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Impact of Comic-Based Learning Media Using Storyboard That on Enhancing Student Academic Performance

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Abstract

This research examines how the use of learning media influences students' academic performance. A quasi-experimental design utilizing a quantitative approach was applied. The study utilized the Nonequivalent Control Group Design. The study involved two groups: an experimental class that utilized comic media created with Storyboard That, and a control class that followed traditional teaching methods for comparison. The study utilized a reliable and validated achievement test, administered as both a pretest and a posttest. The findings demonstrated a notable disparity in the learning outcomes between students in the experimental group and those in the control group, supported by a significance value (Sig. 2-tailed) of 0.023 ≤ 0.05. The average learning score in the experimental class increased significantly from 34.60 to 84.25, while the control class's average rose from 37.39 to 74.72. These findings demonstrate that the application of comic-based learning media using Storyboard That positively influences the improvement of students' learning outcomes.

Keywords: *Learning outcomes, Comics, Learning media, Storyboard That*

INTRODUCTION

Education plays a crucial role in human life with its function as a tool to support the attainment of a meaningful life and uphold human dignity. Through the educational process, individuals can develop insights and skills that enrich their lives and increase their appreciation of human values (Haryati et al., 2020; Lukman Ali & Muhammadong, 2022). Education can also be described as a conscious initiative to promote a learning environment that fosters the development of students' potential within students (Rochmat et al., 2024). However, the quality of education in Indonesia is currently deteriorating, partly because of a lack of motivation to learn among students. This requires teachers, as facilitators, to enhance the learning experience and create a superior future generation (Deril Sukma & Dyah, 2020). In the learning process, media plays a crucial role as a source of messages that can stimulate students' minds, emotions, and attention, thereby enhancing their involvement and learning outcomes (Wulandari et al., 2023).

The Merdeka curriculum also provides learning through project activities, allowing Teachers and learners to delve deeper into knowledge and engage in discussions on topics and issues using teaching media, combined with textbooks taught by educators (Mahmudah, 2022). Many educators today incorporate learning media into classroom activities because it helps them present teaching materials more effectively and interestingly.

Learning is an activity that has educational value and plays an important role in creating a relationship between teachers and students. This process is not merely the delivery of material, but also serves to develop understanding, skills, and attitudes that encourage the comprehensive progress of students (Qomariyah et al., 2022). In the learning process, media functions as an intermediary source of messages by receiving messages that will motivate students in the cognitive, emotional, concentration, and learning enthusiasm domains, so that they are motivated to actively participate and contribute fully to teaching and learning activities (Wulandari et al., 2023). Especially in teaching Islamic cultural history, deliberation or discussion is very much needed, because historical material covers events in ancient times that are difficult to visualize in the learning process (Marati, 2023). Therefore, to effectively convey Islamic cultural history

material to students, a visual representation is necessary, and the delivery must be engaging to ensure so that the material is easy for students to understand and the values it conveys (Atik Fauziah et al., 2023).

One of them is *the Storyboard That*-based comic media, which can facilitate the learning process in Islamic Cultural History. *Storyboard That* is a web-based comic creation tool founded by Aaron Sherman in 2012. It has since grown rapidly and is widely used for education, business, and visual communication (Arumugum, 2024). It contains a series or sequence of events in pictures, creating a coherent and concise story. This motivates students to take a more active role in learning activities, while improving their learning outcomes and results, and adding to their learning experience compared to learning only from printed books with verbal and confusing material.

Based on an interview with Mrs. Siti Noer Aisah, S.Pd.I., a SKI subject teacher at MTs Al-Khoiriyah Probolinggo, the learning outcomes of seventh-grade students were observed to be still low, with an average score of only 67 out of a minimum passing grade of 75. These low learning outcomes were due to a lack of variety in the learning media used. This condition shows the need for innovation in learning media that can help students understand SKI material in a more interesting and effective way. One alternative that can be applied is the use of comic media based on *Storyboard That,* because this media improves student engagement in the learning process and facilitates teachers' creative visualization of SKI content (Gunawan & Sujarwo, 2022).

Previous studies have shown that comic-based learning media effectively enhance students' academic performance. Hastik (2022) found that comics improved learning outcomes in Islamic Cultural History (SKI). Lawida (2022) identified Storyboard That as a digital platform that makes learning more interactive, and confirmed its ability to develop students' critical thinking skills. These findings indicate that both comic and digital media positively influence learning outcomes. However, research on integrating Storyboard That-based comics into SKI learning in Indonesian madrasahs remains scarce. Therefore, this study aims to fill that gap by examining its effectiveness in improving students' learning outcomes. The purpose of this study is to ascertain whether using comic learning materials based on Storyboard That has an impact on student learning outcomes. Theoretically, this research should contribute to the understanding of how well digital learning resources can raise student accomplishment. Practically speaking, the findings of this study should help teachers develop more engaging and creative learning materials to aid in the Merdeka Curriculum's adoption.

METHOD

The study used a quasi-experimental design and a quantitative methodology. method , which is an appropriate type of research in the context of education, aiming to test the causal relationship between variables without fully randomizing the research subjects (Arib et al., 2024; Hastjarjo, 2019). This research method uses *a Pretest-Posttest Control Group Design and Nonequivalent Control Group Design are nearly same. Nevertheless, neither the control group nor the experimental group is chosen at random from a particular population in this design. 18 students in class VIIa and 20 kids in class VIIb, for a total sample of 38 students, were selected from the population of seventh-grade pupils at MTs Al-Khoiriyah Probolinggo for the 2025–2026 academic year. Nonprobability sampling was used by the researcher to collect the sample. Every member of the population does not have an equal chance of being chosen for the sample when using nonprobability sampling.* Khaidir, et al (2024) saturated sampling, a strategy for selecting samples in which every member of the population is treated as a sample, was employed in this design. When the population is relatively tiny, this strategy is used (Sari & Ratmono, 2021).

The experimental group received instruction using Storyboard That, a comic-based learning medium, whereas conventional teaching techniques were employed by the control group. Both groups were given a pretest to measure their initial understanding before the treatment and a posttest afterward to assess their learning outcomes. The experimental class received one treatment session using Storyboard That-based comic media for 45 minutes, while the control class was taught using conventional methods through PowerPoint presentations and lectures. A learning outcome test that had been verified by subject matter experts and reliability tested prior to its use in the study served as the measurement instrument. The selection of classes as the experimental and control groups was carried out by considering differences in student

characteristics, initial abilities, and environmental factors, so that the research results could reflect real conditions in the field. The learning outcome data were analyzed quantitatively using IBM SPSS version 25. The data analysis procedure included tests for normality, homogeneity, and an independent sample t-test to determine whether there were significant differences in learning outcomes between the two groups. The findings from these analyses were then used to assess whether the use of Storyboard That as a comic-based learning medium had a significant effect on improving students' learning outcomes.

RESULTS

The purpose of this study was to evaluate how Storyboard That's comic-based learning resources affected students' academic performance. According to the analysis's findings, the experimental class's average learning accomplishment scores increased far more than those of the control group, which employed traditional teaching techniques.

Table 1. Average Scores of Grade VII Students

No	Class	Average Pretest	Posttest Average	Improvement
1	Experiment	34.60	84.25	49.65
2	Control	37.39	74.72	37.33

According to Table 1's data on seventh-grade students' average scores, the experimental class's average pretest score increased from 34.60 to 84.25, whereas the control class's grew from 37.39 to 74.72. Compared to the control class, which only had a 37.33 rise in student learning achievement, the experimental class saw a 49.65 increase. This demonstrates that the usage of Storyboard, a comic-based learning tool, was successful in raising student learning accomplishment when compared to traditional teaching techniques since it made the learning process more engaging, interactive, and simple to comprehend. Data analysis in this study was also done using descriptive analysis and prerequisite analysis testing, which will be explained below:

Descriptive Analysis

The experimental and control classes' pretest and posttest results were processed by computing the mean, standard deviation, minimum, and maximum values during the descriptive analysis phase. IBM SPSS version 25 was used to conduct this analysis.

Table 2. Test of Pre-test and Post-test Descriptive Statistics

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test_control	18	20	53	37.39	10.939
Posttest_control	18	53	93	74.72	12.828
Experimental pretest	20	20	53	34.60	10.226
Posttest_experiment	20	60	100	84.25	11.876
Valid N (listwise)	18				

It is known that the control class's pretest results showed a mean score of 37.39, a standard deviation of 10.939, a maximum score of 53, and a minimum score of 20. In contrast, the control class's posttest results revealed a mean score of 74.72, a standard deviation of 12.828, a maximum score of 88, and a minimum score of 53. The experimental class's pretest results revealed a mean score of 34.60, a standard deviation of 10.226; a maximum score of 53; and a minimum score of 20. In contrast, the experimental class's posttest results revealed a mean of 84.25, a mode of 80, a median of 83.50, a standard deviation, a maximum score of 100, and a minimum score of 60, *a mean* of 84.25, *a mode* of 80, *a median* of 83.50, and *a standard deviation* of 11.876. After completing the descriptive analysis stage, the research continued with normality and homogeneity tests to ensure that the data had a uniform variance and a normal distribution.

Analysis Prerequisite Testing

Normality Test

To find out if the study's data had a normal distribution pattern, the normality test was performed. In this study, the Shapiro-Wilk method, which works well with samples that have fewer than 50 items, was used to assess for data normality. Using IBM SPSS software version 25, the test was carried out with the following decision rule: the data is deemed to be non-normally distributed if the significance value (Sig.) is less than or equal to 0.05, and normally distributed if the Sig. value is greater than or equal to 0.05.

Table 3. Normality Test for the control class and experimental class

Tests of Normality

	Learning_Results	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Value	Control pretest	.156	18	.200*	.928	18	,179
	Post-test control	,152	18	,200*	,928	18	,177
	Experimental pretest	,151	20	,200*	.920	20	,097
	post-experiment	,169	20	,135	,912	20	0.070

Based on Table 3, regarding both control and experimental classes' normality tests show that the data is normally distributed because the control class's pretest significance value is 0.179, which is larger than or equal to 0.05. The pretest's significance value in the experimental class is 0.097, which is higher than 0.05 and suggests a normal distribution. The posttest data in both classes are likewise normally distributed, as seen by the control class's significance value of 0.177 and the experimental class's significance value of 0.70, both of which are greater than 0.05.

Based on these findings, it can be said that the pretest and posttest results for both the experimental and control classes meet the assumption of normal distribution, because all significance values are above 0.05.

Homogeneity Test

To find out if the variance of the data from the experimental and control groups was the same, the homogeneity test was used. IBM SPSS software version 25 was used to conduct the homogeneity test in this investigation. A significance value (Sig.) was used to determine if the data were homogeneous or non-homogeneous. If the Sig. was less than 0.05, the data were deemed non-homogeneous.

Table 4. Homogeneity Test for the control class and experimental class

No	Class	Sig. Value	
		Pretest	Posttest
1	Experiment	0.545 ≥ 0.05	0.670 ≥ 0.05
2	Control		

Based on Table 4 on the Homogeneity Test Results, it was found that in the *pretest* data for the experimental class and control class, the *significance* value seen in *the Mean* was 0.545 ≥ 0.05, so it can be concluded that the data was homogeneously distributed because the *significance* value was greater than 0.05. Furthermore, the post-test homogeneity test results show that the significance value in *Based on Mean* is 0.670 ≥ 0.05, which means that the data is also homogeneously distributed because the *significance* value is greater than 0.05.

From the test results, The pretest and posttest results from the experimental class and the control class both exhibit homogenous features and a normal distribution, it can be concluded. In these circumstances, the impact of Storyboard That comic-based instructional materials on student learning achievement can be assessed through additional statistical analysis utilizing an Independent Sample T-Test.

Hypothesis Testing

Hypothesis testing in this study is a A statistical analysis procedure is employed to ascertain whether the experimental class that uses Storyboard differs or has an impact. the control group, which use traditional teaching techniques, and the comic-based learning materials. IBM SPSS software version 25 was used for data analysis, and the following criteria were used for

decision-making: The null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted if the significance value (Sig.) ≤ 0.05, indicating a significant difference or effect; on the other hand, if the Sig. Value is ≥ 0.05, H_0 is accepted and H_1 is rejected, indicating no significant difference or effect.

The hypothesis test for pretest data aims to evaluate whether Before receiving therapy, pupils in the experimental and control groups had significantly different starting skill levels. Following the experimental class, the hypothesis test on posttest data is performed to determine whether the two classes' learning outcomes differ received treatment using *Storyboard That* comic-based learning media.

Table 5. Results of the Sig. (2-tailed) Hypothesis Test for the Experimental and Control Classes

No	Class	Sig. Value (2-tailed)	
		Pretest	Posttest
1	Experiment	0.422 ≥ 0.05	0.23 ≤ 0.05
2	Control		

A significance value (Sig. 2-tailed) of 0.422 ≥ 0.05 was obtained in the pretest for both classes, according to Table 5, which displays the results of the hypothesis test between the control class and the experimental class using the Independent Sample T-Test. This indicates that there is no discernible difference between the null hypothesis (H_0) and the alternative hypothesis (H_1), which is accepted and rejected, respectively initial abilities of students in both classes before the treatment is given.

However, in the posttest results, the analysis shows with a significance value (Sig. 2-tailed) of 0.023, or less than 0.05, indicating a significant difference between the learning outcomes of students in the experimental class and the control class, H_0 is rejected and H_1 is accepted. This demonstrates that the learning outcomes of the pupils in the experimental class and the control class differ significantly. Consequently, it can be said that using Storyboard to create comic-based learning materials significantly improves student learning outcomes.

DISCUSSION

The purpose of this study is to ascertain whether the experimental class and the control class significantly affect students' learning outcomes. Learning outcomes themselves are achievements obtained from the interaction regarding the process of teaching and learning, which are measured in the form of numbers or scores through the implementation of tests (Motoh, 2022; Purwaningsih, 2023). Empirically, there was an improvement in the experimental class, showing that students found it easier to understand the material when it was presented in a visual narrative form. The advantage *of Storyboard That*-based comics is that they present characters, settings, and storylines that clearly illustrate events in Islamic history, so that students not only read but also experience the learning process visually and emotionally (Mohamed, 2022).

The results of this study prove that H_0 is rejected and H_1 is accepted based on the post-test results, which indicate a Sig. (2-tailed) value = 0.023 ≤ 0.05. This difference was not only influenced by the use of Storyboard That as a learning medium, but also by students' higher engagement, motivation, and active participation during the learning process in the experimental class compared to the control class, which relied more on teacher-centered instruction. Thus, it can be said that using Storyboard to create comic-based learning materials significantly improves learning results. This finding supports the research(Rahmi Rasyidah, 2020)(Rahmi Rasyidah, 2020), which found that StoryboardThat is a useful tool for encouraging pupils' creativity when studying history. Hastik (2022) reported that comic media had a positive effect on students' learning activities in Islamic Cultural History (Ubaidillah, 2024). Theoretically, these results support Piaget's constructivist theory, which emphasizes that children actively engage with the learning environment and gain firsthand knowledge (Khotimah, 2022).

From the outcomes of observations during gaining knowledge, Students in the experimental class appeared more enthusiastic and active based on classroom observations, particularly in responding to questions, engaging in discussions, and expressing ideas during the learning activities. This was also reflected in their posttest results, where the average score increased significantly compared to the control class. This finding aligns with (Wati & Putri, 2025)

who found that comic-based learning media significantly increase students' motivation and engagement during lessons. The learning process in this study also became more enjoyable, meaningful, and contextual compared to conventional instruction. This shows that the *Storyboard That* comic media not only improves cognitive learning outcomes but also builds student interest and participation in SKI learning (Susilawati et al., 2024). *Storyboard That* is a digital platform designed to provide students with ample opportunities to express their creativity through the creation of easy and interesting comics (Sugiyanto & Ma'mun Hanif, 2022).

This study is novel since it makes use of *Storyboard That*-based digital media, which is rarely used in SKI learning in madrasahs, especially Madrasah Tsanawiyah Al-Khoiriyah Probolinggo. This media allows teachers to create their own educational comics according to the material needs, without limitations in terms of tools or drawing skills (Akbar, 2024). Therefore, the study's findings actually contribute to the advancement of learning media that uses technology, which is designed to meet the demands and challenges of the current digital era.

CONCLUSION

The utilization of comic-based learning materials utilizing Storyboard has a major impact on enhancing student learning outcomes, according to the research findings and debate. With a significant value (Sig. 2-tailed) of 0.023 < 0.05, hypothesis testing utilizing the Independent Sample T-Test on posttest data from the experimental and control classes supports this. Consequently, the alternative hypothesis (H_1) is accepted and the null hypothesis (H_0) is rejected, indicating that the use of comic-based learning materials employing Storyboard That plays a positive role in improving student learning achievement.

RECOMMENDATIONS

The author offers a number of recommendations based on the study's findings, such as the recommendation that educators use Storyboard That-based comic learning materials as a creative substitute for teaching Islamic Cultural History (SKI) since these materials have been shown to boost students' motivation and academic performance. Madrasahs are supposed to help teachers foster creative and contextual learning by offering training in the use of digital media. To increase knowledge of the efficacy of technology-based learning, more research is advised to look at how this digital comic media is used in different courses and to investigate how it affects students' affective and psychomotor elements media.

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