

Integrating AI and Creative Teaching Strategies in Da'wah Comic Strip Approaches to Fiqh al-Da'wah

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ABSTRACT

This study introduces an innovative teaching and learning initiative that integrates Artificial Intelligence (AI) into the production of Da'wah Comic Strip, with the aim of enhancing undergraduate engagement and learning outcomes in the Fiqh al-Dakwah course. Students were trained to apply digital competencies by translating the theoretical underpinnings of Fiqh al-Dakwah into practical, creative, and visually appealing messages that resonate with contemporary digital audiences. At the same time, the project fostered digital literacy through the ethical, responsible, and effective use of AI, consistent with the demands of 21st-century education. Conducted over eleven weeks, students individually produced comic strips with the support of AI tools including ChatGPT, Canva, Perplexity, StoryBoard That and Microsoft Pilot to support content generation, storyline construction, illustration, design and editing. Findings from an exit survey (N=7) demonstrated consistently positive outcomes: 100% of students affirmed that AI tools enhanced their creativity, increased the appeal of the learning process and deepened their comprehension of fiqh al-dakwah. These results affirm that AI-driven innovations in Islamic education not only improve digital preparedness and student engagement but also make learning more interactive, measurable and impactful. This innovation bridges the gap between classical Islamic scholarship and contemporary digital tools, offering a pathway towards modernized and dynamic religious education. The project further holds potential to be expanded into structured training modules and digital resources for enhancing da'wah dissemination across educational and community settings.

Keywords: Artificial Intelligence (AI), Comic Strip, Fiqh al-Dakwah, Digital Literacy, Teaching Innovation

INTRODUCTION

The rapid evolution of Artificial Intelligence (AI) has revolutionized multiple dimensions of human life, with education being no exception. In Malaysia, the government has been proactive in embedding digital transformation within the education system, beginning with early initiatives in 2008 and further reinforced by the Digital Education Policy introduced in 2023 (Ministry of Education Malaysia, 2023). As Umi Kalsom (2025) notes, technology has assumed a pivotal role in shaping modern education, where interactive learning is increasingly recognized as a powerful pedagogical approach. This mode of learning not only makes teaching more engaging but also cultivates active student participation and deeper knowledge acquisition in a technology-enriched environment. Within the framework of Education 4.0, the mastery of digital literacy, creativity, and innovation has become indispensable. The integration of AI into the teaching of Islamic Studies is therefore not merely a technological advancement but an educational necessity, especially given the need to balance scholarly accuracy with responsiveness to contemporary digital cultures.

The Da'wah Comic Strip project was implemented in the AT10602 Fiqh al-Dakwah course. This initiative tasked students with developing comic strips based on da'wah principles, supported by AI tools that facilitated content generation, storyboarding, illustration, and editing. The approach was designed not only to make learning more stimulating but also to encourage critical thinking and creativity in alignment with the competencies demanded by 21st-century education. An exit survey confirmed heightened student engagement, as well as improvements in digital and analytical competencies, thereby validating AI as a catalyst for deeper

understanding of da'wah while connecting traditional Islamic values with contemporary innovations in digital learning.

Problem Statement

Islamic Studies pedagogy continues to face significant challenges in engaging digital-native learners. Conventional methods which often rely on lectures, memorization and traditional academic writing while effective in preserving authenticity, frequently fall short in fostering active participation and meaningful comprehension. Consequently, student interaction tends to remain limited, leading to only superficial engagement with complex concepts. Within the framework of Education 4.0, Islamic Studies teaching remains disproportionately dependent on summative assessment with limited incorporation of innovative instructional strategies or alternative assessment practices that nurture creativity, critical thinking and digital literacy (Haziyah Husin et al., 2021). As a result, static text-centric approaches risk losing relevance among contemporary learners (Era Purike & Aslan, 2025).

This challenge reflects not only pedagogical shortcomings but also a broader intellectual concern. Abdul Hamid Abu Sulayman (1993), as cited in Zulkiple Abd Ghani (2021), cautioned against a "crisis in the Muslim mind," highlighting the growing disconnect between Islamic education and advancements in science and technology. Such a separation hampers innovation and reinforces the role of Muslims primarily as consumers rather than producers of technological knowledge. Without competencies in communication, digital technologies and interdisciplinary fields such as artificial intelligence and information engineering, the ummah risks marginalization in the global knowledge economy.

However, the integration of artificial intelligence (AI) in education introduces a distinct set of ethical, social, technical, and pedagogical challenges. Concerns surrounding privacy, data security, algorithmic bias, and accountability are particularly pressing, given AI's reliance on the processing of sensitive information (Nor Asiah, 2024). Additionally, Shoufan (2023) notes that students often experience anxiety regarding the accuracy and reliability of AI-generated content, even as they recognize its potential pedagogical benefits.

In response to these challenges, the Da'wah Comic Strip project was designed as a practical pedagogical intervention. By facilitating the meaningful integration of AI tools in the development of da'wah content, the project not only enhances student engagement and learning outcomes but also reinforces the relevance of Islamic Studies within the contemporary digital educational landscape.

Objectives

1. To adapt da'wah methodologies to contemporary educational contexts by developing Da'wah Comic Strip that integrates artificial intelligence (AI) and visual creativity.
2. To enhance students' learning of Fiqh al-Dakwah through interactive media, fostering deeper comprehension, digital literacy and creative expression.

PRODUCT DESCRIPTION & METHODOLOGY

Da'wah Comic Strip represents an innovative teaching and learning approach that integrates artificial intelligence (AI) with visual creativity within the Fiqh al-Dakwah course. This initiative was developed to enable students to translate da'wah concepts into concise, clear and culturally relevant interactive visual messages suitable for the contemporary digital context. Through AI integration, students can generate scripts, dialogues, illustrations and comic designs more efficiently. This innovation not only provides students with opportunities to apply da'wah concepts creatively but also cultivates essential 21st-century skills, including digital literacy, critical thinking, creativity and innovation. Moreover, the project aligns with the course learning outcomes that emphasize students' ability to adapt da'wah methodologies to contemporary contexts. Over an 11-week period, students individually created Da'wah Comic Strip through a Project-Based Learning (PBL) approach, leveraging various AI tools.

Table 1 Implementation Methodology

Phase	Implementation	Duration	AI Integration
Phase 1	Planning and storyboard preparation	Weeks1-4	ChatGPT, Perplexity, Canva, Storyboard That
Phase 2	Production of Da'wah Comic Strip	Weeks 5-8	Canva AI, Storyboard That, Microsoft Pilot
Phase 3	Editing, Refinement and Evaluation	Weeks9-11	ChatGPT, Canva AI, Storyboard That

Phase 1

At this stage, students were guided to review the core principles of Fiqh al-Dakwah through lectures, reading materials and digital database resources. This phase was crucial in providing a foundational understanding to ensure that the da'wah messages produced in the comic strips remained accurate and authentic. Students then created concise and engaging comic titles based on their selected themes. Subsequently, they developed storyboards and comic layouts addressing contemporary issues relevant to da'wah.

AI tools such as ChatGPT, Perplexity, Canva, and Storyboard That were employed to support idea generation, dialogue composition and fact-checking. Students were also guided in constructing effective prompts for AI assisted content creation. For example, a prompt could be: "Provide three story ideas for a da'wah comic strip themed 'Art in Da'wah.' Each story should be concise (4–6 panels), suitable for all audiences, and emphasize how art can be used as a creative and ethical medium for da'wah."

Finally, students presented their storyboard drafts in a storyboard pitching session, receiving feedback from lecturer to refine and improve their storylines before proceeding to the subsequent phase.

Phase 2

During the production phase, students transformed their storyboards, refined through lecturer feedback into the form of comic strips. AI tools including Storyboard That, Canva AI, and Microsoft Copilot were employed to generate illustrations, panel layouts, visual compositions and other graphic elements, while also supporting the editing process to ensure clarity and high visual quality. Regular consultations with lecturer provided ongoing guidance, fostering a collaborative approach to production. The integration of multiple AI tools enabled students to work more efficiently and creatively, while ensuring continuous monitoring of the accuracy and reliability of AI generated content.

Phase 3

In this phase, students conducted a final review of their work including dialogue, language use and factual accuracy while ensuring that all references and supporting evidence were authentic. ChatGPT was employed to assist in the review process, while Canva AI and Storyboard That were used for final graphic refinements and edits. The completed comic strips were then evaluated based on several criteria including the accuracy of the da'wah message, visual clarity and the level of creativity. This stage not only emphasized the production of a refined and coherent final product but also enabled students to engage with constructive feedback, critically assess the effectiveness of the conveyed messages and enhance the overall quality of their work.

Findings and Commercialisation

FINDINGS

The findings from the exit survey demonstrate that the integration of AI in the dakwah comic strip project achieved significant effectiveness and impact. Beyond the production of the final product, the innovation proved effective in enhancing students' comprehension, creativity and digital skills. Moreover, this approach

enabled students to develop da'wah messages that were concise, accurate and engaging while remaining grounded in authentic sources. These outcomes highlight the potential of AI to overcome the limitations of traditional teaching methods, which often restrict students to passive interaction by fostering active engagement and creative application of knowledge (Abuhassna et al., 2020).

Table 2 Students' Perceptions of AI Integration in the Development of Da'wah Comic Strip(Exit Survey, N=7)

Element	Yes	No	Not Sure
Use of AI tools (ChatGPT, Canva AI, Perplexity, Microsoft Pilot)	7 (100%)	-	-
AI assisted in project completion	7 (100%)	-	-
AI enhanced creativity	7 (100%)	-	-
Da'wah Comic Strip made learning more engaging	7 (100%)	-	-
Da'wah Comic Strip improved understanding of Fiqh al-Dakwah theory	7 (100%)	-	-

The results reveal that all students (100%) utilized AI tools such as ChatGPT, Canva AI, Perplexity and Microsoft Copilot in the completion of their projects. Every respondent confirmed that AI significantly facilitated project completion and enhanced their creativity. These findings align with Doshi and Hauser (2024), who emphasize that access to diverse AI generated ideas can strengthen students' creative abilities in narrative development. Similarly, Bakthaselvam et al. (2022) argue that integrating AI in education provides students with essential twenty-first century competencies that are highly relevant in the digital era.

Table 2 further indicates that 100% of students agreed the Da'wah Comic Strip not only enhanced engagement in the Fiqh al-Dakwah course but also strengthened their understanding of theoretical concepts. This finding aligns with Panigrahi (2020) and Nor Asiah (2024), who emphasize that the integration of AI in education fosters more meaningful and effective learning outcomes. The results also confirm that visual media such as comic strips function as effective tools for translating complex theoretical concepts into accessible and relatable for students.

Overall, the results affirm that the integration of AI in the teaching and learning of Fiqh al-Dakwah through the comic strip project represents an effective pedagogical innovation. This approach not only increased student interest and engagement but also reinforced creativity, digital literacy and theoretical understanding of da'wah. As such, the project offers valuable insights into how AI supported creative pedagogy can enrich the teaching of Islamic Studies ensuring its continued relevance in the contemporary digital learning environment.

Commercial Potential

The Da'wah Comic Strip innovation demonstrates considerable commercial potential, consistent with the effectiveness highlighted in the study findings.

1. **Digital Training Module:** The project workflow can be adapted as a digital training module for dakwah courses in higher education institutions, particularly those with a practical or applied focus. This adaptation would allow instructors to equip students with hands-on digital da'wah skills, fostering both creativity and technological competence.
2. **Strategic Content Collaboration:** The comic strips produced by students could be commercialized as da'wah content for social media and printed materials, thereby creating opportunities for collaboration with Islamic NGOs, schools and da'wah communities. As a marketable product, the Da'wah Comic Strip not only enhances teaching and learning practices but also contributes to the development of a more dynamic and sustainable digital da'wah ecosystem.

NOVELTY AND RECOMMENDATIONS

Novelty

The Da'wah Comic Strip innovation represents a novel approach to teaching and learning (PdP) in the Fiqh al-Dakwah course. Its originality lies in the shift from traditional, passive teaching methods to a student-centered approach, where learners are not only exposed to theoretical concepts but are also encouraged to create dakwah content that is creative, ethical and relevant to contemporary audiences.

The innovation also addresses challenges related to technical and digital skills by leveraging AI tools as PdP instruments that facilitate, accelerate and enhance the creativity of both students and educators. This approach also provides significant opportunities to improve the overall effectiveness of the education system (Nurul Haida & Zamri Mahmod, 2025). Distinct from other pedagogical innovations, the Da'wah Comic Strip emphasizes practical application and promotes a more inclusive and effective teaching and learning process.

Limitations and Ethical Considerations

While the integration of AI tools enhanced creativity and engagement, several limitations should be acknowledged. Firstly, the small sample size restricts generalisability. Secondly, the reliability of AI-generated content remains uncertain due to potential factual inaccuracies and algorithmic bias (Shoufan, 2023). Ethical risks such as data privacy, dependency on automated outputs and the sustainability of continuous AI usage in Islamic pedagogy require further institutional guidelines (Nor Asiah, 2024). Addressing these limitations will ensure a more balanced and responsible adoption of AI in Islamic education.

RECOMMENDATIONS

Future implementations of this project should adopt a mixed-methods research design that integrates both quantitative and qualitative approaches to data collection. In addition to standardized survey instruments, qualitative methods such as reflective journals, focus group interviews and instructor observations should be employed to capture the complex dimensions of students' learning experiences. Such methodological triangulation would enable a more holistic understanding of student engagement, the transformative impact of AI-supported creative learning and the emerging ethical considerations surrounding AI use in da'wah education (Cohen, Manion & Morrison, 2018). The inclusion of multiple sources of evidence will further enhance the validity and reliability of findings, while providing deeper pedagogical insights to inform curriculum design and the continuous improvement of AI-integrated Islamic education practices.

Building upon this methodological refinement, future research should also prioritize cross-institutional collaboration to facilitate comparative analyses across diverse educational contexts and student demographics. These comparative insights will help identify contextual and cultural factors that shape the effectiveness of AI-assisted learning in Islamic education. Furthermore, establishing comprehensive ethical frameworks and digital literacy guidelines for both educators and learners will be essential to ensure responsible, transparent, and value-oriented AI integration.

Based on the findings of this innovation, several recommendations are proposed to ensure its sustainability and further enhancement:

1. **Development of Structured Modules:** It is recommended to develop more structured and comprehensive learning modules that integrate AI tools across various Islamic Studies subjects including Islamic History, Aqidah, Fiqh Muamalat and others. Such modules would facilitate the extension of this innovation to additional courses, promoting wider adoption and consistent implementation.
2. **Engagement of Multiple Stakeholders:** Regular workshops or short courses should be organized for students, educators and da'wah practitioners. Strategic collaboration with Islamic NGOs, publishers and relevant authorities can ensure that the content produced is accurate, ethical and culturally appropriate thereby enhancing both quality and credibility.

3. **Long-Term Impact Studies:** Longitudinal studies are recommended to evaluate the extent to which students who have engaged with this innovation apply digital da'wah skills in their daily lives. Such research would provide robust evidence of the innovation's effectiveness beyond the academic environment.

Collectively, these efforts will strengthen the thoroughness of subsequent research and contribute to the development of sustainable, ethically grounded and pedagogically innovative models for AI-driven da'wah education.

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