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Developing Webtoon-Based Comic Media To Support Religious Moderation: an Expert Validation Study

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ABSTRACT
This research aimed to analyze the level of validity of webtoon-based comic media as a supplement to religious moderation. The study was conducted because students' understanding of religious moderation was still at a sufficient level and available learning media had not specifically transformed moderation values into accessible digital narratives. This research is a Research and Development (R&D) research using the ADDIE model. The validators in this research were 10 experts consisting of 4 lecturers and 6 teachers. Data were obtained through validation sheets given to experts and analyzed by using the percentage formula. The comic media was assessed from five aspects, in which the results of each aspect were: 1) the content component aspect obtained a percentage of 92.7% with a very valid category; 2) the language component aspect obtained a percentage of 89.3% with a very valid category; 3) the presentation component aspect obtained a percentage of 96% with a very valid category; 4) the graphical component aspect obtained a percentage of 94.9% with a very valid category; and 5) the program component aspect obtained a percentage of 92.8% with a very valid category. Of the five aspects, it was obtained an average percentage of 93.1% with a very valid category. Therefore, it can be concluded that the webtoon-based comic media are declared valid by experts and can be implemented in the field. The contribution of this research is the provision of an expert-validated digital comic supplement that integrates daily-life cases, prophetic examples, and Qur'anic support to strengthen religious moderation learning.

INTRODUCTION

An understanding of religious moderation is an understanding that must be mastered by all individuals, especially in Indonesia. This is important because Indonesia is a country that has a lot of ethnic, racial, and religious diversity (Fadlil Munawwar Manshur, 2020). A good understanding of moderation will make individuals able to be tolerant to a whole group (Akhmadi, 2019). The development of technology has reduced the understanding of religious moderation, this is evidenced

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by many people berating ulama; social media is used as an arena to bully religion, ethnicity, race and so on. (Makrubin, 2021); (Tulungangung et al., 2021). This is also evidenced in a research by (Syatar et al., 2020) that during the covid-19 pandemic, individual understanding of religious moderation is very critical because many people prioritize personal interests over the safety of the people. Furthermore, (Erviana & Fatmawati, 2018) also revealed that students' tolerance when their friends are conducting prayer is faded, besides it is also revealed that students' and teachers' understanding of multicultural education is still low even though multicultural education is an education that could shape a person's character or tolerance.

Based on the survey results via Google Forms, students' understanding of moderation was in the sufficient category, with a percentage of 77.61%. Various efforts made by teachers to improve students' understanding include the use of audio, visual, audiovisual, and photography media. However, the learning media used had not been able to optimally improve students' understanding. Therefore, it is necessary to develop learning media that can support students' understanding of religious moderation through a form that is familiar, attractive, and accessible for students. Previous studies have shown that comic media can improve students' understanding and learning outcomes. Ntobuo et al. (2018), for example, found that comic learning media were effective in increasing students' understanding, with students' mastery assessment reaching 87.37% in a very good category. Maryani and Amalia (2018) also showed that science comic learning media were effective in improving elementary school students' understanding, with a significance value of <= 0.05. Other studies have discussed digital comics, android-based comics, and multimedia learning media in various subject areas (Hidayah et al., 2017; Rahayu & Kuswanto, 2020; Sari et al., 2019).

Nevertheless, the research gap is not only related to the use of comics as learning media, but also to the specific content and digital format needed for religious moderation education. Most previous studies focused on science, physics, accounting, Arabic, or general reading interest, while the development of webtoon-based digital media that specifically packages religious moderation values into narrative, visual, and contextual daily-life stories remains limited. At the time of the needs analysis and initial design, there was no webtoon-based digital media available in the target schools that specifically served as a supplement for religious moderation and had been validated by experts from content, language, presentation, graphical, and program aspects.

Understanding the problems and the research gap described above, the researchers were interested in developing webtoon-based online comics as a supplement to religious moderation. The novelty of this research lies in the development of six interrelated themes in online comics whose stories are related to daily life, the story of Prophet Muhammad PBUH, and Qur'anic verses to strengthen the learning materials. Online comics that are declared valid can then be implemented in the field as learning media that support students' understanding and internalization of religious moderation

METHODS

This research is a Research and Development (R&D) study using the ADDIE model (Analysis, Design, Development, Implementation, Evaluation) (Branch, 2009). The first stage carried out by the researchers was conducting a needs analysis. The needs analysis showed that 98.91% of teachers and 93.50% of students were interested in being assisted by comic media as learning media. The second stage was designing comic learning media that matched religious moderation material and could be adjusted to the curriculum. The third stage was obtaining validation from 10 experts consisting of 4 lecturers and 6 teachers. The fourth stage, after the media was declared valid by the validators, was conducting a try-out to determine the practicality of the developed online comics. The

last stage, after the media was declared valid and practical, was conducting an evaluation to determine the effectiveness of the comic media.

This article focuses on the results of expert validation. Data were obtained through validation sheets and analyzed by using the percentage formula (Febliza & Zul Afdal, 2015). The validation sheet used a five-point Likert scale for every indicator: 5 = very good/very appropriate, 4 = good/appropriate, 3 = fairly good/fairly appropriate, 2 = poor/less appropriate, and 1 = very poor/not appropriate. The validation instrument consisted of 29 indicators distributed across five aspects: content component (6 indicators), language component (6 indicators), presentation component (5 indicators), graphical component (7 indicators), and program component (5 indicators).

For each indicator, the score given by the 10 validators was summed and divided by the maximum possible score. Because each indicator was scored by 10 validators using a five-point scale, the maximum score for each indicator was 50. The score for each aspect was obtained by dividing the total obtained score by the total maximum score for that aspect and then converting it into a percentage. The formula used was as follows:

$$\text{Validity Percentage} = (\text{Total Obtained Score} / \text{Maximum Score}) \times 100\%$$

The percentage results were then categorized based on the level of validity. Table 1 presents the criteria for the validity of webtoon-based comic media.

Table 1. Criteria for Validity of Online Comics

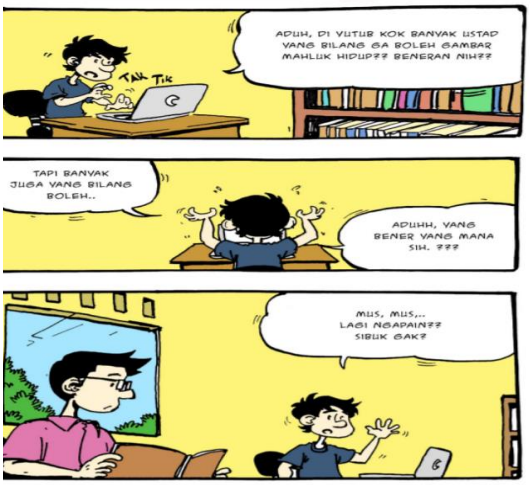
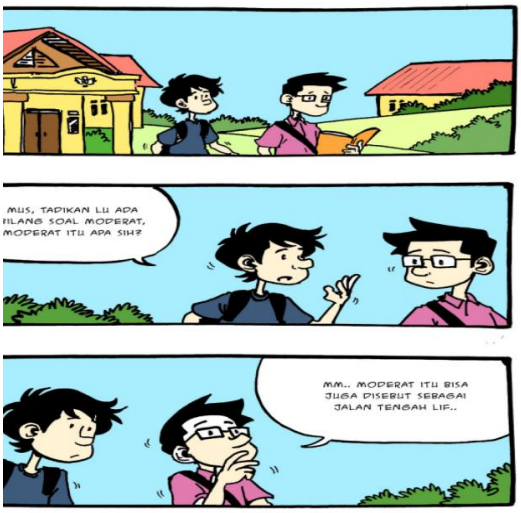
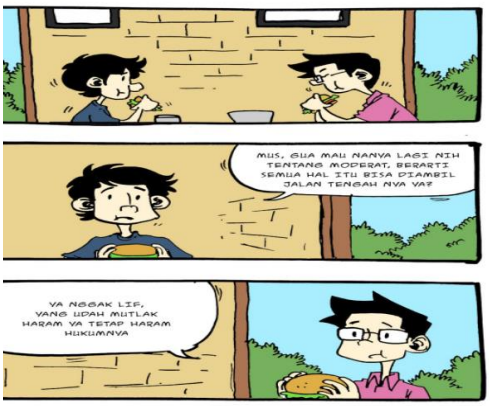
Percentage	Criteria
85.01%-100%	Very valid, can be used without revision.
70.01%-85%	Fairly valid, can be used with minor revisions.
50.01%-70%	Less valid, it is recommended not to use it because it needs major revision.
0.10%-50%	Invalid, cannot be used.

The learning media that the researchers have developed can be declared valid if it meets the criteria of 85.01%-100%. If the percentage is below the predetermined percentage, it needs to be revised according to experts' advice.

RESULTS & DISCUSSION

Table 2 presents a description of the appearance and characteristics of the webtoon-based online comic media that the researchers have developed.

Table 2. The Developed Online Comic Designs

No	The Developed Online Comic Images	Notes
1		The theme raised/ promoted in the online comics is the problem of drawing the living beings. In addition, the material in this theme is also equipped/ completed with the law origins of drawing the living beings- and at the end of the story a middle path regarding drawing the living beings is presented.
2		The theme raised in the image beside is about moderation explanation. Moderation explanation is associated with the law story of drawing the living beings. This is intended for the readers to understand the concept of moderation.
3		The theme raised/ promoted in the image beside is about examples of taking the middle path. In the material, it is explained which examples of objects that can be taken with the middle path and which examples of objects that are still forbidden in Islam. The material in the comics also explains examples of the disadvantages of collecting objects that are said to be haram.

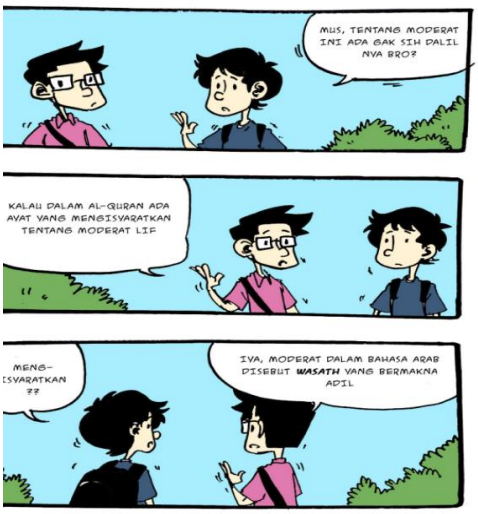
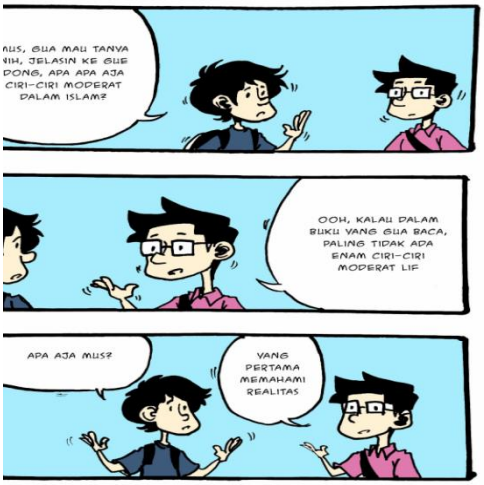
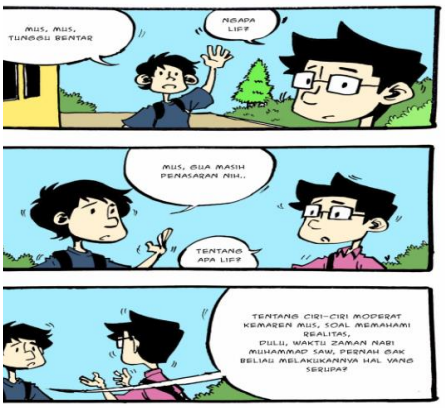
No	The Developed Online Comic Images	Notes
4		The theme raised/ promoted in the image beside is about the argument about moderation in Qur'an. In addition, the online comics also explain what moderation is in Arabic.
5		The theme raised/ promoted in the image beside is about the characteristics of moderation in Islam. Furthermore, the material in these online comics provides real examples in everyday life so that readers can understand the material more easily.
6		The theme raised/ promoted in the image beside is about the example of moderation attitude. The story raised is associated with the story of Prophet Muhammad PBUH at the time of *fathu* Mecca.

Table 2 informs that the android-based online comics that the researchers developed consisted of 6 interrelated themes. In which each theme presented an interesting story and provided examples and current problems. After the android-based online comics were developed, the next step was to submit the android-based online comic media to the experts for assessment. Android-based online comics were validated by 10 experts consisting of 6 teacher experts and 4 lecturer experts. The validation results are presented in table 3-8.

Table 3. Results of Validation by Experts on the Content Component Aspect

No	Assessed aspect	Percentage (%)	Category
1	"The comics presented include the Moderation Supplement material contained in the demands of the 2013 curriculum"	86%	"Very Valid"
2	"The comics include Moderation Supplement material proportionately"	90%	"Very Valid"
3	"There is information on the latest Moderation Supplement material from the Comics presented"	94%	"Very Valid"
4	"The pictures, diagrams, and illustrations presented in the comics are in accordance with the material and reality to improve students' understanding of moderation"	92%	"Very Valid"
5	"The descriptions and case examples presented in the comics encourage students to learn more about moderation supplement material"	96%	"Very Valid"
6	"The use of images/animations makes it easier to understand the abstract/taboo concept of moderation"	98%	"Very Valid"
	Average	**92.7%**	**"Very Valid"**

Table 3 informs that all assessment items in the content component aspect have met the very valid criteria. The overall average in the content component aspect obtained a percentage of 92.7% with a very valid category. This means that the Android-based online comics learning media developed have fulfilled several conditions, namely the material developed in online comics included moderation supplement material contained in the 2013 curriculum; the material presented included proportional moderation supplements, the material presented the latest information; the images used were in accordance both with the material and reality, also used appropriate examples, the images used could help increasing readers' understanding. In addition to the content component aspect, another aspect that was assessed to measure the level of validity of android-based online comics was the language component aspect.

Table 4 Results of Validation by Experts on the Language Component Aspect"

No	Assessed aspect	Percentage (%)	Category
1	"The language used has the right sentence structure."	92%	"Very Valid"
2	"The language used is able to provide a good understanding of moderation"	94%	"Very Valid"
3	"The language used is in accordance with the intellectual development of students."	86%	"Very Valid"
4	"The language used is in accordance with the level of students' emotional development"	88%	"Very Valid"
5	"The language used has the ability to motivate students"	90%	"Very Valid"
6	"The language used has proper grammar and spelling"	86%	"Very Valid"
	Average	**89.3%**	**"Very Valid"**

Table 4 informs that in measuring the language component aspect there are 6 items that were assessed. In which the percentage of validation results obtained was 92%; 94%; 86%; 88%; 90%; 86% respectively. From the average of the 6 items, the percentage of the language component aspect was 89.3% with a very valid category. That is, the language component aspect has been declared valid by the experts. Furthermore, table 5 presents the validation results on the presentation component aspect.

Table 5. Results of Validation by Experts on the Presentation Component Aspect"

No	Assessed aspect	Percentage (%)	Category
1	The presentation system in each material is interesting	96%	"Very Valid"
2	The presentation of story concepts in the comics is presented in a sequential and systematic way	98%	"Very Valid"
3	There are examples of phenomena (stories) in society that can help strengthen students' understanding of moderation	96%	"Very Valid"
4	There are questions that can train the ability to understand and apply moderation in real life	92%	"Very Valid"
5	The delivery of messages between one theme and another reflects the coherence and relevance of the content	98%	"Very Valid"
	Average	96%	"Very Valid"

Table 5 informs that the presentation component aspect was assessed based on 5 items, where the result on the first item obtained an average of 96%. Item 2 obtained an average of 98%. Item 3 obtained an average of 96%. Item 4 obtained an average of 92%. Last but not least, item 5 obtained an average of 98%. Thus, from the 5 items assessed, an average percentage of 96% was obtained with a very valid category. That is, in the presentation component aspect, experts have declared that android-based online comics are valid. Furthermore, table 6 presents the results of validation by experts on the graphical component aspect.

Table 6. Results of Validation by Experts on the Graphical Components Aspect

No	Rated aspect	Percentage (%)	Category
1	"Selection of the size of online comics can be adjusted on the display of a laptop or PC or android	92%	"Very Valid"
2	The attractiveness of online comic designs	96%	"Very Valid"
3	Displays a good center point	98%	"Very Valid"
4	Has Consistent menu structure	96%	"Very Valid"
5	Appropriate use of color, text and background design	92%	"Very Valid"
6	The text in the comic can be read clearly	94%	"Very Valid"
7	The appearance of online comics has different characteristics from other comics	96%	"Very Valid"
	Average	94.9%	"Very Valid"

Table 6 informs that the graphic component aspect was assessed based on 7 items. Item 1 obtained an average percentage of 92%; item 2 obtained an average of 96%; item 3 obtained an

average percentage of 98%; item 4 obtained an average percentage of 96%; item 5 obtained a percentage of 92%; item 6 obtained an average percentage of 94%; and in item 7 obtained an average percentage of 96%. Of the seven items, the average percentage on the graphical component aspect was 94.9% with a very valid category. Furthermore, table 7 presents the results of the validation on the program component aspect.

Table 7. Results of Validation by Experts on the Program Component Aspect"

No	Rated aspect	Percentage (%)	Category
1	"Online comics are easy to operate by readers/ users	96%	"Very Valid"
2	"Ease of contacting the contact person when you need information"	86%	"Very Valid"
3	"The accuracy of the function of buttons and menus with the desired purpose"	94%	"Very Valid"
4	"Online comics can be opened in all browsers well"	94%	"Very Valid"
5	"The speed of opening comic files online in the program is good"	94%	"Very Valid"
	Average	92.8%	"Very Valid"

Table 7 informs that to assess the program component aspect, the online comics were reviewed from 5 items. By which the first item, namely the ease of operating/ running the comics, obtained an average percentage of 96%. In the item of the ease of contacting a contact person, obtained an average percentage of 86%. In the item of the accuracy of button and menu functions, obtained an average percentage of 94%. In the items of the ease of accessing media, obtained an average percentage of 94% and in the item of the speed of opening files in the program, obtained an average percentage of 94%. From the average percentage of the five items, the percentage in the program component aspect obtained was 92.8% with a very valid category. That is, in the program component aspect, the experts also declared that the online comic media are valid. Based on the description of the validation results that has been presented, the overall results of the experts validation on all aspects can be seen in table 8.

Table 8. Results of Validation by Experts on All Aspects

No	Aspect	Percentage (%)	Category
1	Content Component	92.7%	"Very Valid"
2	Language Component	89.3%	"Very Valid"
3	Presentation Component	96%	"Very Valid"
4	Graphical Component	94.9%	"Very Valid"
5	Program Component	92.8%	"Very Valid"
	Average	93.1%	"Very Valid"

Table 8 informs that the average percentage of the five aspects, namely content, language, presentation, graphical, and program components, was 93.1% with a very valid category. Based on these results, it can be concluded that the webtoon-based online comic media have been declared valid by experts so that they can be continued to the implementation and evaluation stages.

The highest validation result was found in the presentation component, with a percentage of 96%. This indicates that experts considered the sequence of story concepts, coherence between themes, use of social phenomena, and integration of practice questions as the strongest elements of the media. The graphical component was the second highest, with a percentage of 94.9%, showing that the design, center point, menu consistency, color selection, readability, and distinctive display

supported the attractiveness of the webtoon format. The lowest aspect was the language component, with a percentage of 89.3%, although it was still in the very valid category. This relatively lower score suggests that minor refinement was still needed in sentence simplicity, grammar, spelling, and the adjustment of language to students' intellectual and emotional development. In the program component, the lowest indicator was the ease of contacting the contact person (86%), which indicates the need to strengthen technical guidance and user support information.

DISCUSSION

The results of the analysis showed that the webtoon-based online comic learning media were declared valid by 10 experts consisting of 6 teacher experts and 4 lecturer experts. A summary of the expert validation results is presented in Table 9.

Table 9. Summary of Expert Validation Results by Aspect

No	Aspect	Percentage (%)	Category	Interpretation
1	Content Component	92.7%	Very Valid	The material is relevant to curriculum demands, moderation content, examples, and illustrations.
2	Language Component	89.3%	Very Valid	The language is understandable, motivating, and mostly appropriate to students' development.
3	Presentation Component	96%	Very Valid	The strongest aspect; the story sequence, coherence, phenomena, and questions are well organized.
4	Graphical Component	94.9%	Very Valid	The visual design, menu consistency, readability, and display characteristics are attractive.
5	Program Component	92.8%	Very Valid	The media are easy to operate, accessible through browsers, and technically functional.
	Average	93.1%	Very Valid	The webtoon-based comic media are valid for further implementation.

The average validation result of 93.1% indicates that the media have met the criteria of very valid. This finding is in line with Bashooir and Supahar (2018), who stated that product development must involve expert validation so that the product quality can be examined more comprehensively. Lyn in Palma et al. (2021) also revealed that the minimum number of validators in developing a product is three experts. Furthermore, Rahayu and Kuswanto (2020) explain that evaluating online comics requires assessment of several aspects, including content quality, language, visual appearance, image display, and ease of use. Sari et al. (2019) also revealed that android-based comics are valid if the percentage result is >= 60.01%.

The first aspect assessed by the experts was the content component. The content component consisted of six items: the suitability of the material with the 2013 curriculum (86%), proportional presentation of material (90%), suitability of information with the latest moderation material (94%), suitability of pictures, diagrams, and illustrations with the material and reality (92%), suitability of descriptions and case examples (96%), and the suitability of images or animations in explaining abstract concepts (98%). The average score for the content component was 92.7%. This result is in line with Lestari et al. (2018), who state that learning materials must be in accordance with the demands of the applicable curriculum. Siddiq et al. (2020) also reveal that images or animation in a medium help students understand abstract concepts. In addition, F. A. Sari et al. (2019) emphasize that information conveyed through media must be in accordance with scientific facts and the truth of science so that misconceptions do not occur.

The second aspect is the language component. The assessment of the language component was based on 6 items, namely in the aspects of the language used has the right sentence structure, a percentage of 92% was obtained; the language used is able to provide a good understanding of moderation, a percentage of 94% was obtained; the language used in accordance with the intellectual development of students, a percentage of 86% was obtained; the language used is in accordance with the level of students' emotional development, a percentage of 88% was obtained; the language used is able to raise/ encourage students' motivational abilities, a percentage of 90% was obtained; and the language used has the right language and spelling a percentage of 86% was obtained. From the average of the six aspects, the percentage in the language component aspect was 89.3% with a very valid category. These results are in line with (Paramita et al., 2019) which reveal that in developing a material in learning media, it is necessary to pay attention to the use of language, in which the language used should not cause multiple interpretations by the user/ reader. Furthermore, (Ulfah & Jumaiyah, 2018) support this in their research, that developing a material in learning media must use communicative language so that users/ readers can understand the meaning and instructions of the product being developed. Furthermore, (Saswulan et al., 2020) reveal that in developing material in learning media it is necessary to consider the suitability of language with students' thinking levels. If the language used is good, it will have an impact on better students' understanding (Nurdyansyah et al., 2018).

The third aspect is presentation component. The presentation component was assessed based on 5 items, namely attractive presentation system item, in which a percentage of 96% was obtained with a very valid category. Sequential and systematic way of presenting story concepts in the comic item obtained a percentage of 98%. Presentation examples help improving students' understanding item obtained a percentage of 96%. Questions percentage can train students' understanding item obtained a percentage of 92%; and message delivery percentage between one theme and another reflecting the coherence and relevance of the content item obtained a percentage of 98%. From the average of 5 items, the percentage in the presentation component aspect was 96% with a very valid category. These results are in line with Amelia, (2018) that assessing a product must consider the presentation aspect. An attractive appearance on a media will make users interested in reading the media presented. Furthermore, Aulia et al., (2020) reveal that conveying a material in learning media must be coherent, from easy material to difficult material. Furthermore, Arsanti, (2018) also reveal that in developing a material, one must include examples that can improve students' understanding of the material and provide practice questions as evaluations to train students' understanding. Presentation of media that is attractive and in accordance with the criteria will affect students' reading interest (Arif et al., 2022; Handayani & Koeswanti, 2020).

The fourth aspect is the graphical component aspect. The graphical component was assessed based on 7 items, the first is the selection of the size of the comic that can be adjusted on the laptop or PC and android display, in which a percentage of 92% was obtained. Meanwhile, items of the

percentage of attractiveness of online comic design obtained a percentage of 96% and the comics showing the center of view obtained a percentage of 98%. Furthermore, in the items of consistency of the menu presented obtained a percentage of 96% and suitability for the use of writing color and background design obtained a percentage of 92%. Lastly, in the item of the clear readability of the comics obtained a percentage of 94%, the online comic display obtained percentage of 94%, the distinctive characteristics with other comics obtained a percentage of 96%. Of the seven items, the percentage on the graphical component aspect was 94, 9% with very valid category. These results are in line with (Abrori & Adhani, 2019) that in developing a comic, one must consider the size of the comic that is created, the ideal comic size that can be accessed on Android is 20cmx20cm. Furthermore, (Amini & Damayanti, 2021) also reveal that in developing digital comics, one must be consistent with the selection of images/buttons, placement of images/buttons, and the size of images/buttons so as not to confuse readers in accessing the media. Good media is media that has easy access without having to have special skills in accessing the media (Arif, 2018; Rachmadtullah et al., 2018). Furthermore, Taufina & Chandra, (2018) also reveal that in developing learning media the choice of background color or writing is an important aspect that needs to be considered, because choosing the right color will make users more motivated to read or view the developed media. These considerations can be used as a reference for further researchers in developing learning media.

The fifth aspect is the program component aspect. This aspect was assessed based on 5 items. The first is the ease of use of online comics, in which it obtained a percentage of 96%. Second, the ease of contacting a contact person [related to the comics] obtained a percentage of 86%. Then, the items of the accuracy of button and menu functions with the desired goal obtained a percentage of 94% while the accessibility of the comics in all browsers item obtained a percentage of 94%. And, lastly, the item of speed of opening files obtained a percentage of 94%. From the 5 items, the percentage of the program component aspect was 92.8% with a very valid category. These results are also in line with Hidayah et al., (2017) whose research results in the programming aspect obtained a percentage of 86.67% with a very valid category. According to Rachmadtullah et al., (2018) good media is media that has easy access to it without having special skills in accessing the media. In line with that Hartiyani & Ghufron, (2020) reveal that the use of buttons in a learning media must be consistent both in terms of size and placement. In addition, the accuracy of the function of the buttons that are made must be in accordance with their function-ability. For example, when the user wants to go to the previous page, the button will also go to the previous page. Furthermore, (Astuti et al., 2018) also revealed that in developing learning media, it would be nice if it is accessible via android or PC, because for users who do not have a laptop, they can access the learning media through Android.

CONCLUSION

Based on the results and discussion, the webtoon-based online comic media were declared valid by the experts. The results of expert assessment in five aspects showed that the content component obtained 92.7% with a very valid category, the language component obtained 89.3% with a very valid category, the presentation component obtained 96% with a very valid category, the graphical component obtained 94.9% with a very valid category, and the program component obtained 92.8% with a very valid category. Of the five aspects, the average percentage was 93.1% with a very valid category. Therefore, it can be concluded that the webtoon-based comic media are valid and can be implemented in the field as a supplement to religious moderation learning.

The implication of this research is that teachers can use webtoon-based comic media as an alternative digital supplement to introduce religious moderation in a more contextual, visual, and student-friendly way. The media can help students connect moderation values with daily-life situations, prophetic examples, and Qur'anic support. For schools, this media can enrich learning

resources related to character education, tolerance, and multicultural awareness. For media developers, the validation results show that presentation, visual design, content accuracy, and accessibility must be developed together so that digital media can support both learning engagement and value internalization.

This research has several limitations. First, this article focuses on expert validation and has not yet reported the full results of practicality and effectiveness testing. Second, the validation involved 10 experts, so broader expert involvement from different institutional backgrounds may provide more varied feedback. Third, the product was developed based on the needs of a particular educational context, so implementation in other schools may require content, language, or technical adaptation. Future research is recommended to test the practicality of the media with teachers and students, measure its effectiveness in improving students' understanding and internalization of religious moderation, compare the webtoon media with other digital learning media, and examine long-term changes in students' tolerance, anti-violence attitudes, and appreciation of diversity.

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