

FROM NARRATIVE TO DIGITAL LEARNING: THE ROLE OF STORYTELLING-BASED MULTIMEDIA IN TRANSFORMING ISLAMIC HISTORY EDUCATION

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Abstract

This study aims to analyze the implementation of storytelling-based multimedia methods in Islamic Cultural History (SKI) learning at MA Darus Sholah Jember. The focus includes the process of applying multimedia storytelling, digital media utilization, student responses, and supporting and inhibiting factors. The research employs a qualitative approach with a descriptive case study design. Data were collected through observations, interviews, and documentation from teachers, students, and school staff. Data analysis used the interactive model of Miles, Huberman, and Saldaña. Findings reveal that integrating storytelling strategies with digital media such as videos, images, and audio enhances students' engagement and understanding of Islamic history topics in a contextual and engaging manner. NVivo analysis identified main themes including storytelling, multimedia, historical materials, and learning activities. Supporting factors encompass teacher creativity, technological facilities, student motivation, and institutional support, while technical issues and students' varied learning abilities present challenges. This research contributes to the development of technology-based Islamic education and offers innovative pedagogical strategies for SKI instruction.

Keywords: *Storytelling; Multimedia Learning; Islamic Cultural History; Islamic Education; Digital Learning.*



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Abstrak

Penelitian ini bertujuan menganalisis implementasi metode storytelling berbasis multimedia dalam pembelajaran Sejarah Kebudayaan Islam (SKI) di MA Darus Sholah Jember. Fokus penelitian meliputi proses penerapan storytelling multimedia, pemanfaatan media digital, respons peserta didik, serta faktor pendukung dan hambatan. Pendekatan yang digunakan adalah kualitatif dengan desain studi kasus deskriptif. Data dikumpulkan melalui observasi, wawancara, dan dokumentasi dari guru, peserta didik, dan pihak sekolah. Analisis data menggunakan model interaktif Miles, Huberman, dan Saldaña. Hasil menunjukkan bahwa integrasi strategi bercerita dengan media digital seperti video, gambar, dan audio meningkatkan keterlibatan dan pemahaman peserta didik terhadap materi sejarah Islam secara kontekstual dan menarik. Analisis NVivo mengungkap tema utama meliputi storytelling, multimedia, materi sejarah, dan aktivitas belajar. Faktor pendukung meliputi kreativitas guru, fasilitas teknologi, motivasi siswa, dan dukungan institusi, sedangkan hambatan terkait kendala teknis dan variasi kemampuan belajar siswa. Penelitian ini memberikan kontribusi pengembangan pendidikan Islam berbasis teknologi serta implikasi strategi inovatif dalam SKI.

Kata Kunci: *Storytelling; Multimedia Learning; Sejarah Kebudayaan Islam; Pendidikan Islam; Pembelajaran Digital.*

INTRODUCTION

Islamic Cultural History (Sejarah Kebudayaan Islam/SKI) is an essential subject within Islamic education that aims to develop students' understanding of the historical development of Islamic civilization, the struggles of Muslim figures, and the values embedded in Islamic traditions. However, in many educational contexts, SKI learning still faces challenges related to students' low motivation, limited engagement, and the perception that historical materials are merely a collection of facts, names, and chronological events that must be memorized. Such conditions often make learning activities teacher-centered and less meaningful because students experience difficulties in connecting historical narratives with their contemporary lives. Previous studies have indicated that SKI learning tends to become monotonous when it relies heavily on conventional lecture methods and textbook-based instruction, resulting in limited student participation during the learning process (Agustina et al., 2026; Arifin, 2022; Saidah et al., 2026; Yaqien et al., 2024).

The development of digital technology provides new opportunities for transforming Islamic education through more innovative and contextual learning approaches. One promising approach is storytelling-based multimedia learning,

which integrates narrative strategies with digital media such as images, videos, audio, and interactive visual presentations. Storytelling has the potential to make historical learning more meaningful because narratives help learners construct understanding, interpret events, and build emotional connections with learning materials. Teguh (2025) explains that narrative intelligence allows humans to understand complex experiences through structured stories, making storytelling an effective approach not only for communication but also for educational practices. Furthermore, the integration of multimedia elements can strengthen students' comprehension because abstract historical events can be presented through more concrete and engaging representations (Alanise, 2024).

This study advances the existing literature on multimedia-based storytelling in Islamic education by addressing several gaps identified in prior research. Previous studies primarily focused on general digital storytelling applications or elementary-level Islamic learning, such as those by Zulaekhah (2025) and Faisol et al. (2025), which demonstrated the positive impact of multimedia storytelling on students' understanding of Islamic history. However, these studies did not specifically examine the comprehensive integration of storytelling narratives with multimedia technologies within the secondary education context or the detailed process of implementation in Islamic Cultural History (SKI) learning at the Madrasah Aliyah level.

The scientific novelty of this research lies in its in-depth analysis of the *systematic* implementation process and the *interactive* dynamics between pedagogical strategies and technological support, which previous research has yet to fully explore. For instance, NVivo-assisted analysis in this study identified interconnected themes such as storytelling, multimedia, student engagement, and teacher creativity pointing to a complex relationship not merely between technology and content but also involving pedagogical design and contextual factors. Specifically, the word frequency query highlighted that "storytelling," "multimedia," "students," "video," and "history" are dominant themes with frequencies exceeding 50 mentions each, indicating the centrality of an integrated approach that combines narrative structures with digital media support.

Furthermore, the study employs a multi-layered data visualization technique including word clouds, treemaps, and conceptual maps providing a comprehensive depiction of the implementation stages, supporting factors, and challenges encountered in real classroom settings. Data from interviews and observations substantiate that this integration fosters active student participation and contextual understanding, which is empirically supported by the increased engagement outcomes reported by teachers and students.

The distinctive feature of this research, therefore, is its focus on the *process-oriented* implementation in a secondary Islamic educational setting and its holistic approach combining theoretical frameworks such as constructivist learning theory, multimedia learning, and the TPACK model to explain the effectiveness and challenges of multimedia storytelling. This allows for a nuanced understanding of how digital pedagogies can be optimally designed and implemented within Islamic education to produce meaningful learning experiences. In conclusion, this research contributes new insights by empirically demonstrating the systematic integration process and highlighting critical factors impacting success distinguishing it from prior studies that mainly established the effectiveness of multimedia storytelling rather than elaborating on the detailed, context-specific implementation mechanisms.

Existing studies have mostly focused on digital storytelling implementation in general education contexts or elementary-level Islamic learning, while research exploring storytelling-based multimedia specifically in Islamic Cultural History learning at the Madrasah Aliyah level remains limited. Previous studies by (Zulaekhah, 2025; Faisol et al., 2025) indicate that multimedia-based storytelling can enhance students' understanding of Islamic history; however, these studies are primarily limited to elementary education contexts. Additionally, research by (Wuthnow, 2023) highlights the effectiveness of storytelling methods in improving SKI learning outcomes but does not specifically investigate the integration of storytelling narratives with multimedia technology as a comprehensive educational strategy. In the secondary education setting, there are underlying challenges such as low student motivation, limited engagement, and a lack of innovative teaching methods within traditional history instruction. Data from educational surveys reveal that many students find Islamic history subjects difficult to understand due to their abstract and chronological nature, which often results in low academic achievement and diminished interest in the subject. Therefore, a deeper investigation into how multimedia storytelling can be effectively implemented to address these issues is urgently needed. This research aims to explore how digital multimedia storytelling can serve as an innovative solution tailored to the specific needs and characteristics of secondary-level Islamic education, making learning more engaging, contextual, and capable of increasing both motivation and comprehension among students.

The urgency of this research is strengthened by the need for Islamic education institutions to develop learning strategies that are aligned with students' digital characteristics while maintaining the essential values of Islamic knowledge. In the current educational landscape, teachers are expected not only to transfer

knowledge but also to create meaningful learning experiences that encourage students to think critically, actively participate, and internalize Islamic values. Storytelling-based multimedia offers a potential solution because it combines historical narratives, technological innovation, and reflective learning processes. Recent studies suggest that digital storytelling approaches can improve students' learning experiences by increasing attention, emotional involvement, and understanding of religious and historical concepts (Damaševičius & Sidekerskienė, 2024; Puspita & Hidayah, 2025; Teguh, 2025; Yang et al., 2022).

Based on this background, this study aims to analyze the implementation of storytelling-based multimedia methods in Islamic Cultural History learning at MA Darus Sholah Jember. The reason for selecting this particular location is due to its strong support for digital-based learning and the availability of adequate technological facilities, such as smart TVs, internet access, and sound systems, which are essential for implementing multimedia-based storytelling methods effectively. Compared to other schools in the region, MA Darus Sholah has demonstrated a higher commitment to integrating innovative teaching strategies and technological infrastructure, making it an ideal environment for this research. This strategic choice is ultimately justified by the school's readiness to support and sustain the integration of storytelling and multimedia in Islamic education, thus providing a relevant and practical context for examining the implementation process, student responses, and influencing factors.

This research contributes theoretically by enriching the discussion on innovative Islamic education strategies, particularly regarding the integration of narrative-based learning and digital media in SKI instruction. Practically, this study provides insights for Islamic education teachers and institutions in designing more interactive, contextual, and meaningful learning experiences that support students' intellectual development and appreciation of Islamic historical values.

RESEARCH METHODS

This study employs a qualitative descriptive design to explore the implementation of storytelling-based multimedia methods in Islamic Cultural History (Sejarah Kebudayaan Islam/SKI) learning at MA Darus Sholah Jember. Data collection involved observation, interviews, and documentation. Classroom observation was carried out to examine real-time teaching practices, student engagement, and the use of multimedia resources. Interviews were conducted with teachers, students, and school administrators to gather in-depth insights into their experiences, perceptions, and evaluations of the learning process. Documentation

included teaching materials, multimedia resources, and visual evidence of learning activities.

A notable feature of this research is the use of NVivo software, a specialized application designed for qualitative data analysis. NVivo facilitates in-depth coding, theme development, and visualization of qualitative data, allowing for a comprehensive understanding of the nuances within the data (Petousi, 2022). The software works by organizing and categorizing textual data such as interview transcripts, observation notes, and documents into nodes or themes, which can then be explored interactively through various visualizations like word clouds, treemaps, and maps. In this research, NVivo was employed to analyze patterns and relationships across data sources, supporting the identification of key themes related to the implementation process, challenges, and supporting factors.

The specific process involved importing all qualitative data into NVivo, coding relevant segments according to predetermined categories (e.g., student responses, teaching strategies, technological support), and generating visualizations such as word clouds and treemaps to facilitate thematic analysis. These visualizations helped in identifying prominent themes and relationships which underpin the discussion of the findings. The use of NVivo thus provided a systematic and detailed approach to analyzing complex qualitative data, ensuring a thorough and credible interpretation of the research phenomena.

Data collection was conducted through observation, interviews, and documentation. Observation was carried out to examine the actual implementation process of storytelling-based multimedia learning, including classroom interaction, student participation, and the use of multimedia resources during learning activities. Interviews were conducted with teachers, students, and school administrators to explore their experiences, perceptions, and evaluations regarding the effectiveness of storytelling-based multimedia implementation. Documentation was used as supporting data, including learning documents, teaching materials, multimedia learning resources, and visual evidence of learning activities. The combination of these techniques was applied to obtain comprehensive and contextual data regarding the phenomenon being studied.

The research instrument was the researcher as the main instrument, supported by observation guidelines, interview protocols, and documentation guidelines. The observation indicators included the stages of storytelling implementation, the use of multimedia elements, teacher and student interaction, and student engagement during the learning process. The interview instruments were designed to explore information regarding learning strategies, supporting factors, obstacles, and students' learning experiences. The validity of data was

maintained through credibility testing using source triangulation, namely comparing information obtained from teachers, students, and documentation sources to ensure consistency and accuracy of research findings (Moleong, 2017).

Data analysis was conducted using the interactive model developed by Miles, M. B., Huberman, A. M., & Saldaña, (2014), consisting of data condensation, data display, and conclusion drawing/verification. Data condensation involved selecting, focusing, simplifying, and transforming field data obtained from observation notes, interview transcripts, and documentation. The condensed data were then organized and presented systematically to identify patterns related to the implementation of storytelling-based multimedia in SKI learning. The final stage involved interpreting the findings and drawing conclusions based on the emerging themes from the research data. This analytical process was conducted continuously throughout the research to ensure that the findings accurately represented the learning phenomenon investigated.

RESULTS AND DISCUSSION

Results

Implementation of Storytelling-Based Multimedia in Islamic Cultural History Learning

The findings of this study indicate that the implementation of storytelling-based multimedia methods in Islamic Cultural History (SKI) learning at MA Darus Sholah Jember was carried out through the integration of storytelling strategies with digital learning media. Data obtained from classroom observations, interviews, documentation, and NVivo-assisted analysis revealed several dominant themes related to learning implementation, including storytelling, multimedia, students, history, materials, video, visual media, and learning activities. These findings demonstrate that the learning process was not merely focused on delivering historical information but also on creating meaningful learning experiences through narrative and digital representation.

The NVivo analysis showed that the most frequently appearing concepts were related to multimedia, storytelling, historical materials, students, videos, and learning processes. This indicates that the central characteristic of the implementation was the combination of historical narratives with technological support. The teacher developed learning activities by presenting Islamic historical materials through stories supported by visual and audiovisual media. Through this approach, students were encouraged to understand historical events not only through verbal explanations but also through concrete representations.



Figure 1. NVivo Word Frequency Query of Storytelling Based Multimedia Learning Implementation
Sources: By NVIVO Analysis Software

The implementation process began with the teacher introducing the topic through short narratives, questions, or historical contexts to stimulate students' curiosity. The teacher then developed the explanation through storytelling supported by multimedia elements, including videos, images, audio, LCD projectors, and digital learning resources. The use of multimedia helped students visualize Islamic historical events that were previously abstract and difficult to imagine. The findings show that storytelling-based multimedia transformed the learning process from a teacher-centered model into a more interactive learning experience.

This finding is supported by the statement of the SKI teacher:

"Before entering the material, I usually begin with an introduction or short story that makes students curious. After that, I show historical media such as pictures or videos. Students become more enthusiastic and focused on understanding historical sources."

The implementation process was further illustrated through the conceptual mapping of research findings.



Figure 2. Treemap Analysis of Storytelling-Based Multimedia Implementation
Sources : By NVIVO Analysis Software

The treemap visualization shows that multimedia components occupy an important position in the learning process. The use of videos and images helped students visualize historical events, while storytelling provided a structured narrative framework that enabled students to understand relationships between historical figures, events, and Islamic values.

The project map analysis shows the relationship between the main components involved in the implementation process. The central themes are connected with teacher strategies, multimedia facilities, storytelling activities, student participation, and learning outcomes

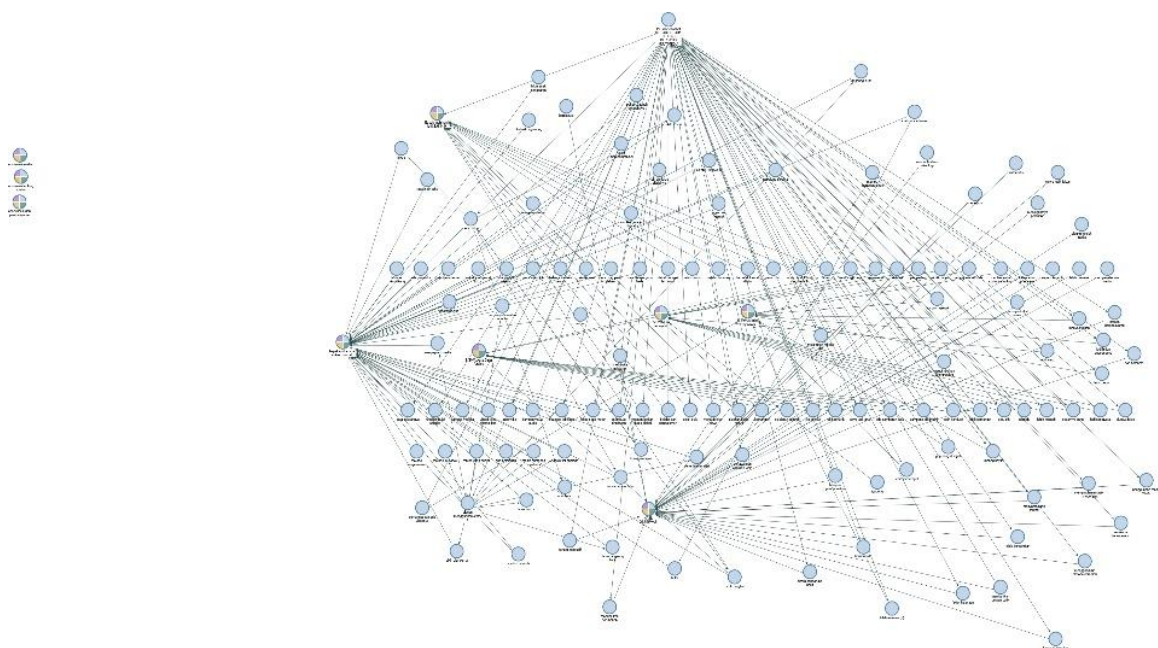


Figure 3. Project Map Analysis of Storytelling-Based Multimedia Implementation.
Sources : By NVIVO Analysis Software

The project map demonstrates that successful implementation of storytelling-based multimedia depends on the interaction between pedagogical strategies and technological support. The teacher's ability to organize narratives and utilize digital media became an important factor influencing students' learning experiences. The overall structure of implementation is summarized through the concept map below.

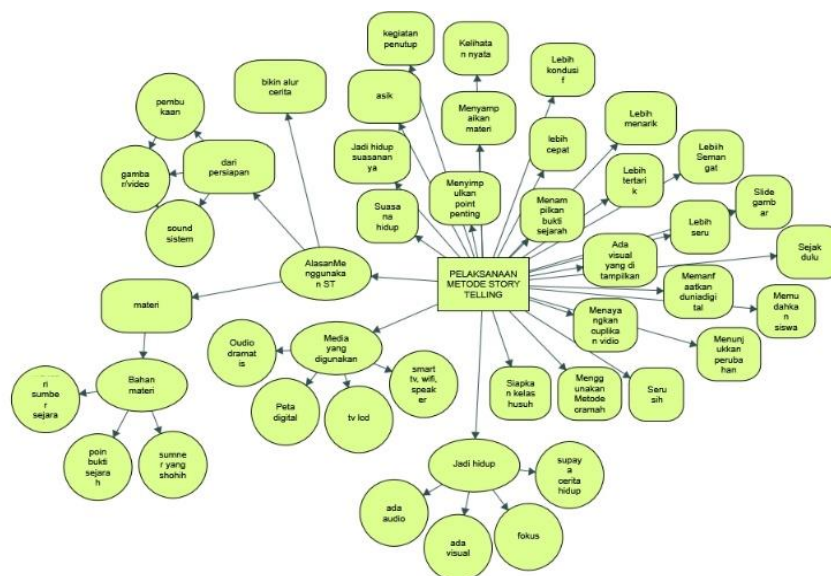


Figure 4. Concept Map of Storytelling Based Multimedia Learning Implementation
Sources: By NVIVO Analysis Software

The concept map shows that storytelling based multimedia learning consists of several interconnected components, including teacher preparation, learning materials, digital media, historical evidence, and student responses. The teacher utilized videos, images, smart TV, WiFi, sound systems, and other digital facilities to construct a more contextual learning environment. The findings also indicate that the combination of narrative structure and multimedia presentation increased students' attention, curiosity, and participation during SKI learning.

These findings indicate that multimedia does not only function as a teaching aid but also becomes an instructional strategy that strengthens students' understanding of Islamic historical narratives. Through visual and audio stimulation, students were able to follow historical sequences more clearly and develop better comprehension of the values contained in Islamic history.

Supporting and Inhibiting Factors in the Implementation of Storytelling-Based Multimedia.

The second finding concerns the factors that supported and hindered the implementation of storytelling-based multimedia in SKI learning. The results of data analysis indicate that supporting factors were more dominant compared to inhibiting factors. The word cloud visualization shows that the dominant themes included multimedia, learning, students, storytelling, video, images, visual elements, interaction, and learning facilities.

Moreover, earlier research by Wuthnow (2023) emphasized the potential of digital storytelling as a mode to develop critical thinking and media literacy skills among students. Our study corroborates these findings, revealing that multimedia storytelling not only improves engagement and understanding but also fosters critical reflection as students interpret Islamic historical narratives actively. This reflects an evolution whereby storytelling techniques have moved from simple narrative delivery to a more complex, multimedia-supported pedagogical approach that directly engages students through varied digital formats, consistent with the advancements highlighted in recent research by Teguh (2025) and Ratcliffe (2023).

Furthermore, the analysis aligns with theoretical frameworks such as constructivist learning theory and multimedia learning theory, which were less emphasized in earlier studies but are increasingly recognized as crucial for effective digital storytelling (Mishra, 2024; Timpani, 2022). These frameworks support the idea that integrating narrative strategies with multimedia elements enhances comprehension and internalization of values, demonstrating a progress in understanding the pedagogical mechanisms underlying storytelling in digital contexts.

The expansion of storytelling methods also responds to the demands for more engaging and meaningful Islamic education. The current research shows that the combination of narrative and multimedia supports the development of a holistic learning experience, which is consistent with findings by Alanise (2024). It indicates an ongoing development where digital storytelling evolves from basic multimedia integration to a systematic instructional model that actively involves learners and integrates pedagogical, technological, and content knowledge.

In summary, when comparing current findings to earlier research, it is evident that the methods and scope of storytelling in Islamic education continue to evolve—becoming more sophisticated, interactive, and aligned with contemporary digital pedagogies. The increased use of multimedia, coupled with theoretical developments, reflects a progressive trajectory toward more effective and engaging Islamic history instruction, consistent with the latest empirical research on digital storytelling in educational settings.

The dominance of storytelling in the findings is also consistent with narrative learning theory, which emphasizes that humans naturally understand complex information through stories. Hwang, (2023);(Takemata, 2021) explains that narrative structures help individuals interpret events by connecting information into meaningful sequences. In SKI learning, historical materials are naturally narrative-based because they involve chronological events, figures, struggles, and values. Therefore, storytelling becomes an appropriate strategy because it does not

only transfer historical facts but also encourages students to understand moral values and lessons embedded within Islamic history.

The second visualization, the treemap analysis (Figure 2), shows that video, visual media, learning materials, and student engagement occupy significant positions in the implementation process. This finding can be explained through Mayer's Cognitive Theory of Multimedia Learning (CTML), which states that learners process information through two cognitive channels: verbal and visual channels. Learning becomes more effective when verbal explanations are combined with relevant visual representations because students can build stronger mental models of the information presented (Timpani, 2022). In the context of this study, videos and images related to Islamic historical events helped students visualize concepts that previously existed only as textual descriptions.

The treemap findings also support the argument that multimedia should not be viewed merely as technological decoration but as an instructional design element. According to the Technological Pedagogical Content Knowledge (TPACK) framework developed by Mishra and Koehler (2006), effective technology integration occurs when teachers successfully combine technological knowledge, pedagogical knowledge, and content knowledge. The implementation at MA Darus Sholah Jember reflects this principle because the teacher did not simply use videos or digital media but selected and integrated them according to the objectives of SKI learning.

The project map analysis (Figure 3) further reveals the relationship between teacher strategies, multimedia resources, storytelling activities, and student participation. This finding highlights the importance of teacher competence in managing technology-based learning. Digital learning effectiveness depends not only on available infrastructure but also on teachers' ability to design meaningful learning experiences. This finding aligns with research by Koehler, Mishra, and (Huda, 2020), which emphasizes that teachers must possess integrated technological, pedagogical, and content competencies to maximize technology utilization in education.

The relationship shown in the project map also strengthens the idea of teacher transformation in the digital era. Teachers are no longer positioned only as transmitters of knowledge but as learning designers and facilitators. In the implementation of storytelling-based multimedia, teachers construct narratives, select appropriate media, manage classroom interaction, and guide students in interpreting historical meaning. This condition reflects the shift from teacher-centered learning toward student-centered learning, where students actively participate in the learning process.

The concept map analysis (Figure 4) provides a comprehensive representation of the implementation process by showing connections between preparation, storytelling delivery, multimedia presentation, student interaction, and reflection. This finding indicates that storytelling-based multimedia operates as a systematic learning model rather than a single teaching technique. The learning process begins with planning historical narratives, continues with multimedia presentation, and ends with student interpretation and reflection.

This finding supports the principle of meaningful learning proposed by (Jørgensen, 2025); Ausubel (1968), which argues that learning becomes effective when new information is connected with students' existing cognitive structures. Through storytelling, students are able to connect historical events with broader meanings and contemporary contexts. Therefore, SKI learning becomes not only an activity of remembering historical information but also a process of understanding and internalizing Islamic values.

Regarding the second research focus, the findings related to supporting and inhibiting factors provide important insights into the implementation of digital-based Islamic education. The word cloud analysis of supporting and inhibiting factors (Figure 5) demonstrates that multimedia facilities, learning activities, students, storytelling, videos, and teacher creativity represent dominant themes. These findings indicate that technological availability and human factors simultaneously influence the success of multimedia learning.

The importance of infrastructure identified in this study corresponds with the technology acceptance perspective, which suggests that perceived usefulness and accessibility influence technology utilization in educational contexts. Although technology provides opportunities for innovation, successful implementation requires adequate facilities and institutional support. In this study, facilities such as projectors, internet access, smart TV, and digital resources supported teachers in developing more engaging SKI learning activities.

The treemap analysis of supporting and inhibiting factors (Figure 6) further demonstrates that multimedia resources, student participation, and teacher strategies are closely interconnected. This finding suggests that learning effectiveness emerges from the interaction between technological resources and pedagogical practices. The availability of digital facilities alone does not automatically improve learning outcomes unless teachers are able to integrate them into meaningful instructional processes.

The project map analysis of supporting and inhibiting factors (Figure 7) shows that supporting elements include teacher creativity, student motivation, multimedia availability, and classroom interaction, while inhibiting factors include technical

problems, differences in student abilities, and preparation demands. These findings reveal that technology-based learning requires adaptive teacher competence. Teachers need the ability to manage unexpected challenges and develop alternative strategies when technical limitations occur.

This finding aligns with the concept of digital pedagogical competence, which emphasizes that teachers must not only possess technical skills but also understand the pedagogical implications of technology integration specifically, when, why, and how to effectively incorporate digital tools into teaching. Previous research supports this perspective; for example, Mishra and Koehler (2006) in their development of the TPACK framework highlight the importance of teachers integrating technological knowledge with pedagogical and content knowledge to achieve effective instructional design. Similarly, Huda et al. (2020) emphasize that continuous professional development is crucial for teachers to develop and sustain their digital pedagogical competencies, especially in contexts like Islamic education, where integrating technology must be aligned with pedagogical objectives and cultural values. Therefore, investing in targeted teacher training and professional development programs is essential to ensure the sustainable and effective implementation of digital learning innovations in Islamic educational institutions, as supported by these prior studies.

The final visualization, the concept map of supporting and inhibiting factors (Figure 8), illustrates that successful implementation depends on the interaction between technological readiness, teacher competence, learning design, and student responses. This finding provides a broader understanding that innovation in Islamic education requires a holistic approach involving infrastructure, human resources, and pedagogical planning.

From the perspective of Islamic education, the integration of storytelling and multimedia also provides opportunities to strengthen value-based learning. SKI is not only concerned with historical knowledge but also aims to develop students' appreciation of Islamic values, exemplary behaviors, and cultural heritage. Therefore, storytelling-based multimedia can bridge cognitive learning objectives with affective and character-building dimensions.

The findings of this research are supported by recent studies showing that digital storytelling approaches can increase student engagement, motivation, and understanding because they combine cognitive, emotional, and technological aspects of learning (Alanise, 2024). Similarly, research on multimedia-based Islamic learning indicates that technology integration can make religious learning more relevant to students' digital experiences while maintaining the essence of Islamic values.

Theoretically, this research contributes to Islamic education studies by strengthening the argument that effective digital transformation requires integration between pedagogical approaches and technological innovation. Storytelling-based multimedia is not simply a modern teaching tool but a learning strategy that connects narrative pedagogy, multimedia learning theory, and Islamic educational objectives.

Practically, this study provides implications for teachers, schools, and policymakers. Teachers can utilize storytelling-based multimedia as an alternative strategy for presenting historical and religious materials. Schools should support digital learning through infrastructure development and teacher training. Policymakers should consider digital competence as an essential component of Islamic education development.

However, this research has limitations. The study was conducted in one Islamic educational institution using a qualitative approach, meaning that the findings describe a specific context and cannot be generalized universally. Future studies may expand this research through comparative studies, mixed-method approaches, or experimental designs to measure the long-term impact of storytelling-based multimedia on students' cognitive achievement, motivation, and internalization of Islamic values.

CONCLUSION

This study concludes that the implementation of storytelling-based multimedia methods in Islamic Cultural History (SKI) learning at MA Darus Sholah Jember represents an innovative learning strategy that integrates narrative approaches with digital technology. The findings demonstrate that storytelling supported by multimedia elements, including videos, images, audio, and digital learning resources, enhances students' engagement, understanding, and participation in the learning process. The implementation process involves several interconnected stages, including teacher preparation, storytelling delivery, multimedia presentation, student interaction, and reflection activities. Furthermore, the success of this approach is influenced by supporting factors such as teacher creativity, technological facilities, student motivation, and institutional support, while technical limitations and differences in student learning abilities remain challenges that require continuous improvement.

Theoretically, this research strengthens the understanding that technology integration in Islamic education requires the combination of pedagogical strategies and digital competence. The findings support constructivist learning theory, multimedia learning theory, and the TPACK framework, which emphasize that

effective learning occurs when teachers are able to integrate content knowledge, pedagogical approaches, and technological resources appropriately. In the context of Islamic Cultural History learning, storytelling-based multimedia contributes not only to cognitive understanding but also to the internalization of Islamic values through meaningful historical narratives.

Practically, this study provides implications for Islamic education practitioners, particularly teachers and educational institutions, in developing more contextual, interactive, and student-centered learning models. Storytelling-based multimedia can be considered an alternative strategy to overcome the limitations of conventional SKI learning that often emphasizes memorization. The findings highlight the importance of strengthening teachers' digital pedagogical competence and providing adequate technological infrastructure to support sustainable innovation in Islamic education.

Scientifically, this research contributes to the development of Islamic education studies by expanding discussions on the integration of digital learning approaches within Islamic historical instruction. The study provides empirical evidence that storytelling combined with multimedia can function as a pedagogical model that connects technological advancement with the preservation and transmission of Islamic historical values. This contribution enriches the discourse on digital transformation in Islamic education, particularly at the secondary education level.

However, this study has limitations because it was conducted within a single institutional context using a qualitative approach, which limits the generalization of findings. Future research is recommended to explore storytelling-based multimedia implementation through broader research contexts, comparative studies between educational institutions, or mixed-method and experimental approaches. Further studies may also investigate its long-term effects on students' learning outcomes, historical literacy, critical thinking skills, and the development of Islamic character values.

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