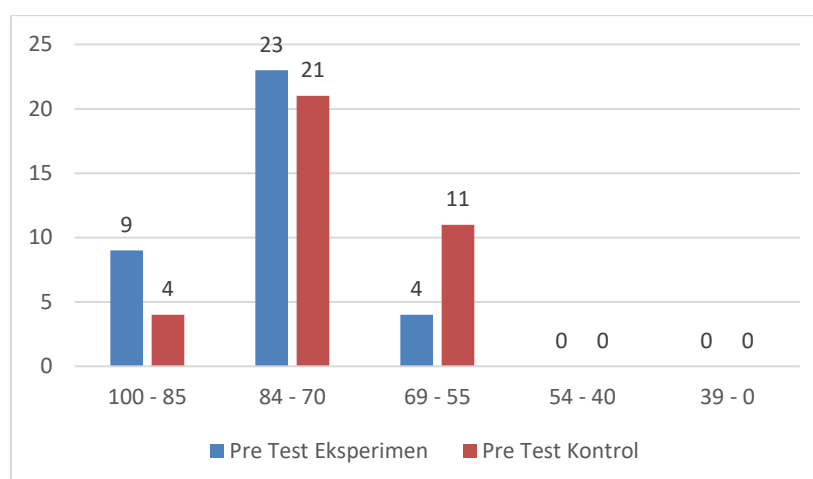
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Figure 1. Frequency Comparison Diagram of Experiment Pre-Test and Control Pre-Test

Posttest Results of Experimental Class and Control Class

After being treated in the form of learning using comic media Sahabat Anak Muslim, the learning motivation of students in the experimental class showed a significant increase. This can be seen from the posttest results which show an average value of 77.78, higher than the pretest average value of 77.22. The highest score obtained by students was 90, while the lowest score was 60, with a standard deviation of 8.146, indicating a relatively moderate variation in the distribution of scores.

From the frequency distribution analysis, it is known that 11 learners (31%) obtained scores in the range of 100-85, which is classified as a very high category. Meanwhile, 21 learners (58%) were in the high category with a score range of 84-70, and only 4 learners (11%) were in the medium category in the score range of 69-55. There were no learners in the low or very low categories. This finding indicates that the majority of students are in the high learning motivation category after the use of comic media in learning Islamic Religious Education.

In general, the posttest results showed that the use of comic media was able to encourage more meaningful student learning engagement. The increase in the very high category from 25% in the pretest to 31% in the posttest is empirical evidence that visual and narrative media such as comics can have a positive impact on students' cognitive achievement. This is in line with the findings put forward by Arsyad (2019), who states that visual media can increase understanding and motivation to learn because they are able to present information in an interesting and contextual manner. Thus, the results of this posttest support the effectiveness of comic media as a learning tool in increasing students' motivation and learning achievement.

After learning with conventional methods without special treatment in the form of comic media, the average posttest score in the control class was recorded at 72.50. This value shows an increase when compared to the pretest average value of 71.81, but still lower than the experimental class posttest average of 77.78. The highest score obtained by control class students was 85, while the lowest score was 55, with a standard deviation of 8.577 which shows the distribution of data is still in a similar category to the experimental group.

The distribution of posttest results showed that 5 learners (14%) were in the very high category with a score range of 100-85, and 21 learners (58%) were in the high category (scores 84-70). The remaining 10 learners (28%) were recorded in the medium category with a range of 69-55, while there were no learners in the low or very low category. Although there was an improvement from the pretest scores, the distribution of scores showed that the majority of control class learners tended to stagnate in the high and medium categories, with no significant jump to the very high category.

This result shows that conventional learning methods that are not accompanied by interactive visual media such as comics tend to have a more limited impact on increasing learning motivation. This is in line with the findings of Daryanto (2016) which states that learning media that are visual and communicative have a stronger influence in attracting students' attention and interest in learning. Therefore, the posttest results in the control class can be used as an important comparison to emphasize the role of comic media in significantly increasing learning motivation, as has been proven in the experimental group.

Comparison of Pretest and Posttest Results between Experimental and Control Classes

A comparison of learning outcomes between the experimental and control classes showed a significant difference in increased learning motivation after the treatment. At the initial stage, both groups showed relatively balanced pretest results, with the experimental class having an average score of 77.22 and the control class having 71.81. Most learners from both groups were in the high score category, 84-70. However, the experimental class had a slightly higher number of learners in this category, namely 23 participants, than 21 participants in the control class.

After the treatment using Sahabat Anak Muslim comic media was applied to the experimental class, there was a significant increase in posttest results. The average score increased to 77.78, with a more even distribution of scores to the very high category (scores 100-85), with as many as 11 students (31%) in the very high category. Meanwhile, the control class was not given the comic media treatment, only showed a minor average increase, to 72.50, with only five learners (14%) in the very high category.

The frequency distribution also indicates that although both groups still dominate the high category, the proportion of students who reached the very high category was much greater in the experimental class than in the control. This strengthens the assumption that visual and narrative-based learning media, such as comics, increase affective learning motivation and encourage higher cognitive achievement in absolute terms (Daryanto, 2016; Suyono & Hariyanto, 2017).

Thus, it can be concluded that the application of comic media in the learning process of Islamic Religious Education significantly contributes to the improvement of student learning outcomes, both in terms of the average score and the distribution of achievement categories, when compared to the conventional learning approach applied in the control class.
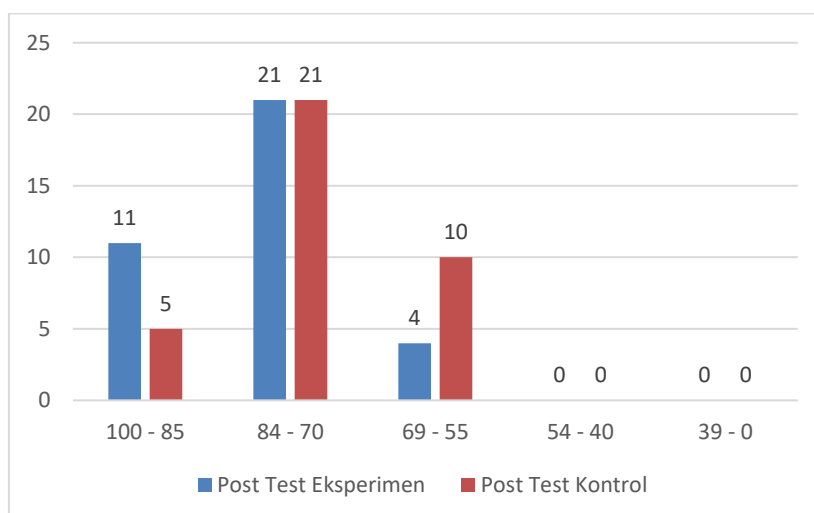

Figure 2. Frequency Comparison Diagram of Experiment Post-Test and Control Post-Test

Prerequisite and Hypothesis Test

Normality and homogeneity tests were conducted before hypothesis testing. All data groups were normally distributed (p > 0.05) and homogeneous based on Levene's test (p > 0.05).

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Table 7. Normality Test Results
Tests of Normality

	Class	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Student learning motivation	Experimental pre-test	.139	36	.075	.952	36	.125
	Experimental post-test	.135	36	.094	.946	36	.078
	Control pre-test	.146	36	.051	.946	36	.079
	Control post-test	.142	36	.062	.943	36	.061

Table 8. Homogeneity Test Results

Test of Homogeneity of Variance

		Levene Statistic	df 1	df2	Sig.
Student learning motivation	Based on the Mean	.192	3	140	.902
	Based on the Median	.141	3	140	.935
	Based on Median and with adjusted df	.141	3	135.623	.935
	Based on the trimmed mean	.187	3	140	.905

The paired-sample t-test showed a significant difference between the pretest and posttest in the experimental (p = 0.007) and control (p = 0.031) classes. These results indicate that the use of comic media of Muslim children's best friends statistically affects the increase in student learning motivation in PAI lessons.

Table 9. Results of the Student Learning Motivation T-test

Table 9. Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	Pretest – Posttest (Experiment)	-5.972	12.411	2.068	-10.171	-1.773	-2.887	35	.007
Pair 2	Pretest – Posttest (Control)	4.722	12.589	2.098	.463	8.982	2.251	35	.031

DISCUSSION

This study examines the effectiveness of using comic media Sahabat Anak Muslim to increase students' motivation in learning Islamic Religious Education (PAI). Based on the data from the pretest and posttest results in the experimental and control classes, it was found that there was a significant difference in learning motivation before and after the use of comic media, especially in the experimental class. This is reinforced by the results of the paired sample t-test, which shows significance ($p < 0.05$), so H_a is accepted.

Interpretation of Main Findings

The increase in the average score from the pretest to the posttest in the experimental class, from 77.22 to 77.78, indicates that comic media positively affects learning motivation. Although the increase seems small in numbers, this difference is statistically significant. Meanwhile, the control class also experienced an increase from 71.81 to 72.50, but the increase was not as significant as the experimental class. Thus, this finding supports the assumption that visual and narrative approaches such as comic media can provide elementary school students with stronger cognitive and affective stimulation (Chuang et al., 2021; Huang et al., 2021).

Comic media is important in increasing students' interest in PAI materials because comics contain visual elements, humour, and storylines close to students' daily lives. Comics as learning media are included in visual narrative media that have been proven effective in increasing student engagement and understanding, as stated in previous studies by (Putra, 2022; Rohmah et al., 2023).

Conformity with Theory and Previous Studies

This finding is in line with Keller's theory of learning motivation (ARCS Model), which states that attention and relevance factors are key in building learning motivation. Comic media meets these two elements: attracting students' attention with interesting visualizations and presenting material relevant to their daily lives.

This research is also reinforced by Mutmainnah's study (2021), which found that visual story-based media can improve understanding of religious and moral concepts in primary-age children. Similar things are also stated in international journals, such as by (Asmendri et al., 2024) in the International Journal of Instruction, which shows that narrative media in the context of religious education is effective for character building.

Comparison with Similar Research

Comparison with similar studies shows consistency of findings. The study by Zahra and Malik (2020) stated that students who learned with comic media obtained higher learning motivation scores than conventional methods. In addition, in applied research by (Alp Christ et al., 2022; Bunari et al., 2024; Fatimah et al., 2022; Maarif et al., 2025)at the elementary school level, it was found that comic media could facilitate the internalization of moral values in a more fun and impactful way.

However, the difference in local context is also important. This study was conducted at SDN Gondang, which has a learning environment with sufficient infrastructure support and PAI teachers who are active in learning innovation. This contributed to the success of the media implementation. Therefore, school contextual factors should also be considered when interpreting the results.

Theoretical and Practical Implications

This finding contributes to the development of PAI learning models based on visual-narrative media, especially comics. The findings enrich the understanding of the importance of educational media in building learners' intrinsic and extrinsic motivation and affirm the importance of learning media innovations that are contextual and adaptive to children's needs.

Practically, PAI teachers can use comic media as an alternative packaging for abstract teaching materials such as morals, worship, and social values. Comics allow the delivery of material in a concrete, contextual, and fun way without reducing the essence of the values conveyed.

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Limitations and Suggestions for Further Research

Although this study's results show the effectiveness of using comic media, some limitations need to be noted. First, the sample size was limited to two classes in one school, so generalising the findings to a broader population should be done cautiously. Second, the research approach still uses a purely quantitative design without deepening qualitative data about students' experiences and perceptions of the media used.

Further research is recommended to expand the sample range and use mixed methods to obtain a more comprehensive picture of the effect of comic media on students' cognitive, affective, and psychomotor dimensions. In addition, the development of digital-based interactive comic media is also worth exploring in the era of technology-based learning.

CONCLUSION

This study revealed an unexpected finding, namely the high effectiveness of Comic Media Sahabat Anak Muslim in increasing students' learning motivation in Islamic Religious Education subjects, especially the material of daily morals. This result was only identified significantly after the treatment process was carried out, where the increase in the average learning motivation in the experimental class showed not only a statistically significant difference but also a shift in students' perceptions of Islamic Education learning, which previously tended to be boring to be fun, interactive, and contextual.

In terms of scientific contribution, this research contributes a new perspective on the effectiveness of the narrative-visual approach in faith-based character education. The results of this study confirm several previous studies related to the effectiveness of visual media on increasing interest in learning but specifically strengthen the idea that the use of educational comics not only affects the cognitive domain but also has a positive impact on students' affective aspects, especially empathy and social care. Thus, this research expands the scope of PAI learning methodology, which has been dominated by the verbal-conventional approach, to a more creative and constructive direction.

However, this study also has limitations that need to be observed. Firstly, the study was only conducted in one public primary school in Mojokerto district with a limited sample, so the results must be generalized carefully. Secondly, the quantitative approach in this design did not reach deeper qualitative aspects, such as longitudinal changes in students' attitudes, emotions, and intrinsic motivation. Thirdly, there is no variation in the level of education in this study. Hence, the effectiveness of comic media at the junior or senior high school level still requires further study. Therefore, it is recommended that future studies involve a larger sample size, a wider range of locations, and a mixed methods approach to obtain a more comprehensive understanding that can be used as a basis for formulating more relevant and sustainable educational policies..

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