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Transformation of Narrative Text Learning Through AI-based Digital Comics at The Junior High School Level

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Abstract: The transformation of Indonesian language learning on Narrative Text material at the junior high school level requires media innovation that is in accordance with the characteristics of the digital native generation. This research aims to describe the utilization of digital comics based on artificial intelligence (AI) in learning Narrative Text. The method used is a literature study with a descriptive-qualitative approach, reviewing literature and scientific articles related to the utilization of digital comics and AI in language learning. The results showed that AI-based digital comics have benefits in increasing learning motivation, facilitating understanding of narrative text structures, and training students' creative writing and digital literacy skills. However, its implementation faces challenges, such as limited access to technology, variations in digital literacy skills of teachers and students, and the need to review the quality of automated content. Therefore, a development strategy is needed through teacher training, strengthening students' digital literacy, and developing contextual local content. The utilization of AI-based digital comics is expected to transform narrative text learning to be more interesting, effective, and relevant to the demands of the 21st century.

Keywords: *digital comics, narrative text, artificial intelligence, Indonesian language learning, junior high school*

Introduction

The rapid development of information and communication technology in the era of the Fourth Industrial Revolution to Society 5.0 has brought about a paradigm shift in almost all aspects of human life, including the world of education. Digitalization has become a demand of the times that must be responded to adaptively by educational institutions, teachers, and students. Education is no longer solely focused on conventional material delivery but emphasizes technology-based learning that is interactive, collaborative, and contextual, given that students today are digital natives (Prensky, 2001).

In its development, the world of education still needs to make numerous adaptations to the use of technology. One such adaptation can be applied in the teaching of Indonesian Language at the junior high school level, particularly in the Narrative Text curriculum, which still faces various challenges, especially regarding low student interest in reading and writing narratives due to conventional and unengaging material presentation. Based on this, this study aims to describe the utilization of AI-based digital comics as a transformation in Narrative Text learning at junior high schools. This study focuses

on the following research questions: how can the use of AI-based digital comics help in the learning of Narrative Texts, and what is its contribution to the development of innovative Indonesian language learning? This study is expected to contribute knowledge in the field of interactive AI-based digital learning media and fill the research gap regarding the limited studies on the integration of AI and digital comics specifically for the learning of Narrative Texts at the junior high school level in Indonesia.

Amidst this digitalization trend, various studies and research on technology-based learning innovations have emerged to support the learning process in schools. One such study and research on innovation is the use of digital comics in Indonesian language learning. Digital comics are learning media that combine visual (images) and verbal (text) elements in a digital format, making them accessible through technological devices such as laptops, tablets, and smartphones. Digital comics also support project-based learning in the Merdeka Curriculum, which encourages students to become creators, not just consumers of learning materials (Kemdikbudristek, 2022). According to Rachmasari's (2024) research, digital comics can improve students' understanding of learning materials because they are presented in an attractive way and are in line with the learning characteristics of today's digital native generation.

In the midst of this digitalization, various technology-based learning innovations have been developed to support the learning process in schools. One of these innovations is the utilization of digital comics in learning Indonesian, especially on Narrative Text material. Digital comics are learning media that combine visual (images) and verbal (text) elements in a digital format, so they can be accessed through technological devices such as laptops, tablets, and smartphones. According to Rachmasari (2024) , digital comics are able to increase students' understanding of teaching materials because the presentation is interesting and in accordance with the learning characteristics of today's digital native generation.

Digital comics are basically a form of automatic content creation supported by artificial intelligence (AI) through design applications such as Canva AI, Pixton, or other illustration tools. By utilizing AI, teachers can save time in preparing materials and have a variety of alternative learning media. This is in line with the opinion of Dalu, et al. (2025) which states that AI is able to assist teachers in creating teaching materials that are adaptive, personalized, and according to student learning needs. AI is not only used to write narrative texts, but also to create comic visual illustrations, layouts, and learning evaluations automatically.

The presence of AI in education brings great potential to transform Indonesian language learning, especially in mastering Narrative Text at the junior high school level. Narrative Text is one of the important materials in the junior high school Indonesian curriculum because it hones students' reading comprehension and creative writing skills. However, based on observation and field experience, Narrative Text learning is often still conventional. Teachers only use textbooks and practice questions, so students are less interested and have not been able to explore their creative potential optimally. Visual and interactive learning media is needed to bridge the gap.

According to Fibiyanti & Nuroh (2024), the use of digital comics in learning Narrative Text can help students understand the structure of the text, recognize the intrinsic elements of the story such as character, setting, conflict, and mandate more easily. The visualization of stories presented through digital comics can stimulate students' imagination, increase learning motivation, and foster interest in reading. In addition, digital comics also provide space for students to express their ideas and creativity

in the form of visual works. They can create their own digital comics based on the understanding of the Narrative Text learned, so that learning becomes meaningful and fun.

Furthermore, Diyanti (2022) in her research on learning Negotiation material at SMK shows that the use of digital comics can improve students' understanding of concepts, speaking skills, and creativity. This shows that digital comics have great potential to be applied to other materials, including Narrative Text in junior high school. Apart from being an auxiliary media, digital comics can also be used as project-based learning products that support the Merdeka Curriculum. Students are invited not only to be consumers of teaching materials, but also as creators of technology-based works.

The use of AI-based digital comics as a medium for learning Narrative Text is also relevant to the characteristics of junior high school students who are at the formal operational cognitive development stage according to Piaget (Mauliya, 2019). At this stage, students begin to be able to think abstractly and logically, but still need the help of visual media to understand complex concepts. In addition, junior high school students tend to have a high interest in visual media, illustrated stories, and interactive digital content. Therefore, the integration of digital comics in narrative text learning is an appropriate strategy to answer these challenges.

However, despite its many advantages, the implementation of AI-based digital comics also faces several challenges. These include limited access to technology in some schools, variations in the digital literacy skills of teachers and students, and the quality of automated content that needs to be adapted to the local cultural context and student characteristics. In addition, teachers need intensive training to be able to utilize AI optimally and ethically in the creation of teaching materials. An in-depth understanding of technology-based learning design and mastery of AI applications are important prerequisites for achieving learning objectives.

Based on this background, this article will examine the transformation of narrative text learning through the use of AI-based digital comics at the junior high school level in depth. The discussion will cover the urgency of using digital comics in narrative text learning, the role of AI in the automatic creation of digital comic content, the benefits and challenges of implementation, and strategies for developing innovative and adaptive learning in line with developments in educational technology in the digital age. It is hoped that this article will provide practical contributions in the form of creative, effective learning development strategies that are in line with the characteristics of the 21st century generation, as well as theoretical contributions to enriching the literature on AI-based learning media innovation in Indonesia.

Research Method

The writing of this article uses a library research method with a descriptive- qualitative approach. The library study is reading and understanding research or knowledge that has been conducted by previous researchers or scholars, and then writing it down in a structured manner (Andretti, Leon Abdillah, et al, 2021). This method was chosen to review various relevant literature, research results, and scientific articles regarding the utilization of digital comics in learning Indonesian, especially on Narrative Text material, as well as the integration of artificial intelligence (AI) in automatic content creation.

The first step in this method is the collection of data and references from published scientific articles, including Rachmasari's research (2024) on the development of Canva-based digital comics on the material of making effective sentences in elementary schools, Diyanti's research (2022) on the

utilization of digital comics in learning negotiations in vocational schools, Dalu's article, et al. (2025) related to the optimization of AI for digital learning content creation, as well as essays and relevant Indonesian learning innovation lecture materials.

The second step is content analysis of the articles and literature to obtain data on:

1. The definition and concept of digital comics in language learning.
2. The role of AI in supporting the automated content creation of digital comics.
3. The advantages, challenges, and implementation strategies of AI-based digital comics in narrative text learning.

The analysis was carried out by reading in depth each source, then identifying, reducing, and categorizing the data based on the focus of this article's study. Furthermore, the categorized data were interpreted descriptively and presented in the form of narrative descriptions.

The third step is data synthesis, which combines findings from various literatures to answer the focus of this article, namely how the transformation of Narrative Text learning in junior high school can be done through the use of AI-based digital comics. Synthesis is carried out by considering the suitability of the material with the characteristics of junior high school students, relevance to the Merdeka Curriculum, and the potential of AI in supporting innovation in Indonesian language learning.

The writing of this article also considers the principles of academic ethics, by clearly listing the reference sources and presenting the data in its original form without misleading modifications. Data validity is maintained by selecting articles and research results that have been published in reputable national journals, official lecture modules, and verified thesis research results.

By using the descriptive-qualitative literature study method, it is hoped that this article can provide a comprehensive picture of the transformation of Narrative Text learning through AI-based digital comics at the junior high school level, as well as a reference for Indonesian language education teachers and students in developing effective and relevant learning innovations in the digital era.

Results & Discussion

1. Understanding the Concept of Digital Comics and Narrative Text

The results of the analysis show that digital comics are learning media that combine images and text electronically, either in the form of PDFs, applications, or online platforms. Digital comics have advantages in terms of story visualization which makes it easier for students to understand the structure of Narrative Text. According to Rachmasari (2024) , Canva-based digital comics are effective in helping elementary school students understand effective sentences because they combine interesting text and illustrations. Diyanti (2022) also stated that digital comics are able to improve the understanding of Negotiation material in SMK because it is interactive and triggers students' creativity in composing concepts and dialog according to the material.

In learning narrative text in junior high school, digital comics can be used to teach narrative text structures which include orientation, complication, resolution, and coda. Digital comics help students visualize the storyline, know the characters clearly, and understand the relationship between events chronologically. Teachers can utilize applications such as Canva, Pixton, or Comic Life to create or invite students to create comics as a form of reflection on text understanding This is in line with the opinion of Solihah, et al. (2022) that visual media such as comics make it easier for students to understand abstract concepts to be concrete.

In addition, learning narrative text through digital comics can also improve students' creative writing skills. When students are asked to create digital comics, they must write dialog according to the storyline, choose appropriate illustrations, and arrange a logical and interesting plot. This activity trains students' critical and creative thinking skills in composing a cohesive and coherent narrative text.

2. The Role of Artificial Intelligence (AI) in Digital Comics Creation

The results of the literature synthesis show that artificial intelligence (AI) plays an important role in the process of automatic content creation of digital comics. According to Dalu, et al. (2025), AI can be used by teachers to quickly create teaching materials, produce illustrations according to text, and edit digital comic layouts efficiently. AI tools such as Canva AI, ChatGPT, and automated illustration platforms help teachers write narrative text, create dialog, and design character and setting illustrations according to learning needs.

AI also supports personalization of teaching materials. Teachers can customize digital comics based on students' ability levels, interests, and learning needs. This is in accordance with the concept of differentiated learning implemented in the Merdeka Curriculum. With AI, teachers can create a variety of digital comics with the same topic but different levels of complexity, so that students can learn according to their stage of cognitive development.

However, Dalu, et al. (2025) emphasize that the use of AI must be balanced with teacher digital literacy. There are still many teachers who have not mastered how AI works in digital content creation, so intensive training is needed for optimal and ethical utilization.

3. Objectives of Implementing Innovation as Learning Transformation

This innovation aims to:

a. Help students to understand the structure and intrinsic elements of narrative texts in a fun and easier-to-understand way.
b. Cultivate interest in reading as well as a positive attitude towards literary texts.
c. Sharpen writing and creative thinking skills through the creation of digital comics.
d. Improve students' digital literacy as part of the Pancasila learner profile.
e. By using a strong visual approach, students are encouraged to interpret the content of the text and create new stories based on their own understanding or imagination.

4. Characteristics of Junior High Learners

Junior high school students are between 12 to 15 years old and are at the formal operational stage of thinking development according to Jean Piaget. At this stage, they begin to think abstractly, logically and systematically. However, they still need visual and contextual support to understand abstract concepts such as storylines or symbolism in literary texts (Marinda, 2020).

Socially and emotionally, students in junior high school are searching for self- identity, love to express themselves, and are more open to group work (Ismail, 2023). These characteristics are very supportive of learning based on visual and collaborative media such as digital comics. Students also belong to the digital-native generation who are already familiar with visual media and have a high interest in interactive content.

5. Suitability Analysis: Cognitive, Affective, and Psychomotor

a. Cognitive Aspect

Digital comics play a role in helping students understand the structure of narrative text, recognizing characters, plot, background, and story messages. Images help simplify abstract information and clarify relationships between parts of the story (Wulandari et al., 2023). Activities such as reading or creating comics can stimulate students' critical and imaginative thinking.

b. Affective Aspect

Digital comics can increase students' curiosity and emotional engagement by the way of presenting the story through interesting images. This can foster interest in reading, increase empathy for characters, and strengthen positive attitudes towards literacy activities (Oktavi & Nugrahanta, 2024).

c. Psychomotor Aspects

When students create digital comics, they learn to use digital devices and simple design applications. This activity helps them hone their skills of visual reading, creative thinking, and composing text with technology (Nurhayati et al., 2019).

6. Benefits of Transforming Narrative Text Learning with Digital Comics

Based on the results of the review of Rachmasari's article (2024) , Diyanti (2022), and Dalu, et al. (2025), there are several main benefits of transforming narrative text learning through AI-based digital comics, namely:

a. Increase students' learning motivation

The visualization of stories in digital comics attracts students' attention, fosters curiosity, and makes them more enthusiastic about learning narrative text than just reading text in books (Nova Emila & Fajri, 2025).

b. Easier understanding of narrative text structure

Pictures and illustrations make it easier for students to understand orientation, complication, resolution, and coda concretely. It is also easier for students to recognize characters and settings in the story (Kurniawati, 2022).

c. Train creative writing and critical thinking skills

Creating digital comics requires students to think critically to develop a logical flow and write appropriate dialog. This supports the development of literacy and 21st century skills (Nurul, 2024).

d. Improve students' digital literacy

The use of applications such as Canva AI, Pixton, or other comic platforms enhances students' digital literacy skills and supports their technology mastery (Susanti, Sani, 2024) in line with the Pancasila Student Profile.

e. Increasing the opportunities for self-directed learning

Digital-based learning can expand the learning process beyond the limitations of time and space, allowing students to be more flexible, independent, and adaptive according to their individual needs (Anton, W., Kurniawan, N. B., & Siagian, 2022).

f. Make it easier for teachers to prepare teaching materials

AI helps teachers prepare learning media quickly, so that preparation time can be diverted to student learning assistance (Tjahyanti, Sri, dkk. 2022).

7. Advantages and Challenges of Implementing AI-Based Digital Comics

The advantages obtained through the application of this method are:

a. Increase the attractiveness of learning with visualization.
b. Increase active participation and creativity from students.
c. Support digital literacy and contextualized learning.
d. In line with Merdeka Curriculum, which focuses on differentiated and project- based learning.

Despite its many benefits, the implementation of AI-based digital comics also has challenges that need to be anticipated, including:

a. Limited access to technology
Not all schools have adequate ICT facilities. Students in areas with limited internet experience barriers in accessing digital comics.
b. Variations in digital literacy skills of teachers and students
Teachers who have not mastered the creation of digital comics or the use of AI will find it difficult to implement them optimally.
c. Quality of automated content that still needs review
AI produces illustrations and texts that need to be adapted to the local cultural context and student characteristics to keep learning relevant and contextualized.
d. Ethics of using AI
Teachers need to understand the ethics of using AI so as not to violate the copyright of illustrations and maintain the security of personal data when using AI-based applications.

8. Development and Implementation Strategy

To optimize the transformation of narrative text learning through AI-based digital comics, some development strategies that can be carried out are:

a. Continuous teacher training
Teachers need to receive technical training on the use of AI and digital comic applications, such as Canva AI and Pixton, as well as project-based learning design training.
b. Local and contextual content development
Digital comics should highlight local cultural themes or issues relevant to students' lives, so that learning materials are more meaningful and improve national character.
c. Cross-subject collaboration
Digital comics learning can be collaborated with Cultural Arts or Informatics subjects to train students' interdisciplinary skills.

d. Strengthening students' digital literacy
   Teachers need to teach how to use AI and digital comic design applications ethically and wisely, training students to become responsible digital creators.
e. Provision of comprehensive assessment rubrics
   Assessment should include students' thought process, teamwork, creativity, comic quality, and presentation of work to assess cognitive, affective, and psychomotor aspects holistically.

9. Implications for Indonesian Language Learning in the Digital Age

The transformation of Narrative Text learning through AI-based digital comics has important implications in the development of Indonesian language learning in the digital era. Learning becomes more fun, contextual, and according to the characteristics of the digital native generation. Teachers not only act as facilitators, but also as creative and adaptive content creators to technological developments. Students are not only recipients of material, but also creators who produce meaningful work.

The implementation of this innovation also supports the Merdeka Curriculum which emphasizes differentiated, project-based learning and strengthening digital literacy. Therefore, teacher training, provision of digital infrastructure, and strengthening policies on AI implementation in education need to be optimized immediately so that this learning transformation can be carried out effectively and evenly throughout Indonesia.

Conclusion

The use of digital comics in learning Narrative Text is an innovative step that suits the needs and characters of today's junior high school students. This media can connect cognitive, affective, and psychomotor aspects well. Visualization of stories in the form of comics enriches students' learning experience, facilitates understanding, and encourages imagination. To make this innovation more effective, training for teachers, development of relevant media, and equitable access to technology are needed. Thus, digital comics serve not only as a tool, but also as a bridge to a fun, meaningful and sustainable learning experience.

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