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A Needs Analysis of Digital Comics for Islamic Education: Insights from Primary School Teachers in Kuala Lumpur

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Abstract

Purpose – The aim of this research is to determine the need for developing a digital comic aligned with the Islamic Education textbook. This study is a needs analysis based on discrepancy model that also employs the Technology Acceptance Model (TAM) used to determine Islamic education teachers' acceptance towards the use of comic in the Islamic Education subject.

Design/methods/approach – This is a quantitative research. To obtain the data, some questionnaires were administered to 315 Islamic Education teachers of public primary schools in Kuala Lumpur, Malaysia. Findings – Descriptive analysis revealed strong pedagogical beliefs about the educational value of comics, positive attitudes, and high levels of acceptance regarding educational comics. Correlation analysis showed that teachers' pedagogical beliefs about the educational value of comics, attitudes, and acceptance were all positively related, with attitudes most strongly associated with both perceived usefulness and ease of use.

Regression results further demonstrated that attitudes were the strongest predictor of perceived usefulness, while pedagogical belief about comics' educational role and current usage contributed more to perceived ease of use. Despite these positive perceptions, many teachers reported limited prior experience in using comics, signaling a gap between readiness and practice.

Research implications/limitations – Teachers' strong interest highlights the need for curriculum-aligned digital comics that should

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