



## Implementation of Digital Storytelling to Increase Student Learning Interest in Prophet's Hijrah Material in Grade 5

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### Article History:

Received: May 27, 2025

Revised: Jul 03, 2025

Accepted: Sep 19, 2025

Online First: Oct 25, 2025

### Keywords:

Digital Stories,

Interest in Learning,

Islamic Cultural History,

Madrasah Ibtidaiyah,

Prophet's Hijrah.

### Kata Kunci:

Digital Storytelling,

Hijrah Nabi,

Madrasah Ibtidaiyah,

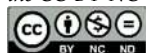
Minat Belajar,

Sejarah Kebudayaan Islam.

### How to cite:

Mustain, M. (2025). Implementation of Digital Storytelling to Increase Student Learning Interest in Prophet's Hijrah Material in Grade 5. *Edunesia : Jurnal Ilmiah Pendidikan*, 6(3), 1785-1802.

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**Abstract:** This study describes the implementation of digital storytelling in teaching Islamic Cultural History (SKI) material on the Hijrah of the Prophet Muhammad SAW in grade 5 at Madrasah Ibtidaiyah Da'waturrosyidin. Using a descriptive qualitative approach, data were collected through observation, interviews, and documentation, then analyzed using the Miles & Huberman and Saldana models. The Research results indicate an increase in students' learning interest across three indicators. Enthusiasm increased from 11 to 17 students (5A) and from 12 to 15 students (5B). Active engagement rose from 10 to 17 students (5A) and from 9 to 15 students (5B). Participation was evident from 16 students (5A) and 15 students (5B) who dared to give presentations, with an additional six students (5A) and six students (5B) interacting. Interviews with students and parents reinforced that learning with digital media is more interesting, easier to understand, and fosters a spirit of learning. This study confirms that digital storytelling is compelling in increasing interest in learning SKI at the Madrasah Ibtidaiyah (MI) level. However, it is limited to grade 5 and the material on the Prophet's Hijrah.

**Abstrak:** Penelitian ini mendeskripsikan implementasi digital storytelling dalam pembelajaran Sejarah Kebudayaan Islam (SKI) materi Hijrah Nabi Muhammad SAW di kelas 5 Madrasah Ibtidaiyah Da'waturrosyidin. Dengan pendekatan kualitatif deskriptif, data diperoleh melalui observasi, wawancara, dan dokumentasi, lalu dianalisis menggunakan model Miles & Huberman dan Saldana. Hasil penelitian menunjukkan peningkatan minat belajar siswa pada tiga indikator. Antusiasme meningkat dari 11 menjadi 17 siswa (5A) dan dari 12 menjadi 15 siswa (5B). Keterlibatan aktif naik dari 10 menjadi 17 siswa (5A) dan dari 9 menjadi 15 siswa (5B). Partisipasi terlihat dari 16 siswa (5A) dan 15 siswa (5B) yang berani maju presentasi, dengan tambahan interaksi 6 siswa (5A) dan 6 siswa (5B). Wawancara siswa dan orang tua menguatkan bahwa pembelajaran dengan media digital lebih menarik, mudah dipahami, dan menumbuhkan semangat belajar. Penelitian ini menegaskan bahwa digital storytelling efektif meningkatkan minat belajar SKI di tingkat MI, meski terbatas pada kelas 5 dan materi Hijrah Nabi.

## A. Introduction

The teaching of Islamic Cultural History (SKI) in Madrasah Ibtidaiyah (MI) is generally still dominated by teacher-centered lecture methods (Gayatri & Gaffar, 2023). As stated by (Prameswara, 2023), this type of learning pattern often makes the learning atmosphere monotonous and boring. As a result, many students pay little attention to the teacher's explanations, usually choosing to play on their own during lessons. Only a small proportion of students, particularly those with high academic abilities, actively listen to the teacher. At the same time, the majority remain passive, refrain from asking questions, and fail to respond when allowed to discuss. This situation affects students' understanding of SKI material, as evidenced by the large number of students who are unable to answer the teacher's questions related to the material that has been presented. This phenomenon is in line with the findings of a study (Fitri et al., 2023) that examined the factors causing SKI learning boredom among 11th-grade religious studies students at MAN Tempel Sleman. The study revealed that the current learning process for Islamic Cultural History is still very tedious for students and creates a monotonous atmosphere, as students perceive Islamic Cultural History as merely studying the history of Islam. Learning fatigue also has common signs or symptoms, such as feelings of doubt, laziness, tiredness, and a lack of interest in learning. These findings show that monotonous and unvaried SKI learning has the potential to cause boredom and low student attention to the material being taught.

History, as one of the subjects in SKI, requires a high level of concentration and memory because it involves long storylines and diverse characters. Therefore, an innovative learning method is needed that can focus students' attention while increasing their interest so that they are more actively involved in the learning process. On the other hand, today's students have the distinctive characteristics of the digital generation, namely a greater interest in things that are visual, interactive, and closely related to technology. The presence of digital storytelling is relevant because this learning method aligns with students' familiarity with the digital world (Puspitasari et al., 2025), while also presenting SKI material in an engaging, contextual, and easily understandable manner. As is well known, digital storytelling is a medium in the form of short videos lasting 3 to 15 minutes that combine images, sound, and music to convey information (Aulia & Liansari, 2023). The information conveyed can take the form of stories, messages, or lesson materials. When used appropriately and effectively, DST as a multimedia learning tool can provide benefits in the learning process (Yuliana & Putri, 2021; Kristi & Purwati, 2025).

The effectiveness of using digital storytelling to increase students' interest in learning and understanding is also supported by several previous studies. A study conducted by Latifah Rahmi Hasibuan showed that the implementation of the digital storytelling method successfully increased the learning interest of 10th-grade students in Islamic Studies at Madrasah Aliyah Pondok Pesantren Robi'ul Islam Pasar Latong. The results of the study showed a significant increase in students' learning interest questionnaire scores from the low category to the high category (Hasibuan, 2023). Another survey by Sukriadi and Dhia

Hana Febriyanty also revealed that digital storytelling animation media can increase student participation and learning outcomes in IPAS lessons for fifth-grade students, as evidenced by the increase in average learning outcomes and student enthusiasm during the viewing of animated videos (Sukriadi & Febriyanty, 2024). Similar findings were reported by Rosmina Jumati in her study at MAN 2 Kota Tidore, indicating that innovative digital-based learning strategies, including storytelling, can enhance students' interest, enthusiasm, and active participation in SKI learning (Jumati, 2022).

Although these studies show the success of using digital storytelling and other innovative learning strategies in increasing students' interest in learning, there is still a Research gap. There have been few studies specifically examining the implementation of digital storytelling in SKI education at the MI level, particularly regarding the topic of the Hijrah of Prophet Muhammad SAW, which holds significant historical value for the development of students' religious character. Therefore, this study focuses on describing the implementation of digital storytelling in SKI education on the topic of the Hijrah of Prophet Muhammad SAW in Grade V at MI Da'waturrosyidin, as well as its contribution to enhancing students' learning interest (Hamida & Nurdiansyah, 2024).

## B. Method

This study uses a descriptive qualitative approach to describe in detail the process of implementing digital storytelling in Islamic Cultural History (SKI) learning, specifically in the material on the Hijrah of the Prophet Muhammad SAW in grade 5 at MI Da'waturrosyidin. This approach was chosen because it can represent the reality in the field in depth, especially regarding the planning, implementation, and evaluation of digital storytelling-based learning (Wekke, 2020). The Research subjects were 5th-grade students at MI Da'waturrosyidin, with a total of 38 students divided into two classes, namely class 5A with 19 students and class 5B with 19 students. The Research informants consisted of 12 students selected through purposive sampling, six students from each class. The teacher in charge of the SKI subject in this study was the researcher himself, as well as six parents of the students. The Research location was at Madrasah Ibtidaiyah Da'waturrosyidin, Sumari Village, Duduksampeyan Subdistrict, Gresik District, chosen because the school had made efforts to utilize digital media in teaching. However, its application in SKI lessons was not yet optimal.

The instruments used in this study included observation, interviews, and documentation. Observations were conducted using a structured observation sheet containing three leading indicators: student enthusiasm during learning, active student involvement in watching and taking notes, and student participation in presenting their learning outcomes. Interviews were conducted using a semi-structured interview guide, which allowed the researcher to ask key questions while developing follow-up questions based on the informant's responses. Interview topics included how you felt when learning SKI using digital storytelling videos, whether you found it easier to take notes on key points after following the story in the video, and whether you felt confident or struggled when

presenting in front of your peers. The documentation collected included photos of learning activities, the digital storytelling media used, and students' work.

Data collection was carried out in an integrated manner using all three techniques. Observation was used to directly observe the learning process from the planning stage to implementation. Interviews were used to explore students' experiences and responses in depth, while documentation served to complement and reinforce the findings from the observations and interviews. Data analysis followed the model (Miles et al., 2014) comprising four stages: data reduction, categorization, data presentation, and conclusion. In the data reduction stage, all data from observations, interviews, and documentation were selected by removing irrelevant information, leaving only data focused on the planning, implementation, and evaluation of digital storytelling-based learning. Next, the reduced data was categorized based on source and theme. Interview data were grouped into themes such as student perceptions, student understanding of the learning process, and confidence during presentations. Observation data were organized according to the sequence of learning stages. The next stage involved presenting the data in the form of descriptive narratives supplemented with direct quotes from informants to strengthen the findings. At the conclusion stage, findings were verified using triangulation techniques between sources by comparing data from observations, interviews, and documentation, followed by member checking with informants and discussions with other teachers to ensure the accuracy and validity of the conclusions obtained.

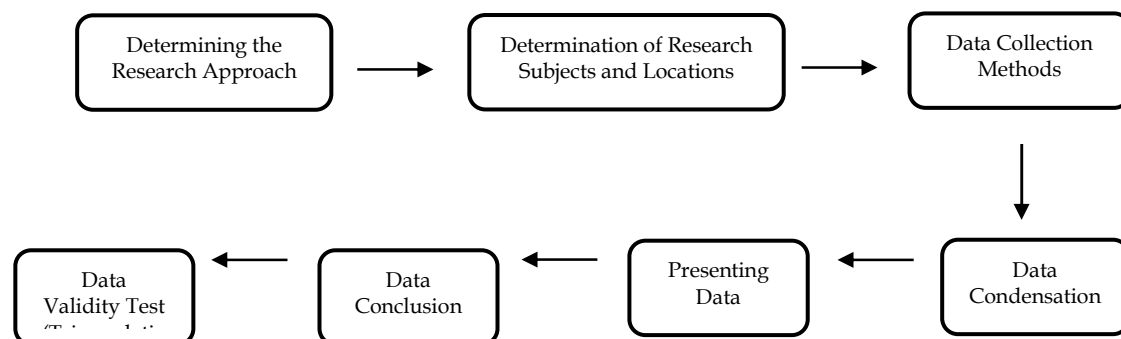


Figure 1. Chart of Data Analysis Stages

## C. Result

### Digital Storytelling Learning Planning

The researcher himself is a teacher, so on Friday evening, before the SKI lesson the next day, he searched for material about the Prophet's migration on YouTube. The material he was looking for was about the Prophet's migration to Abyssinia. After finding the source of the material on YouTube, the researcher took screenshots of the material as a reminder, just in case, in case tomorrow when connecting the phone to the Google Media TV, they forget.

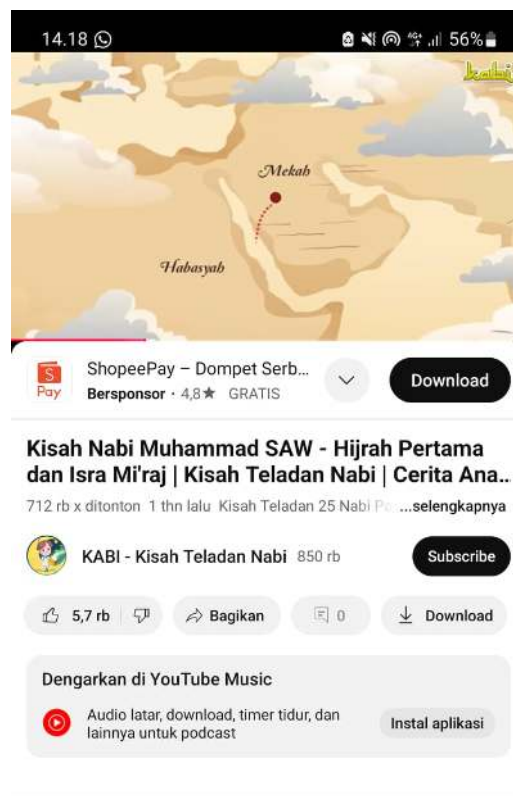


Figure 2. Media Screenshot Image

### Digital Storytelling Learning Implementation

In this study, digital storytelling was implemented on Saturday, May 17, 2025, at MI Da'waturrosyidin, specifically in the Islamic Cultural History (SKI) class for 5th graders, with the topic of the Prophet Muhammad's migration from Mecca to Abyssinia.

There are 38 students in the 5th grade, and the learning activity was divided into two groups, namely 5A and 5B. Class 5A had its session from 10:00 AM to 11:00 AM, and Class 5B had its session from 11:00 AM to 12:00 PM. The learning activity took place in the library, using a 55-inch LED TV for video playback. At MI Da'waturrosyidin, there are two TVs. The other TV is in the 6th-grade classroom, but it is fixed to the wall.

The learning activity began with an opening activity in the classroom. The researcher greeted the students, said hello, and invited them to pray together. Next, the researcher lightens the mood by asking if the students are satisfied with their rest, meals, and playtime, then jokingly asks, "What subject are we learning today? I forgot, Mr. Teacher!" The students respond enthusiastically, "SKI!" Some even tease, "Wow, Mr. Teacher is getting old." The researcher then reviewed the previous lesson's material, and some students appeared to remember parts of it still.

After that, the researcher opened the workbook and directed the students to new material about the Hijrah of the Prophet Muhammad SAW. The researcher began with a provocative question: "Does anyone know where the Prophet first migrated to?" The

students tried to answer, some saying Habasyah, others saying Madinah. The researcher then gave a brief explanation in the form of several essential points about the first migration of the Prophet.

Next, after explaining, the students were taken to the library. Before leaving, the researcher instructed the students to bring a notebook and writing tools, including pencils and erasers. Upon arriving at the library, the researcher provided an initial explanation about the video that would be played. The video was taken from a YouTube channel that presented the story of the Prophet's migration, complete with voice narration, animated illustrations, background music, and scrolling text (the procedure for the above activity was the same, whether it was carried out in class 5A or class 5B).

Before the video was played, the researcher instructed the students to watch the video and note down the key points they understood from the story being told. Based on the observation results, when the video began playing on a 55-inch Polytron LED TV connected to the school's high-speed WiFi network,



**Figure 3.** TV Media

From the observations, the researcher found field data indicating that "All students appeared focused, quiet, and paying close attention. Out of 19 students in Class 5A, 17 were fully attentive, while the remaining two were not paying attention (Class 5A observation, May 17, 2025). For the students in Class 5B, out of 19 students, 15 were paying close attention, while the remaining four were busy playing with their books" (Class 5B Observation, May 17, 2025).



**Figure 3.** Class A Watches Learning Videos



**Figure 4.** Class B Watches Learning Videos

During the broadcast, some students who were previously known to be passive even appeared focused and serious as they followed the storyline. One student even scolded his friend who tried to talk to him (field notes during observation of both 5A and 5B classes, May 17, 2025),

*“Shut up, focus.” This incident occurred in class 5A. In class 5B, “Hey, don’t make noise, the movie has started.”*

During the video, a student also asked a critical question (a 5th-grade student, Alza),

*“How could there be such a kind king?”*

The researcher replied,

*“King Najasyji was indeed fair and is also known in the story for welcoming refugees from Mecca with respect.”*

After the video ended, there was a question-and-answer session. The teacher asked two questions: “Where did the Prophet migrate to first?” and “In what year did the Prophet migrate?” Students who answered correctly were given candy as a reward. After that, the researcher asked the students to come forward for a presentation.



Figure 5. Class A Presents



Figure 6. Class B Presents

## Evaluation of Digital Storytelling Learning

Table 1. Student Indicator Table

No.	Indicator	Before		After	
		Grade 5 A	Grade 5 B	Grade 5 A	Grade 5 B
1	Enthusiasm	12 Students pay attention	10 Students pay attention	17 Students pay attention	15 Students pay attention
2	Involvement	10 Students take note of important points	9 Students take note of important points	17 Students take note of important points	15 Students take note of important points
3	Participation	13 Students presenting in front of the class	12 Students presenting in front of the class	16 Students presenting in front of the class	15 Students presenting in front of the class

Then, to strengthen the observational evidence, the researcher conducted interviews to compare the data with the observational indicators that had been created. In the first part of the interview, which was related to student enthusiasm, the researcher asked, "How do

you feel when learning SKI using digital storytelling videos?" From their perceptions of digital storytelling learning, a fifth-grade student named Alza stated:

*"It's more enjoyable to learn SKI through TV, sir. It's difficult if we only listen to you, sir, and it's also boring. Learning through TV is more interesting, exciting, and we can understand the historical narrative a bit better"* (interview, fifth-grade student, May 20, 2025).

Kava also said;

*"It's more fun, sir, when learning through TV like this; it's not boring"* (interview, 5th-grade student, May 20, 2025).

Bintang also said the same thing.

*"Watching TV is like watching a movie, sir"* (interview, 5th-grade student, May 20, 2025)

Meanwhile, Akmal said;

*"Why didn't we use this kind of learning method before, sir? It's fun, sir"* (interview, 5th-grade student, May 20, 2025).

Eza added;

*"It's nice to learn through TV, sir. It's not boring like usual"* (interview, 5A class student, May 20, 2025).

And Rosyi also added;

*"It feels different to learn this way, sir. It's easier to understand"* (interview, 5A class student, May 20, 2025).

Then, from class 5B, a student named Radit shared his perspective:

*"I prefer learning this way, sir. It's fun, and I find it a little easier to understand"* (interview, class 5B student, May 21, 2025).

A student named Hakim also said:

*"Sir, it's exciting to learn this way. Let's do it like this again tomorrow, sir"* (interview, 5th-grade student, May 21, 2025).

Nadia expressed the same sentiment.

*"I agree with my friends, sir. It's fun, interesting, and not boring"* (interview, 5th-grade student, May 21, 2025).

Rhea also said;

*"That's right, sir. I agree with Nadia. Learning like this is enjoyable"* (interview, 5B student, May 21, 2025).

Aini and Rafardhan also said the same thing.

*"It's enjoyable, Sir, and exciting too. I'm happy, and it's not boring"* (interview, 5B student, May 21, 2025).

For the second interview regarding students' active engagement during the digital storytelling learning process, the question was: Do you find it easier to note down key points after following the story's flow in the video? In response to this question, Alza from class 5A began by saying;

*"Yes, sir, it was easy to follow the storyline. However, to take notes, I had to pause the video first. Then I also compared it with the content in the workbook"* (interview, 5A student, May 20, 2025).

Then, a student named Kava said;

*"Yes, it's quite good, sir. It's a little easier to understand because the video shows a clear picture of where the Prophet is going and what he is doing. Then, when it is written down, it is a little easier to understand"* (interview, 5A student, May 20, 2025).

Then, the response from the student named Bintang said:

*"Yes, sir, I understand. Because the story is presented in video form, the visuals are somewhat clear in my mind. So, I can write down the key points."* (Interview, 5th-grade student, May 20, 2025).

The student named Akmal said:

*"That's right, sir. It's easy to understand when learning through videos like this. I'll just jot down the points in rough notes. I'll tidy them up when submitting them"* (interview, 5th-grade student, May 20, 2025).

Then Eza said;

*"I understand, sir. I understand. Well, because the video is shown like that, I remember the storyline. Then I just write down the key points"* (interview, 5th-grade student, May 20, 2025).

Meanwhile, Rosyi also added;

*"Yes, I understand, sir. It's not confusing, better than just hearing the story. It's easier to understand this way, and I'll just write down the main points later"* (interview, 5th-grade student, May 20, 2025).

Meanwhile, the second interview began with Radit, a fifth-grade student in class 5B. Radit said,

*"I find it a little easier to understand when learning through videos like this, sir. It's easy to write down the points"* (interview, fifth-grade student in class 5B, May 20, 2025).

Then Hakim said;

*"I feel the same way, sir. It's easy and enjoyable to learn this way. Later, when writing down the points, it's a bit easier to remember"* (interview, 5th-grade student, May 20, 2025).

Then Nadia said;

*"I agree with my friends, sir. But when writing down the points, I'll first compare them with what's in the workbook"* (interview, 5B class student, May 20, 2025).

Rhea also said;

*"I understand, sir, I understand. For me, it's easy to understand, you know, sir. Then I'll just note down the points"* (interview, 5B class student, May 20, 2025).

Ani also said;

*"Yes, I can understand a little, sir, because the illustration is clear. Then I'll write down the points, little by little"* (interview, 5B class student, May 20, 2025).

Rafardhan added;

*"Yes, sir, it's easy to understand, like my concentration is focused there. So when there are important points, I immediately write them down"* (interview, 5B student, May 20, 2025).

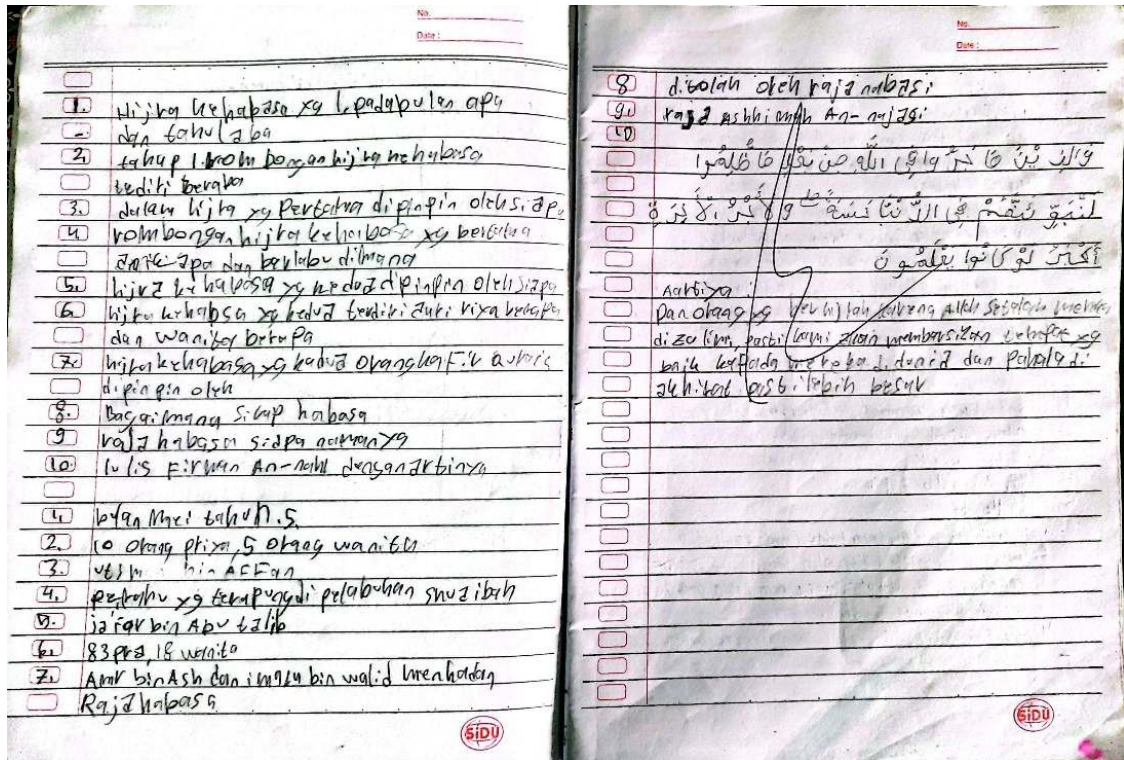


Figure 8. Results of Class 5A Students Notes

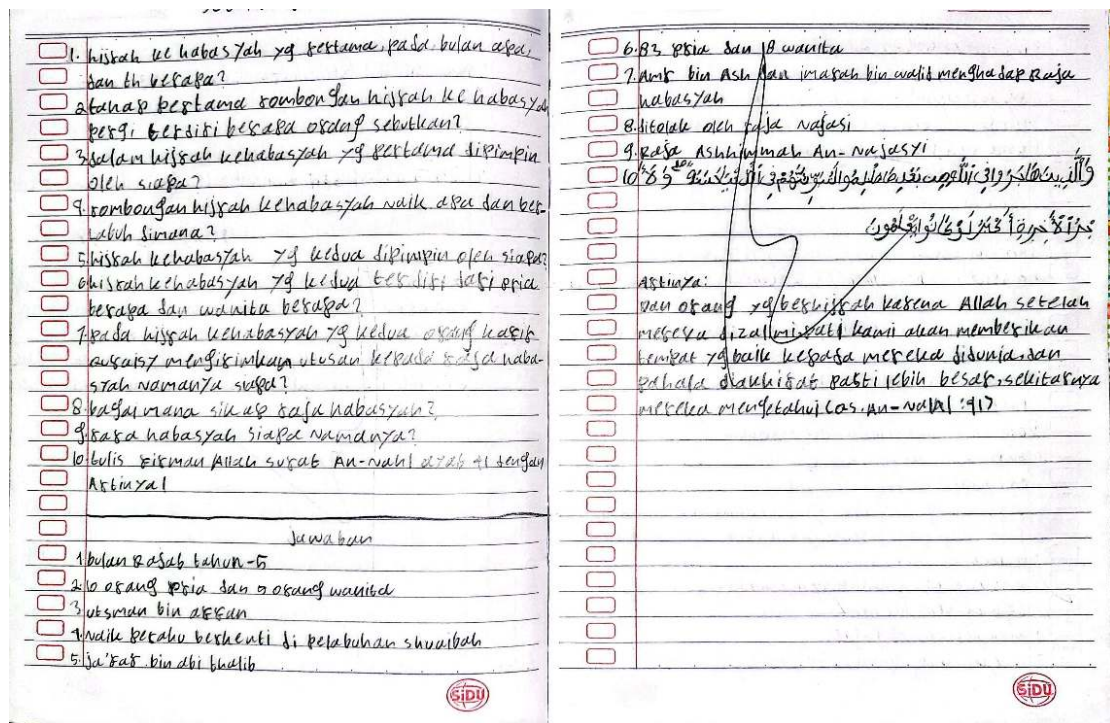


Figure 9. Results of Class 5B Student Notes

Then, for the third interview, we asked whether you felt confident or had difficulty when presenting in front of your friends. From class 5A, Alza answered first;

*"I feel confident when I'm in front of the class, sir, because I understand the storyline"* (interview, 5A student, May 20, 2025).

Then a student named Kava said;

*"Confident, sir. Because I understand the plot. Even though I forgot a little bit"* (interview, 5th-grade student, May 20, 2025).

Bintang and Akmal said the same thing.

*"Yes, sir, I'm confident, because I understand the plot pretty well"* (interview, 5A class student, May 20, 2025).

Eza said;

*"I'm confident, sir, because I understood it earlier"* (interview, 5A class student, May 20, 2025).

Rosyi also said;

*"I'm confident, sir, because I listened carefully and took notes on the key points"* (interview, 5th-grade student, May 20, 2025).

Then from class 5B, starting with Radit;

*"I understand the plot a little, sir. So if we move forward, we'll be ready, sir, hehe"* (interview, 5B student, May 21, 2025).

Then Hakim said;

*"I'm a bit brave to move forward, sir, because I understood the plot a bit earlier. It's exciting"* (interview, 5B student, May 21, 2025).

Nadia herself said;

*"I'm confident, sir, because I know the storyline. Yes, because I saw the video earlier"* (interview, 5B student, May 21, 2025)

Rhea also said;

*"I'm confident, sir. Yes, because I understand, sir. That's all"* (interview, 5B student, May 21, 2025)

Aini and Rafardhan shared the same opinion.

*"Confident, sir, because the video was clear, with sound and visuals"* (interview, 5B class student, May 21, 2025)

As a follow-up to assess their children's learning outcomes, some parents were asked questions to evaluate their children's progress. A representative from Alza's mother said;

*"Alhamdulillah, sir, my child's SKI scores have improved. Better than before. They said at home that they learn at school using the TV, like that"* (interview with the parent of a 5A student, May 24, 2025)

Then, Kava's mother said;

*"My child said he enjoys learning SKI through the TV like that. He understands, and it has motivated him to write more"* (parent interview for 5A class, May 24, 2025).

Bintang's mother also said;

*"Alhamdulillah, sir, my child said that learning SKI at home is enjoyable. It also affects his memory, sir"* (interview with the parent of a 5A student, May 24, 2025)

Then, Hakim's mother said;

*"He said he's happy, sir. He's enthusiastic about learning through TV"* (interview with the parent of a 5B student, May 24, 2025).

Nadia's mother added;

*"Every Saturday is an exciting day, sir. She is enthusiastic about her lessons on Saturdays, especially SKI"* (interview with the parents of a 5B student, May 24, 2025).

Rhea's mother also said;

*"She rereads her notes at home, sir. She says she's happy to be able to write down so many points"* (parent interview of a 5B student, May 24, 2025).

## **D. Discussion**

### **Student Enthusiasm**

The results of the study indicate that the application of digital storytelling in SKI learning can significantly increase student enthusiasm. Based on observations, in class 5A, the number of students paying attention rose from 11 to 17 students, while in class 5B, it increased from 7 to 15 students. Field notes show that some students appeared to reprimand their noisy classmates and asked critical questions during the presentation. This indicates an increase in attention and curiosity.

Interview quotes also reinforce the observation results, as stated by Alza (5A), "It's more enjoyable to learn SKI through TV, sir. It's difficult if we only listen to you, sir, and it's also boring. Learning through TV is more interesting, exciting, and helps us understand the historical narrative better." Similarly, Hakim (5B) added, "It's more exciting, sir, when learning through TV like this; it's not boring." Similar views were expressed by 5B students, such as Nadia and Rhea.

Support from parents further reinforces this finding. Hakim's parents said, "He's happy, sir. He's enthusiastic about learning through TV." This indicates that students' enthusiasm is not only evident in the classroom but also felt by their families. This finding is in line with Hamalik's view (in [Arsyad, 2002](#)), which states that the use of learning media can arouse new desires and interests, foster motivation, stimulate learning activities, and even have a positive psychological effect on students ([Wahyuningtyas & Sulasmono, 2020](#)). Thus, the use of digital storytelling in SKI learning has proven to create a more lively and enjoyable learning environment, making students more enthusiastic about paying attention, understanding, and engaging in the learning process ([Komariah et al., 2023](#)).

### **Active Participation**

Student active participation also increased after the implementation of digital storytelling. Observations showed that in class 5A, 17 students actively took notes (up from 10 students previously), while in class 5B, there were 15 students (previously only six

students). Documentation in the form of photos of activities and student notes reinforced this data.

Student interviews provided a consistent picture. Akmal (5B) stated, "That's right, sir. It's easy to understand when learning through videos like this. I just need to jot down the points in my notes. I'll polish them up when I submit them." This statement indicates that digital storytelling media makes it easier for students to understand the story flow, encouraging them to express their understanding through notes. A similar statement came from Bintang (5A), who admitted that it was easier to take notes when the story flow was visualized in video form.

Support from parents is also relevant. Kava's parents said, "My child said he enjoyed learning SKI through TV like that, he understood it, and finally he was enthusiastic about writing it down." This statement indicates that the active involvement of students in noting down important points is a tangible form of increased interest in learning. This finding aligns with the views of Delia Ramadani and Ari Suriani, who state that the implementation of active learning strategies is one of the practical solutions to enhance students' interest in learning. This strategy emphasizes students' direct involvement in the learning process through various approaches, such as discussions, group work, simulations, and practical activities (Khairina, 2025; Melliana, 2024). Such approaches not only make learning more engaging but also help students develop critical thinking skills, creativity, and communication abilities (Ramadani & Suriani, 2024). Thus, the implementation of digital storytelling in this study can be viewed as one form of active learning strategy implementation, as it encourages students not only to observe but also actively take notes, understand, and process the information they receive. This indicates that students' active engagement through digital storytelling contributes to increased interest in learning SKI in fifth-grade MI classes.

## Participation

The final indicator, student participation, was evident in their willingness to come to the front of the class to present their notes. Observation data showed that 16 students in class 5A went to the front, while 15 students did so in class 5B. In addition, there were interactions in the form of responses from other students: 6 students in class 5A and five students in class 5B provided comments or questions.

Student interviews reinforce this data. Nadia (5B) said, "I'm confident, sir, because I know the storyline. Yes, because I watched the video earlier." Meanwhile, Bintang and Akmal (5A) said the same thing, "That's right, sir, I'm confident. Yes, because I understand the storyline pretty well." These student statements indicate that the understanding gained through digital storytelling videos is a factor driving their courage to participate in presentations actively.

Nadia's parents added a critical perspective, "Every Saturday is an exciting day, sir. She is enthusiastic about lessons on Saturdays, especially SKI." This shows that students' active participation is not limited to the classroom but also influences their positive attitudes

toward subjects. This finding aligns with the views of Mohammad Nur Arif, Muhammad Isya Parawansyah, Fiqi Haikal Huda, and Muhammad Nofan Zulfahmi, who emphasize that learning interest is one of the key factors in educational success. Learning interest serves as a motivator that encourages students to participate in learning activities so they can achieve their learning goals (Arif et al., 2025). Thus, the increase in student participation in this study can be understood as a direct consequence of the increased learning interest facilitated by the use of digital storytelling media. As learning interest grows, students are encouraged to be more confident in presenting themselves, actively providing feedback, and demonstrating greater engagement in the learning process.

## E. Implication

The results of this study have several important implications, both in theory, practice, policy, and further Research. From a theoretical perspective, these findings reinforce the view that the use of digital media, particularly digital storytelling, can be an effective tool for enhancing students' interest in learning. As explained by (Masgumelar & Mustafa, 2021; Agustina & Hidayat, 2023), in a constructivist approach, students are encouraged to engage in learning activities actively, reflect on the knowledge they are acquiring, while teachers act as facilitators who provide support (scaffolding) according to students' needs. The findings of this study indicate that digital storytelling can create learning conditions consistent with constructivist characteristics, where students actively observe, take notes, and participate in presentations based on their own understanding of the video content. Thus, this study contributes theoretically to the development of a digital media-based learning model in the context of Islamic education, particularly for narrative-based materials such as Islamic Cultural History (SKI).

In practical terms, this Research provides direct benefits for teachers, particularly in SKI learning. Through the application of digital storytelling, teachers gain alternative learning strategies that are more varied and enjoyable than monotonous lecture methods. In fact, the TV media used has the potential to be developed in other subjects, although further exploration is still needed regarding suitable digital material sources. From the students' perspective, the most obvious implication is an increase in interest in learning. Students demonstrate greater enthusiasm, engagement, and active participation during lessons, making SKI learning more vibrant, interactive, and meaningful.

For madrasahs, this Research can serve as a relevant digital-based learning model to be adopted and developed more widely. The implementation of digital storytelling can support madrasah programs in improving the quality of technology-based learning, while also inspiring other teachers to utilize digital media more optimally.

From a policy perspective, the results of this Research can serve as input for stakeholders, particularly the Ministry of Religion and madrasah administrators, to develop a curriculum that is more responsive to the needs of the digital era.

## F. Limitation and Suggestion for Further Research

This study has several limitations that need to be considered. First, the study was only conducted on fifth-grade students at MI Da'waturrosyidin, so the results cannot be generalized to other grades or madrasahs. Second, the material studied was limited to the topic of Islamic Cultural History (SKI) about the Hijrah of the Prophet Muhammad SAW, so the application of digital storytelling to other materials has not been fully explored. Third, the digital media used in this study were sourced from YouTube, so their use is still limited to available content and has not been fully adapted to the needs of the madrasah curriculum.

Given these limitations, future Research is recommended to expand the scope of the subject, for example, by involving students from different grade levels or other madrasahs, to obtain a more comprehensive picture. Additionally, the application of digital storytelling should be developed across various subjects, not just SKI, to assess the effectiveness of this method in diverse learning contexts. Furthermore, future Research is encouraged to explore more varied digital media, such as producing custom digital storytelling content aligned with the curriculum, to ensure learning outcomes are more contextual and focused.

## G. Conclusion

This study concludes that the implementation of digital storytelling in Islamic Cultural History (SKI) learning on the subject of the Hijrah of the Prophet Muhammad SAW in grade 5 at MI Da'waturrosyidin was able to create a more interesting and meaningful learning atmosphere. Through the stages of planning, implementation, and evaluation, story-based digital media successfully facilitated students to be more enthusiastic, actively involved, and participate in the learning process. Observations revealed an increase in students' attention and engagement. In contrast, interviews with students and parents reinforced the findings that this method provides an enjoyable learning experience while motivating them to understand the SKI material better.

Thus, digital storytelling has proven to be one of the innovative learning strategies relevant to the needs of today's digital generation, particularly in enhancing students' interest in narrative-based material..

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