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Islamic School Students' Online Proselytizing Skills Enhancement through Graphic Design Learning

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Abstract: *Islamic online proselytizing (e-dakwah) is the utilization of digital technology for motivating people to goodness based on Islamic principles, Al Qur'an and As-Sunnah. This study aims to implement a graphic design learning technology to improve students' skills in e-dakwah, where all Muslims are obliged to carry out this virtue. The educators conducted the learning program at SMK-IT Ibnul Qayyim Islamic School (IQIS) of Makassar. The Analyze, State, Select, Utilize, Require, dan Evaluate (ASSURE) model is adopted to ensure that the learning activity is well-planned, effective, and achieves its objectives. The students' outcomes are expected to understand knowledge of graphic design and be able to create Islamic content using free apps via smartphones. They learned through a combination of lectures, demonstrations, and hands-on activities. Furthermore, the educators evaluate the learning process using multi-assessment techniques such as the pre-test, post-test model, and practical test. For the hands-on practice, the educators present it through a graphic design competition. The assessment instruments are designed based on lower-order thinking skills (LOTS) and higher-order thinking skills (HOTS) levels in Bloom's revised taxonomy. The research findings indicate a significant improvement in the students' skills quality. This achievement is expected to inspire students' creativity, prepare them to become Muslims with the spirit of inviting goodness, and limit unnecessary smartphone activities.*

Abstrak: Dakwah Islami secara daring atau disebut juga dengan e-dakwah adalah pemanfaatan teknologi digital untuk memotivasi manusia pada kebaikan berdasarkan prinsip-prinsip Islam, Al Qur'an dan As-Sunnah. Penelitian ini bertujuan untuk mengimplementasikan pembelajaran teknologi desain grafis untuk meningkatkan keterampilan siswa dalam berdakwah, dimana seluruh umat Islam wajib melaksanakan kebajikan tersebut. Program pembelajaran dilakukan di SMK-IT Ibnul Qayyim Islamic School (IQIS) Makassar. Pendidik mengadopsi model Analyze, State, Select, Utilize, Require, dan Evaluate (ASSURE) untuk memastikan bahwa kegiatan pembelajaran terencana dengan baik, efektif, dan mencapai tujuan. Luaran peserta diharapkan memahami ilmu desain grafis dan mampu membuat konten islami menggunakan aplikasi gratis melalui smartphone. Peserta belajar melalui kombinasi ceramah, demonstrasi, dan kegiatan langsung. Selanjutnya pendidik mengevaluasi proses pembelajaran dengan teknik multi assessment yaitu melalui pre-test, post-test dan praktek. Untuk praktek, pendidik menyajikan dalam bentuk kompetisi desain grafis. Instrumen-instrumen assessment di desain berdasarkan level lower order thinking skills (LOTS) dan higher order thinking skills (HOTS) dalam taksonomi Bloom yang direvisi. Hasil penelitian menunjukkan peningkatan yang signifikan pada kualitas

keterampilan siswa. Pencapaian ini diharapkan dapat menginspirasi kreativitas siswa dan menyiapkan mereka menjadi muslim yang semangat mengajak kearah kebaikan, sekaligus membatasi aktivitas smartphone yang tidak perlu.

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INTRODUCTION

In this digital era, online platforms have become powerful tools for disseminating ideas and messages (Saleh et al., 2022). Muslim communities could take this advantage to spread and broadcast Islam through social media. Proselytizing (or dakwah) is an activity to motivate others to follow the Islamic path based on Al Qur'an and As-Sunnah through media such as speech, printed writing, painting, audio recording, video, or moral action (Abdullah, 2019). Ibnul Qayyim Islamic Foundation was established with the aims of dakwah through formal education. The institution realizes this opportunity and makes endeavors to enhance students' competencies. One of the crucial competencies is how to design digital content for proselytizing online. It is a reason why graphic design learning can play a role. Digitization of dakwah through visual format offers a new appearance in preaching on social media and an alternative strategy to divert internet users' attention to hoaxes and disinformation that are difficult to filter (Wibowo, 2020). Good digital dakwah design is not just about being beautiful and looking good. Moreover, it is a design where the content can be clearly understood, attractive, and engage readers' attention without ignoring Islamic principles. Graphic design is an applied form of painting/image in which visual elements such as illustrations, photographs, typefaces, and lines are freely selected, created, or placed on a surface by a designer to convey a message. Graphic design skills can be utilized to create digital content (Kusnawan et al., 2022). There are many applications of graphic design for desktop or mobile, paid or free. Adobe Photoshop is the most popular graphics design application. Based on preliminary observation, IQIS students use adobe photoshop applications in their computer laboratory. Adobe Photoshop for desktop has many features for manipulating photos, images, and documents, high-quality designs, giving cool writing effects, and more. However, it is difficult to use, especially for beginners, and expensive. The application requires high computer specifications, either. Therefore, the student with a computer standard could not practice at home. From the interviews of several students, all of them have smartphones.

This situation motivated us as educators to organize learning towards improving content design skills. We recommend mobile graphic design applications as an alternative problem solution, which are free, easy, and available in the App Store or Play Store. Students are encouraged to utilize their smartphones to learn new design skills to enrich their knowledge. Moreover, this learning is expected to minimize using smartphones for unuseful activities. The participants are expected to understand the basic knowledge of graphic design and improve their ability to create dakwah content via smartphones. These skills will support participants' creativity to become Muslims with the spirit of inviting people to goodness. Utilization of this skill is also used for creating a website design (Nurdin et al., 2022), learning videos (Fadhli et al., 2022), product promotion (Fuwa et al., 2022), edutainment (Desrina, 2021), illustration books (Junaedi et al., 2021), etc. In this research, we explore the potential of graphic design learning as a tool for enhancing online proselytizing skills and examine the current state of Islamic online proselytizing and the gaps that exist in the existing techniques. To assess the students' competencies in graphic design, we employ Bloom's Taxonomy as a framework for measuring their achievement levels. To ensure a comprehensive evaluation, we designed two types of assessments: questionnaire and practical exercises through design competition. The questionnaire will gauge

students' understanding of graphic design's theoretical concepts and principles for online proselytizing. These will include questions that align with various cognitive levels of Bloom's Taxonomy. By employing this approach, we aim to assess the student's grasp of the underlying theories and their ability to implement them effectively in the context of dakwah content design. In addition to the questionnaire, the competition was held to evaluate students' practical skills in creating dakwah content using mobile graphic design applications. These exercises will require students to demonstrate their ability to apply the concepts and techniques they have learned in real-world scenarios. Through hands-on practice, we can assess their competencies in areas of knowledge such as visual composition, typography, color theory, and adherence to Islamic principles while designing the content.

The results of previous research that are relevant to this research are as follows; research conducted by Burhanuddin et al. (2022) showed that the students were able to design their dakwah content by paying attention to the alignment of the visualization with the dakwah message being conveyed. Lubis et al. (2022) stated that graphic design knowledge is a way to increase creativity in designing messages or content for proselytizing that can broadcast Islamic teachings and Muhammadiyah values in the digital era. Kusnawan et al. (2022) concluded that graphic design training attracts participants' interest and produces works of sufficient quality and value in actualizing dakwah in the Industrial Revolution 4.0 Era.

METHOD

We conducted the learning activity at SMKIT IQIS of Makassar. The founder established it in 2021 with the subject of software engineering. We involved all the students as participants and adopt ASSURE (Smaldino et al., 2019) learning model as shown in Figure 1. The ASSURE model is a reference for planning systematic teaching by integrating technology and media to create more effective and meaningful learning.

Figure 1. ASSURE learning model

Stage 1: Analyze Learners

In this first stage, the educators identify and analyze students' characteristics, standard competencies, and learning styles. From the preliminary study, the educators found that IQIS students have basic knowledge of Adobe Photoshop for desktops. However, it is difficult to use, especially for beginners, and requires high computer specifications. Therefore, students who have computer standards cannot practice at home. This application is not free, either. From the results of interviews

with several students, they have smartphones. This fact opens an opportunity to utilize it for graphic design. Numerous applications are available to exploit graphic design tasks such as editing photos, creating vector graphics, and painting beautiful portraits through the smartphone. A few applications support many functions, and others focus on particular subjects.

One study differentiated learning styles into four (Wiedarti, 2018): Visual, Aural, Read/write and Kinesthetic (VARK). The other studies implied that most learners have multimodal learning styles like the integration of visual and kinesthetic, etc. (Khongpit et al., 2018; Putri et al., 2020). Hence, educators designed the learning curriculum by combining presentations, video demonstrations, and hands-on activities.

Stage 2: State Objectives

The second stage is specifying the learning objectives. The educators set the goal of this research based on the preliminary study. This study aims to improve students' skills in designing da'wah content by exploiting their smartphones or laptops. Furthermore, this learning is expected to minimize the utilization of smartphones for unuseful activities. Bahruddin (2021) stated that the era of Revolution 4.0 brings positive and negative impacts to all aspects of human life, and so does the education aspect. The educators expected that the skill of graphic design could support students' creativity to become productive Muslims for digital dakwah. Thus, Islamic education will indirectly be in harmony with the current developments in the 4.0 industrial revolution era.

Stage 3: Select Method, Media, and Materials

The third stage is selecting learning methods, the appropriate media, and the learning materials as shown in Table 1. The educators chose four kinds of learning methods for this research activity. There are many graphic design apps. However, educators select PixelLab and Inshot apps to help students achieve their learning objectives. Both applications are great options for content creators who need a mobile app that is versatile, user-friendly, and cost-effective for design. The learning activity will be run well with the help of school equipment facilities. The educators propose a curriculum by integrating graphic design and Islamic studies, providing students with a well-rounded education that will prepare them for effective online proselytizing. The detail of the lesson plan will be explained in the result and discussion.

Table 1. Learning method, media, and material

Learning Methods	Media/Equipment	Learning Material
Lectures, Discussions, Demonstrations, and Practices	Projectors, Multimedia Computers, and Smartphones	Tutorial graphic design apps: PixelLab and Inshot Ethics in design dakwah content

Stage 4: Utilize Media and Materials

In the fourth stage, the educators check all media and materials before the learning activity to ensure everything works appropriately, including the learning materials order and the learning environment facilities. An engaging learning environment increases students' attention and promotes meaningful learning experiences (Erna et al., 2022).

Stage 5: Require Learner Response

The fifth stage is the activity to involve students in the learning. The educators provide several activities such as questioning, discussions, and hands-on activities to engage students to demonstrate their new knowledge or skills and receive feedback before being formally assessed. To engage students deeper, the educators conducted a design competition and selected the three best students. The theme of the competition is "**Idul Adha**". In addition to the previously described objectives, this competition can stimulate digital literacy skills, become an interesting Islamic educational medium, and support the

habit of playing with gadgets in a positive direction (Jailani et al., 2023). There are six indicators in assessing the design: (1) does the design meet the goals of dakwah? (2) is the content easy to understand? (3) does the writing style suit the audience? (4) is the design original? (5) Is the color compatibility good? (6) is the layout good? The indicators are designed to measure the highest cognitive level of Bloom's revised taxonomy.

Stage 6: Evaluation and Revise

The last stage is evaluating the effect of learning on the students. The educators created multiple-choice tests to compare learning achievement before (*pre-test)* and after (*post-test*) lessons. The validity and reliability of the instrument were applied before being given to the students using *point biserial correlation* (Iskandar, 2012) and *Cronbach alpha* (Riduwan, 2007) methods. Then, the pre-test and post-test scores were analyzed using *the Shapiro-Wilk* (Raharjo, 2013) and *paired sample t-test* (Hidayat, 2012) methods. The *t-test* helps to measure the differences in learning quality before and after the learning activity.

The multiple-choice test is well-known for assessing knowledge and understanding of specific content areas. It provides objective scoring and allows for statistical analysis. However, it primarily measures factual knowledge and may not capture higher-order thinking skills (HOTS) or practical applications. Hence, we arrange a competition as a complement of each other. The competition can be an engaging and hands-on assessment method that assesses creativity, problem-solving skills, and practical application of knowledge. It allows students to showcase their unique perspectives and talents.

Our multiple choices test consists of 14 items. We designed the questions based on the revised Bloom's taxonomy, namely remember (C1), understand (C2), apply (C3), analyze (C4), evaluate (C5), and create (C6). The Lower Order Thinking Skills (LOTS) are the lower three skills defined by Bloom's taxonomy (C1-C3). The other skills (C3-C6) are categorized as HOTS. The educators gave the instrument test to 48 different respondents (not IQIS students). The validity and reliability coefficient results were then compared to the distribution of the rtable value at a significance of 5% = 0.284. Table 2 shows two invalid items in the result of the validity experiment. Thus, the educators eliminated these two items and continued the reliability test.

Table 2. Validity test result of questionnaire instrument

Item	r_x	r_{tabel}	Description
1	0.626	0.284	Valid
2	0.457	0.284	Valid
3	0.143	0.284	Invalid
4	0.444	0.284	Valid
5	0.577	0.284	Valid
6	0.434	0.284	Valid
7	0.512	0.284	Valid
8	0.589	0.284	Valid
9	0.409	0.284	Valid
10	0.100	0.284	Invalid
11	0.484	0.284	Valid
12	0.530	0.284	Valid
13	0.653	0.284	Valid
14	0.586	0.284	Valid

For the reliability test, the value of Cronbach α= 0.760 is greater than the rtable value. The result reveals that the questionnaire is reliable as a data collection tool for research activity at IQIS Makassar.

RESULTS AND DISCUSSIONS

Generally, the learning activities are accomplished well. The explanation is divided into three; pre-implementation, implementation, and evaluation. In pre-implementation, the educators identified students' needs through observation and interviews, then determined the urgency of dakwah content design learning and its relationship to the vision and mission of IQIS. Furthermore, the educators conducted preliminary studies on Islamic principles in conveying dakwah, features of graphic design applications, and learning strategies that are suitable for implementation. The educators invented the lesson plan, the questionnaire, and the competition's theme with its assessment indicators.

In implementation, the educators executed the learning program. The introduction of content, graphic design, basic principles of Muslim designers, and features of PixelLab and Inshot tools were explained through lectures and video demonstrations. Table 3 shows the lesson plan for the learning activity.

Table 3. Lesson plan

Graphic Design Learning Using PixelLab and Inshot	
Learning Objectives	1. To introduce the basic concepts of graphic design and to teach students how to create engaging dakwah content using PixelLab and InShot 2. To evaluate learning achievement
Assessment Techniques	1. Students will be assessed based on completion of tasks and final projects through competition. 2. Students will also be assessed on their understanding of key concepts and principles of graphic design before and after learning through pre-test and post-test questionnaires.
Materials	1. Pre-test 2. Introduction to Dakwah Content (30 minutes) a. Starting class by introducing the concept of dakwah and its relation to graphic design for creating digital dakwah content b. Display examples of digital proselytizing like posters, social media graphics, and audio-visual preaching. c. Explain content ethics and explain in detail what kind of prohibited content according to Islamic principles 3. Introduction to Graphic Design (30 minutes) a. Introducing the concept of graphic design and its importance in various fields. b. Discuss the key elements of graphic design, such as typography, color, and composition. 4. Introduction to PixelLab (60 minutes) a. Introduce PixelLab and its features, including the different tools available for creating graphics and text. b. Demonstrate how to use PixelLab to create simple designs, such as social media graphics and logos (see figure 2) c. Assign a task for students to create their design using PixelLab. 5. Introduction to InShot (60 minutes) a. Introduce InShot and its features, including the different tools available for editing photos and videos. b. Demonstrate how to use InShot to edit photos and videos, including adding filters, text, and stickers. c. Assign a task for students to create their own edited photo or video using InShot (see Fig 2). 6. Final Projects (60 minutes) a. Assign a competition for students with the theme "Idul Adha" b. Allow students to work individually.

Graphic Design Learning Using PixelLab and Inshot
7. Conclusion (30 minutes) a. Review the concepts and skills learned in the class. b. Provide resources for students who wish to continue learning about graphic design. c. Post-test and winner of the competition announcement

The educators demonstrated how to use PixelLab and Inshot applications, then created some examples as Figure 2 shows. The left figure is an audiovisual of QS An-Naas, and the right is a poster encouraging Muslims to do Syawal Fasting.

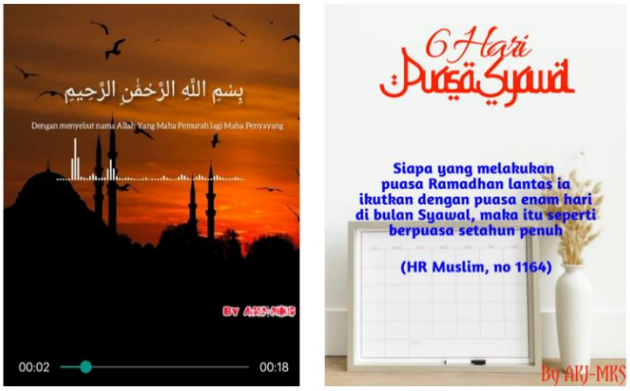

Figure 2. Demonstration examples

Students were involved in exercises to practice their new knowledge and skills in the learning activity. They were encouraged to join the competition with the "Idul Adha" theme, engaging their attention by selecting the three best designs, as shown in Figure 3.

Figure 3. Three best designs

Ideally, educators should apply learning by referring to the concept of knowledge as an indicator so that the evaluation tool will be relevant to the idea of learning mastery to be achieved. Thus, students can accept the concept of learning thoroughly. The existing works reveal that the revised Bloom's taxonomy assists in evaluating the level of students' cognitive achievement from the given assessment questions (Demirbas & Demir, 2023; Hariadi et.al., 2022; Muhayimana et.al., 2022). The six cognitive levels are categorized into two thinking levels, lower-order thinking skill (LOTS) and higher-order thinking skills (HOTS). However, they only focus on determining the cognitive level of the questions and found that it was mostly dominated by LOTS (Demirbas & Demir, 2023; Muhayimana et.al., 2022). In contrary, Hariadi et al. (2022) examined how well the blended web mobile learning paradigm helped in improving HOTs-based learning outcomes of high school students. However, it's also essential to

ensure a balanced assessment approach covering a range of cognitive skills to provide a comprehensive view of students' understanding and performance.

At the evaluation stage, the educators apply multiple-assessment to achieve proportional purposes. Table 4 shows the assessment tests based on the revised Bloom's taxonomy concept. The questionnaire is used for pre and post-test, which consists of 12 questions. The competition instrument consists of 6 items.

Table 4. Percentage of cognitive level of the instrument test

Bloom's Taxonomy	Item Number	Percentage (%)	Thinking Skill Level	Assessment Type
C1	1,7,9	25%	LOTS	Questionnaire
C2	4,6,8,12	33%	LOTS	
C3	11	8%	LOTS	
C4	2,13	17%	HOTS	
C5	5,14	17%	HOTS	
C6	1,2,3,4,5,6	100%	HOTS	Competition

Figure 4 shows the achievements in graphic design learning based on Islamic principles. Overall, participants' cognitive level improved, especially in understanding (C2) and evaluation (C5) levels. They increase more than 100% for that levels.

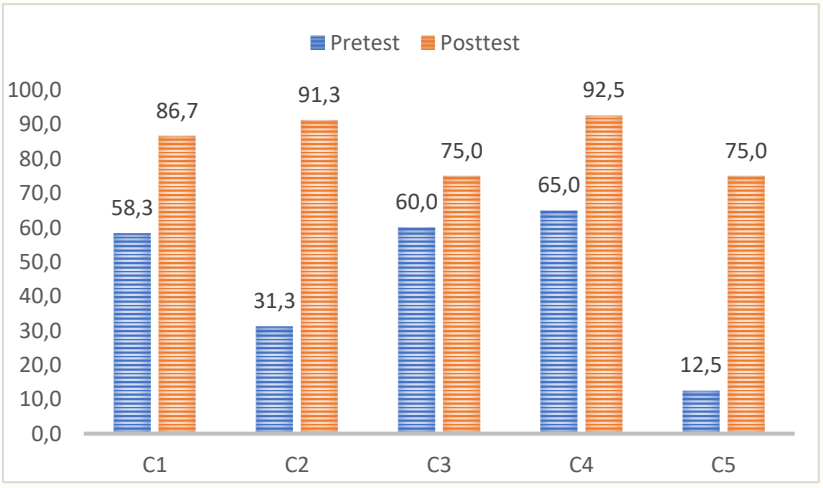

Figure 4. Percentage of participants' achievement based on Bloom's cognitive levels

The LOTs and HOTs levels in Figure 5 are similar. Particularly at the HOTs level, there was a significant increase. We continued to convince our findings by doing quantitative research. The research type was one group pre-test and post-test experiment. The normality test is conducted to check whether the distribution of data is separated normally or not using the Shapiro-Wilk method. The results of the Shapiro-Wilk coefficient of the pretest is 0.959, and the posttest is 0.910. Both results are greater than the significance alpha = 0.05. Hence, it can be concluded that the results of the normality test of the research sample are normally distributed.

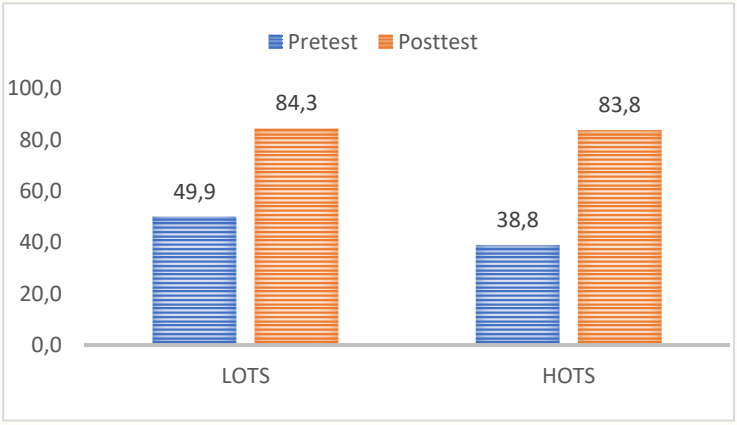

Figure 5. Percentage of participants' achievement based on LOTS and HOTS levels

With normally distributed data, we did the comparative test to find out whether there were differences in student learning outcomes before and after learning activities using paired sample t-test method. We used the GNU PSPP application for supporting data analysis. There are two hypotheses to compare the learning process.
Hypothesis 1: H0 (There is no difference in the average score before and after learning)
Hypothesis 2: H1 (There is a difference in the average score before and after learning)

To decide which hypothesis is accepted, there are two guidelines as follows:
1. If the significant score of two-tailed is smaller than the significance of alpha, then H0 is rejected, H1 is accepted, and vice versa.
2. If the t score is higher than the ttable then H0 is rejected, H1 is accepted and vice versa.

Table 5. Paired Sample Test Result

			Pair 1 **Pre Test – Post Test**
Pair Differences	Mean		-5,20
	Std. Deviation		1,47
	Std. Error Mean		0,33
	95% Confidence Interval of the Difference	Lower	-5,89
		Upper	-4,51
t			-15,79
df			19
Sig (2-tailed)			0,000

Table 5 shows that the significant score two-tailed is 0.000, smaller than the significance of alpha 0.05. The figure also shows that the score of t is -15.79, which means the average score of learning outcomes of the pretest is lower than the posttest. In this case, the t score is an absolute value. It means the t score of 15.79 is higher than ttable 2.093 (Junaidi, 2010). Both of the guidelines show H1 is accepted. As expected, the result analysis of paired sample t-test shows that there is a difference mean scores before and after learning. The present study revealed that the learning outcomes increase after the learning activities.

This finding agreed with the previous study (Azis et.al., 2022). They concluded that graphic design training activity helps students improve their skills in technology by utilizing the PixelLab application, and train the students' creativities in properly conveying the information through designing graphics. Just because the educators concluded that a learning strategy has affected learning in one specific experiment, does not mean that it will work the same way with different types of students in a different environment. In other words, the effect might not be generalisable.

In the future, educators plan to implement this learning strategy in a different school with bigger students. Noted, the number of students might affect the result. The educators also consider adding new learning materials to enrich students' skills such as illustration design, carousel content, masking, mockup techniques, etc.

CONCLUSIONS

This research is particularly relevant to students' needs to reach the objective of enhancing skills in da'wah content design. The educators adopt ASSURE learning strategy to create more effective and meaningful learning for students. The evaluation result using paired sample t-test shows that the outcomes increase after the learning activities. Based on this, there are three recommendations for IQIS school. Firstly, students should practice what they have learned to be more skilled in da'wah content design. Secondly, students can compare their learning knowledge using other free apps which are available on App Store and Play Store such as Inkscape, Canva, Adobe Spark, etc. Lastly, students should start their da'wah program through social media. Learning outcomes in cognitive aspects ranging from low-level thinking skills to higher-order thinking skills are one aspect of educational goals in addition to affective and psychomotor aspects. Therefore it is important to apply this concept as a basis for educators in developing assessments and evaluations.

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