



THE EFFECTIVENESS OF THE "SI GEMPI AR 3D" EDUCATIONAL COMIC PROGRAM ON THE LEVEL OF UNDERSTANDING AMONG SMA NEGERI 1 KUTA MAKMUR STUDENTS REGARDING ACEH QANUN NUMBER 6 OF 2014 CONCERNING JINAYAT LAW

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Abstract

This study analyzes the effectiveness of the Si Gempi AR 3D Educational Comic in improving students' understanding of Aceh Qanun Number 6 of 2014 concerning Jinayat Law at SMA Negeri 1 Kuta Makmur. The program aims to increase legal awareness and help reduce juvenile delinquency. The research is based on Campbell J.P.'s (1990) Program Effectiveness Theory, which includes target success, program success, user satisfaction, input and output levels, and goal achievement. Students' understanding is measured using Kenneth D. Moore's (2007) Conceptual Understanding Theory. This study employs a quantitative survey method with descriptive and causal-comparative approaches. Data were collected through questionnaires distributed to 100 students selected from a population of 355 using probability sampling with a simple random sampling technique. The data were analyzed using descriptive statistics, instrument testing, classical assumption tests, and simple linear regression with SPSS. The findings show that the Si Gempi AR 3D Educational Comic has a positive and significant effect on students' understanding of Jinayat Law. The significance value is <0.001 , the calculated t-value (38.358) exceeds the t-table value (1.984), and the coefficient of determination (R^2) is 0.937. These results indicate that the comic effectively improves students' understanding and supports its implementation as an educational medium.

Keywords: Program Effectiveness, *Jarimah*, Si Gempi AR 3D Comics, Student Understanding, Aceh Qanun Number 6 of 2014

INTRODUCTION

The implementation of Islamic law in Indonesia has evolved in a unique manner within Aceh Province, which holds special autonomy status regarding the administration of Sharia. A key manifestation of this is Aceh Qanun Number 6 of 2014 concerning Jinayat (Islamic Criminal) Law, which came into effect on October 23, 2015, serving as the legal basis for Islamic criminal law in Aceh (Lubis, 2014). The enactment of this Qanun is grounded in Law Number 44 of 1999 concerning the Implementation of Aceh's Special Status and Law Number 11 of 2006 concerning the Government of Aceh (Mubarok, 2025). The existence of the Jinayat Qanun reflects the Aceh Government's commitment to integrating Sharia values into the regional legal system while simultaneously reinforcing the Islamic identity of the Acehnese people (Armanda et al., 2020, p. 60).

Facts on the ground indicate that, despite the implementation of the Qanun Jinayat since 2015, the number of *jarimah* (criminal offenses) violations in Aceh remains high. Data from the Aceh Sharia Court records 450 incoming cases in 2022 and 430 in 2023, rising to approximately 630 cases in 2024 a trend showing an increase over the past year. Meanwhile, the backlog of cases has also grown year by year, indicating that there are still cases that have not been optimally resolved.

The same phenomenon is observed in North Aceh Regency. Research findings indicate that several *jarimah* (Sharia offenses) frequently occur in the area. These include *khamar* (consumption of alcohol), cases of which are still commonly found, particularly in certain hard-to-reach locations. Regarding *khalwat* (illicit proximity/intimacy between unmarried individuals), violations have been detected by the Wilayatul Hisbah (Sharia Police) in public

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spaces such as cafes, reservoirs, beaches, and boarding houses. *Maisir* (gambling) also remains prevalent, especially in the form of online gambling. Instances of *ikhtilat* (unlawful mixing of unrelated men and women) are likewise found in cafes, city parks, and entertainment venues, where men and women mingle without observing the boundaries prescribed by Islamic Sharia. Please refer to the table below.

Table 1. Violations of Qanun No. 6 of 2014 in North Aceh (2022–2025)

Number	Types of Jarimah (Crimes under Islamic Law)	Year 2022	Year 2023	Year 2024	Year 2025 (Jan-Sept)
1	<i>Wine</i>	0	0	0	0
2	<i>Maisir</i>	12	6	7	10
3	Providing Facilities for <i>Maisir</i>	0	0	0	0
4	<i>Khalwat</i>	0	0	0	0
5	<i>Ikhtilath</i>	0	0	0	0
6	Adultery	4	3	0	2
7	Sexual Harassment	12	8	1	4
8	Rape	31	25	41	33
9	<i>Qadzaf</i>	1	0	0	0
10	<i>Liwath</i>	0	0	0	0
11	<i>Musahaqah</i>	0	0	0	0
Total		60	42	49	49

(Source: Aceh Sharia Court, 2022–2025)

The data above indicates an unstable pattern with a downward trend. There were 60 recorded cases in 2022, dropping to 42 in 2023, and decreasing further to 40 in 2024 a figure that remained at 40 in 2025. While the number of cases did not increase, the violations were predominantly acts of rape and sexual harassment. These sexual offenses have serious social consequences, as the most vulnerable victims are often children and adolescents. This vulnerability stems from limited legal awareness, psychological immaturity, and a lack of self-protection capabilities.

A lack of understanding regarding Aceh Qanun Number 6 of 2014 concerning Criminal Law (Hukum Jinayat) among the younger generation was also observed at SMA Negeri 1 Kuta Makmur. A preliminary survey revealed that 70% of students were unaware of the law regarding caning, while 30% were merely aware of its existence without understanding the specific provisions or the mechanisms of its enforcement. This situation is compounded by the persistence of behaviors constituting *jarimah* (criminal offenses)—such as online gambling and *khalwat* (illicit proximity between unrelated individuals of the opposite sex) as well as a lack of dedicated educational materials and literature on the Aceh Qanun within the school. Meanwhile, government outreach efforts remain dominated by conventional approaches, failing to effectively reach adolescents. Research by Mawardi et al. (2022) further indicates that limited resources, budget constraints, and a lack of outreach media hinder efforts to prevent violations of the Jinayat Qanun.

From the perspective of policy communication, the effectiveness of policy dissemination is influenced by the alignment between the chosen medium and the characteristics of the target audience (Edwards III, 1980). Consequently, there is a need for more innovative and interactive educational media to enhance legal understanding among adolescents. One such innovation is the "Si Gempi AR 3D" Educational Comic, an Augmented Reality-based learning tool developed through the Student Creativity Program (PKM) at Malikussaleh University. By utilizing a visual approach, simple narratives, and interactive features, this comic aims to improve students' understanding of Aceh Qanun Number 6 of 2014 concerning Jinayat (Islamic Criminal) Law. Addressing this context, this study was conducted to examine the impact of the "Si Gempi AR 3D" Educational Comic's effectiveness on the level of understanding among students at SMA Negeri 1 Kuta Makmur regarding Aceh Qanun Number 6 of 2014 concerning Jinayat Law. Thus, the study aims to determine the influence of the "Si Gempi AR 3D" Educational Comic's effectiveness in enhancing student understanding of Aceh Qanun Number 6 of 2014 concerning Jinayat Law.

LITERATURE REVIEW

According to Nicholas Henry (1988), public administration is a blend of theory and practice aimed at understanding how the government carries out its functions and roles in serving the public. Public administration is oriented not only toward the development of academic concepts but also toward their application in governance to

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achieve effective public service delivery (Mulyadi, 2022, p. 27). One of the primary scopes of public administration is public policy, which serves as a government instrument for addressing various societal issues. Thomas R. Dye, as cited in Subarsono (2012, p. 2), defines public policy as whatever governments choose to do or not to do. This definition indicates that public policy constitutes a form of strategic government decision-making in response to various public issues. Furthermore, Howlett and Ramesh, as cited in Subarsono (2012, pp. 12–13), explain that the public policy process comprises five stages: agenda setting, policy formulation, decision-making, policy implementation, and policy evaluation. Among these stages, implementation plays a crucial role as it determines the extent to which a policy achieves its established objectives. Therefore, the success of policy implementation must be measured through the concept of effectiveness. Effectiveness refers to the degree of success an activity, program, or organization achieves in meeting its set goals, reflected in the alignment between the results obtained and the planned targets. Thus, effectiveness serves as a key indicator for assessing the success of public policy implementation, including the use of educational media as a means of implementing policy to enhance public understanding.

Campbell J.P., as cited in Ratri and Setyowati (2024), suggests that the effectiveness of a program can be measured through five key indicators, as follows:

1. Targeting success: The degree of accuracy with which the program reaches its intended targets or beneficiaries. This indicator aims to safeguard program recipients and ensure that the program is genuinely delivered to the groups entitled to receive it, thereby enabling accurate and effective implementation.
2. Program success: The extent to which the program successfully carries out activities in alignment with established objectives. Success can be assessed by examining the implementation methods and mechanisms applied in the field.
3. Satisfaction with the program: The level of user satisfaction regarding the services or benefits provided by the program. This indicator reflects the extent to which user needs are met and serves as a measure for evaluating the program's overall effectiveness.
4. Input and output levels: An assessment of program efficiency based on the ratio of resources utilized (inputs) to results achieved (outputs). A program is considered efficient if the output exceeds the input; conversely, it is deemed inefficient if the input exceeds the output.
5. Achievement of overall goals: A comprehensive evaluation of the organization's or program's success in fulfilling its responsibilities and attaining its primary objectives. In this context, the assessment is holistic, taking various factors into account to provide a clear picture of the organization's overall effectiveness.

In the context of this study, the public policy under examination is Aceh Qanun Number 6 of 2014 concerning Jinayat (Islamic Criminal) Law. Jinayat Law is a legal subsystem within Islamic Sharia that governs provisions regarding *jarimah* (criminal offenses) and *uqubat* (sanctions or punishments) for offenders (Nurdin, 2018). The Jinayat Qanun regulates ten types of offenses: *khamar* (alcohol consumption), *maisir* (gambling), *khalwat* (illicit seclusion), *ikhtilath* (illicit intimacy), *zina* (adultery/illicit sexual intercourse), sexual harassment, rape, *qadzaf* (false accusation of illicit sexual intercourse), *liwath* (sodomy), and *musahaqah* (lesbian sexual acts). The successful implementation of the Jinayat Qanun depends not only on law enforcement aspects but also on the public's level of understanding regarding the policy's substance. According to Sudaryono (2012), understanding is an individual's ability to grasp, interpret, and re-explain acquired information, which includes identifying meaning and transforming information into a more easily understood form.

According to Kenneth D. Moore (2007), understanding is an individual's ability to grasp the meaning of a concept through various cognitive processes. Indicators of student understanding can be described as follows:

1. Restating a concept. Students are able to restate a concept accurately and clearly using their own words.
2. Classifying objects. Students can group objects or information based on specific characteristics relevant to the concept being studied.
3. Providing examples and non-examples. Students are able to present appropriate examples as well as non-examples (counter-examples) to clarify the boundaries of a concept.
4. Presenting concepts in various forms of representation. Students can depict a concept through diverse representations, such as verbal, graphical, tabular, or symbolic forms.
5. Developing necessary and sufficient conditions. Students are able to explain the criteria that must be met for a concept to apply, including both necessary and sufficient conditions.
6. Selecting and using appropriate procedures. Students can determine and apply the correct steps or procedures to solve a problem.
7. Applying concepts or algorithms in problem-solving. Students are able to use specific concepts or algorithms to solve problems related to the learning material.

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The "Si Gempi" 3D AR comic is an educational tool regarding Qanun Jinayat (Islamic Criminal Law) that utilizes 3D Augmented Reality (AR) technology. It was developed to help prevent offenses such as zina (illicit sexual relations), sexual harassment, maisir (gambling), khamar (alcohol consumption), rape, and LGBT-related acts among students in Aceh. The creation of this comic was prompted by the low level of student understanding particularly at SMA Negeri 1 Kuta Makmur regarding Aceh Qanun No. 6 of 2014 on Jinayat Law, which serves as the legal basis for the practice of caning in Aceh. An initial survey revealed that approximately 70% of students were unaware of the legal basis for caning, while the remaining 30% possessed only a general understanding and lacked a deep grasp of the regulations' substance. This situation highlights the need for an alternative learning medium capable of conveying Jinayat legal concepts in a more communicative manner that is easily understood by all audiences, especially adolescents.



Image : Si Gempi AR 3D Comic Book

The development of the Si Gempi 3D AR comic was carried out under the Student Creativity Program – Community Service (PKM-PM) initiative by the Ministry of Higher Education, Science, and Technology of the Republic of Indonesia in 2025. The comic features a storyline following the adventures of the character Si Gempi, alongside Agam and Icut, as they navigate various issues related to jarimah (offenses under Sharia law); simultaneously, it provides lessons on how to avoid actions that cause harm to oneself or others. The use of 3D AR technology offers a more interactive learning experience, enabling users to view direct visual simulations of the caning process via digital devices.

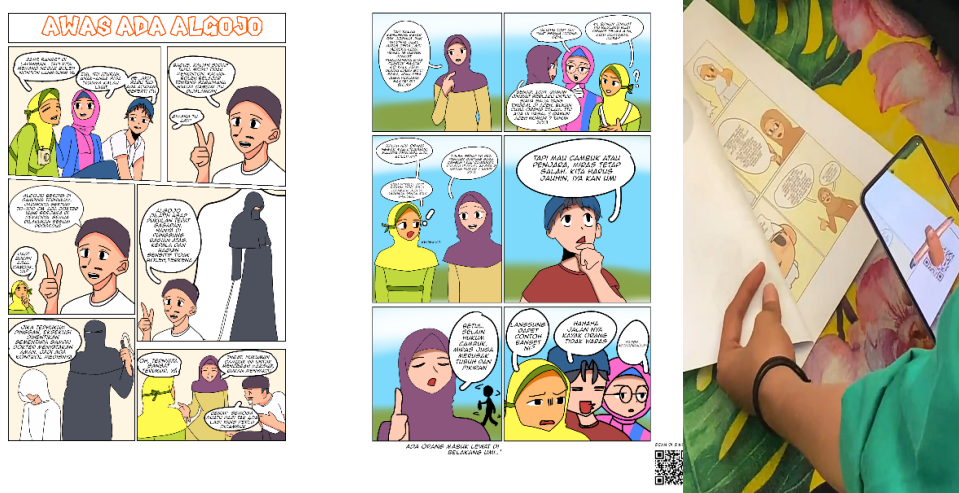


Image : Content Preview of the Si Gempi AR 3D Comic

METHOD

This study was conducted from April to May 2026 at SMA Negeri 1 Kuta Makmur, North Aceh Regency, Aceh Province. It employed a quantitative approach utilizing descriptive survey and causal-comparative methods to examine the impact of the "Si Gempi AR 3D" educational comic program's effectiveness on students' level of understanding. The research data comprised primary data obtained through observation, a preliminary survey, and questionnaire distribution and secondary data sourced from the school profile and various scientific references. The study population consisted of 355 students, with a sample of 100 students selected via simple random sampling (a

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probability sampling technique). Data collection involved interviews, documentation, and a Likert-scale questionnaire (1–5). Data analysis included validity and reliability testing, classical assumption testing (normality, linearity, and heteroscedasticity), and simple linear regression analysis with a partial test (t-test). All data analysis procedures were performed using SPSS versions 31 and 22.

The conceptual framework of this study positions the effectiveness of the "Si Gempi AR 3D" Educational Comic program as the independent variable and the students' level of understanding regarding Aceh Qanun Number 6 of 2014 concerning Jinayat (Islamic Criminal) Law as the dependent variable. Program effectiveness is measured based on indicators by Campbell (1990), while the level of understanding is measured using indicators by Kenneth D Moore (2007). Based on this framework, H_0 posits that there is no significant influence of the "Si Gempi AR 3D" Educational Comic program's effectiveness on students' level of understanding, whereas H_1 posits that there is a significant influence of the "Si Gempi AR 3D" Educational Comic program's effectiveness on students' level of understanding regarding Aceh Qanun Number 6 of 2014 concerning Jinayat Law.

RESULTS AND DISCUSSION

Validity Test

Table 2. Validity Test Results for Variabel X

Number	Statement Item		Calculated r	R table	Information
1	Achievement of Objectives	a	0,483	0,361	Valid
		b	0,633	0,361	Valid
2	Program success	a	0,768	0,361	Valid
		b	0,625	0,361	Valid
3	Satisfaction with the program	a	0,649	0,361	Valid
		b	0,811	0,361	Valid
4	Input and output levels	a	0,581	0,361	Valid
		b	0,626	0,361	Valid
5	Achievement of the overall objective	a	0,584	0,361	Valid
		b	0,609	0,361	Valid

(Source: processed by the researcher, 2026)

The validity test results presented in Table 2. indicate that all statement items distributed to the respondentsstudents of SMA Negeri 1 Kuta Makmur yielded calculated r-values exceeding the r-table value of 0.361; therefore, all items for variable X are considered valid.

Table 3. Validity Test Results for Variabel Y

Number	Statement Item		Calculated r	R tabel	Information
1	Restating the concept	a	0,790	0,361	Valid
		b	0,560	0,361	Valid
2	Classifying objects	a	0,759	0,361	Valid
		b	0,666	0,361	Valid
3	Providing examples and non-examples	a	0,565	0,361	Valid
		b	0,566	0,361	Valid
4	Presenting concepts in various forms of representation	a	0,613	0,361	Valid
		b	0,833	0,361	Valid
5	Develop necessary and sufficient conditions	a	0,585	0,361	Valid
		b	0,698	0,361	Valid
6	Using and selecting appropriate procedures	a	0,667	0,361	Valid
		b	0,722	0,361	Valid
7	Applying concepts or algorithms to problem-solving	a	0,531	0,361	Valid
		b	0,593	0,361	Valid

(Source: processed by the researcher, 2026)

The validity test results presented in Table 3. indicate that all statement items for variable Y have a calculated r-value greater than the r-table value of 0.361. All questionnaire items for variable Y are valid.

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Reliability Test

Table 4. Variable Reliability Test Results

Number	Variable	Cronbach Alpha	Limitation	Information
1	The Effectiveness of the Si Gempi Comic (X)	0,838	0,60	Reliable
2	Level of Understanding of Qanun Jinayat (Y)	0,897	0,60	Reliable

(Source: processed by the researcher, 2026)

The Effectiveness of the Si Gempi Comic variable (X) has a Cronbach's Alpha value of 0.838, which exceeds the minimum threshold of 0.60. This indicates that the instrument used to measure this variable is reliable. The Level of Understanding of the Qanun Jinayat variable (Y) has a Cronbach's Alpha value of 0.897, which also exceeds the minimum threshold of 0.60; the instrument used to measure this variable is deemed reliable.

Normality Test

Table 5. Kolmogorov-Smirnov Normality Test Results

One-Sample Kolmogorov-Smirnov Test			
			Unstandardized Residual
N			100
Normal Parameters ^{a,b}	Mean		.0000000
	Std. Deviation		1.69158508
Most Extreme Differences	Absolute		.067
	Positive		.062
	Negative		-.067
Test Statistic			.067
Asymp. Sig. (2-tailed) ^c			.200 ^d
Monte Carlo Sig. (2-tailed) ^e	Sig.		.325
	99% Confidence Interval	Lower Bound	.312
		Upper Bound	.337

(Source: processed by the researcher, 2026)

The normality test results using the One-Sample Kolmogorov-Smirnov method in Table 5 show an Asymp. Sig. (2-tailed) value of 0.200, which is greater than the significance level of 0.05 ($0.200 > 0.05$). This indicates that the residuals in the regression model are normally distributed.

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Linearity Test

Table 6. Linearity Test Results: Deviation from Linearity

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Level of Understanding of the *Qanun Jinayat*: Effectiveness of the "Si Gempi" Comic	Between Groups	(Combined)	4329.1	19	227.85	87.899	<.001
		Linearity	4253.2	1	4253.2	1640.8	<.001
		Deviation from Linearity	75.911	18	4.217	1.627	0.073
	Within Groups		207.37	80	2.592		
	Total		4536.5	99			

(Source: processed by the researcher, 2026)

Based on the linearity test results in Table 6, the significance value for Deviation from Linearity is 0.073. This value exceeds the significance level of 0.05 ($0.073 > 0.05$). This indicates no deviation from a linear relationship; thus, it can be concluded that there is a linear relationship between the "Si Gempi AR 3D Comic Effectiveness" variable and the "Level of Understanding of Qanun Jinayat." The significance value for the "Linearity" component is < 0.001 , indicating that the relationship between the two variables is statistically significant.

Heteroskedasticity Test

Based on the scatterplot, the distribution of data points shows no clear pattern and is scattered around the Y-axis at a value of 0. It is concluded that the regression model does not exhibit heteroscedasticity and is suitable for further analysis of the relationship between the independent and dependent variables.

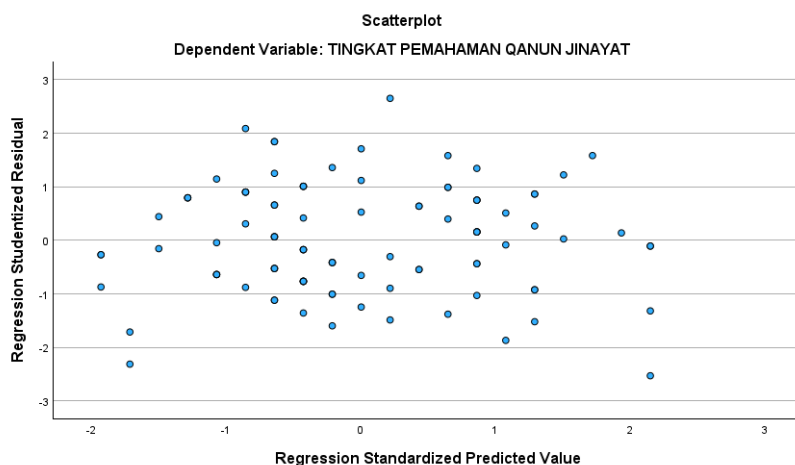


Image : Heteroskedasticity Test Results

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Simple Linear Regression Analysis

Table 7. Simple Linear Regression Test Results

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	0.245	1.439		0.17	0.865
	The Effectiveness of the Si Gempì Comic	1.407	0.037	0.968	38.358	<.001

A. Dependent Variable: Tingkat Pemahaman Qanun Jinayat

(Source: processed by the researcher, 2026)

Based on the analysis results table, the simple linear regression equation can be formulated as follows:

$$Y = \alpha + \beta X$$

$$Y = 0,245 + 1,407X$$

1. The regression equation can be explained as follows:
2. The constant value (α) of 0.245 indicates that when the independent variable the effectiveness of the Si Gempì comic is zero, the level of understanding regarding the Qanun Jinayat is estimated to be 0.245.
3. The regression coefficient (β) of 1.407 indicates that for every one-unit increase in the effectiveness of the Si Gempì comic, the level of understanding regarding the Qanun Jinayat increases by 1.407. The positive sign (+) on the regression coefficient indicates that the effectiveness of the *Si Gempì* comic has a positive influence on the level of understanding regarding the Qanun Jinayat.

Partial Test (t-test)

The constant value of 0.245, with a significance level of 0.865 (> 0.05), indicates that if the Si Gempì Comic Effectiveness variable (X) is zero, the Qanun Understanding Level (Y) is estimated to be 0.245. However, since the significance level of the constant exceeds 0.05, the constant is not statistically significant. The regression coefficient for the Si Gempì Comic Effectiveness variable is 1.407, with a significance level of $<.001$ (< 0.05). This indicates that the effectiveness of the Si Gempì comic has a positive and significant effect on the level of Qanun understanding. In other words, every one-unit increase in the effectiveness of the Si Gempì comic results in a 1.407-unit increase in the level of Qanun Jinayat understanding, assuming other variables remain constant. The significance level for the (partial) effect of variable X on Y is $<.001$ (< 0.05), and the calculated t-value is 38.358 (exceeding the t-table value of 1.984); thus, it can be concluded that the alternative hypothesis (H_a) is accepted. Consequently, there is a significant effect of the Si Gempì Comic Effectiveness (X) on the Qanun Understanding Level (Y).

Table 8. Partial Test Results (t-test)

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	0.245	1.439		0.17	0.865
	The Effectiveness of the Si Gempì Comic	1.407	0.037	0.968	38.358	<.001

A. Dependent Variable: Level of Understanding of Qanun Jinayat

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Results of the Coefficient of Determination (R²) Test

Table 9. Coefficient of Determination (R² test)

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.968 ^a	.938	.937	1.70019
A. Predictors: (Constant), The Effectiveness of the Si Gempì Comic				
B. Dependent Variable : Level of Understanding of the Qanun Jinayat				

The results of the simple linear regression analysis examining the effect of the Si Gempì Comic's effectiveness on the level of understanding regarding the Qanun Jinayat yielded a correlation coefficient (R) of 0.968. This value indicates a very strong, positive relationship between the effectiveness of the Si Gempì Comic and the level of understanding of the Qanun Jinayat. The coefficient of determination (R²) was found to be 0.938, meaning that the Si Gempì Comic effectiveness variable explains 93.8% of the influence on the level of understanding of the Qanun, while the remaining 6.2% is attributed to factors outside the scope of this study. The Adjusted R-Square value was 0.937, indicating that after adjustment the Si Gempì Comic effectiveness variable contributes 93.7% to the students' level of understanding of the Qanun Jinayat, with the remaining 6.3% influenced by other variables not examined in this study.

CONCLUSION

This study demonstrates that the Si Gempì AR 3D educational comic has a positive and significant impact on students' understanding of Aceh Qanun Number 6 of 2014 concerning Jinayat Law. The greater the effectiveness of the comic's usage, the higher the students' level of understanding regarding the material. This effectiveness is reflected in the achievement of targets and program goals, user satisfaction, the balance between input and output, and overall objective attainment, enabling students to grasp the concepts of the Jinayat Qanun in a deeper and more practical manner. The research instruments met the criteria for validity and reliability. Normality test results showed an Asymp. Sig. value of 0.200 (>0.05), while the coefficient of determination (R-squared) of 0.937 indicated that the effectiveness of the Si Gempì AR 3D comic explains 93.7% of the variation in students' understanding of the Jinayat Qanun. These findings confirm that the Si Gempì AR 3D educational comic is a highly effective learning medium for supporting education on Aceh Qanun Number 6 of 2014 concerning Jinayat Law. Based on these results, the Aceh Government is encouraged to optimize the use of the Si Gempì AR 3D comic through policy support, funding, resource allocation, and collaboration with developers. Schools in Aceh are advised to utilize this comic as an interactive learning tool and library resource, while future researchers are encouraged to expand the study by examining other factors influencing student understanding, employing different methodologies, and broadening the scope of respondents and research locations. Furthermore, developers need to continuously refine the content, illustrations, augmented reality features, and materials to ensure they remain engaging and aligned with students' needs. Support from parents and the community is also essential to ensure that the use of the Si Gempì AR 3D comic as a legal education medium strengthens students' understanding of the Jinayat Qanun in both school and family environments.

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