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Digital Storytelling Methods to Increase Student Interest in Learning Islamic Religious Education

***Sukiani[1], Irwan[2], Syafruddin[3]**
[1,2,3]Universitas Muhammadiyah Bima, Jl. Anggrek, Nae, Bima, West Nusa Tenggara, Indonesia
*sukianimbuju@gmail.com

ABSTRACT: *This study aims to describe and analyze the application of the digital storytelling method in Islamic Religious Education learning and identify its influence on students' learning interest. This study uses a descriptive qualitative approach, with data collected through observation, interviews, and documentation. Observations were conducted on eighth-grade students, while interviews were conducted with six teachers and three students. The research data consists of primary and secondary data analyzed using the Miles and Huberman model through the stages of data reduction, data presentation, and conclusion drawing. The results of the study indicate that applying the digital storytelling method can increase students' learning interest, especially among those who previously had low learning interest. This increase is evident in students' enthusiasm for learning, their active participation in discussions, and their increased interest in Islamic Religious Education materials. This study provides a theoretical contribution by strengthening the use of the digital storytelling method to increase students' interest in learning Islamic Religious Education subjects. The study's findings indicate that applying the digital storytelling method can be an effective alternative for creating more interactive and engaging learning experiences. Supporting factors for the application of this method include the availability of learning facilities and student readiness, while inhibiting factors are limited time and teachers' ability to apply the digital storytelling method.*

Penelitian ini bertujuan untuk mendeskripsikan dan menganalisis penerapan metode *digital storytelling* dalam pembelajaran Pendidikan Agama Islam serta mengidentifikasi pengaruhnya terhadap minat belajar siswa. Penelitian ini menggunakan pendekatan kualitatif deskriptif, dengan pengumpulan data dilakukan melalui observasi, wawancara, dan dokumentasi. Observasi dilakukan terhadap siswa kelas VIII, sedangkan wawancara dilakukan kepada enam guru dan tiga siswa. Data penelitian terdiri atas data primer dan data sekunder yang dianalisis menggunakan model Miles dan Huberman melalui tahapan reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa penerapan metode *digital storytelling* dapat meningkatkan minat belajar siswa, terutama pada siswa yang sebelumnya memiliki minat belajar rendah. Peningkatan tersebut terlihat dari antusiasme siswa dalam belajar, partisipasi aktif mereka dalam diskusi, serta meningkatnya ketertarikan terhadap materi Pendidikan Agama Islam. Penelitian ini memberikan kontribusi teoretis dengan memperkuat penggunaan metode *digital storytelling* untuk meningkatkan minat belajar

[1] orcid id: http://orcid.org/0009-0007-7303-2598

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pada mata pelajaran Pendidikan Agama Islam. Temuan penelitian menunjukkan bahwa penerapan metode *digital storytelling* dapat menjadi alternatif yang efektif untuk menciptakan pengalaman pembelajaran yang lebih interaktif dan menarik. Faktor pendukung penerapan metode ini meliputi ketersediaan fasilitas pembelajaran dan kesiapan siswa, sedangkan faktor penghambatnya adalah keterbatasan waktu dan kemampuan guru dalam menerapkan metode *digital storytelling*.

Keywords: *Teaching Methods, Digital Storytelling, Student Interest, Islamic Education.*

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I. INTRODUCTION

The development of digital technology in the era of globalization has brought major changes in the world of education, including in the learning process of Islamic Religious Education (IRE) (Anwar, 2023). The use of technology in learning is an important need to enable the teaching and learning process to take place more effectively and interestingly, in accordance with the characteristics of today's students (Nudin, 2020). Junior high school students are a generation that has grown up in a digital environment, making them more attracted to interactive, visual, and technology-based learning media. Therefore, teachers are required to present learning innovations that increase students' interest in learning, particularly in Islamic Religious Education (Ridwan & Saputra, 2025).

Based on initial observations at Muhammadiyah Junior High School in Bima City, the Islamic Religious Education learning process still faces several obstacles, particularly in the utilization of technology-based learning media. Although technological resources are becoming available, digital storytelling methods have been implemented, but they are not yet fully optimal and tend to remain conventional. Teachers at Muhammadiyah Junior High School in Bima City often use lectures and memorization, making learning boring and lacking variety. This condition affects low student participation in learning activities. This indicates that teachers have not effectively implemented teaching methods (Kusuma & Subhi, 2025).

In addition, students at Muhammadiyah Junior High School still show low interest in learning. Some students still cannot read. Students who should show enthusiasm and high interest in learning actually experience decreased motivation, even when Islamic Religious Education learning materials are less interesting. Hence, students tend to play alone rather than listen to the teacher's explanation. This can be seen in students' passive attitude and those who pay less attention to the material presented. This habit indicates that the student's concentration and involvement in learning are not optimal, so the material presented is not well-received. This shows that the learning process implemented has not fully achieved the expected educational goals.

Given these problems, one solution to foster students' interest in Islamic Religious Education learning is to use the digital storytelling method. Digital storytelling is a method of conveying material through stories packaged in digital media, such as animated videos, visual illustrations, voice narration, background music, and attractive visual effects (Widyawati et al., 2022). Through stories that touch emotions and raise

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awareness, students can more easily understand the moral messages and religious values contained in the learning materials (Hartono, 2022).

Research conducted by Ari & Diarta (2018) "This method uses various innovative ways to tell a story. Furthermore, digital storytelling is a technology that plays a strategic role in optimizing user-generated content while helping teachers overcome various obstacles to using technology effectively and productively in the classroom. Furthermore, research conducted by Choo et al. (2020) found that digital storytelling is the art and technique of utilizing various media and software applications to convey a way of approach through digital media.

The Social Cognitive Theory supports the statement above put forward by Albert Bandura which is quoted in the journal (Rufaedah, 2018)," emphasizes that learning takes place through an observational process, namely by observing the displayed behavioral models and then imitating them. The characters in digital stories function as behavioral models that represent noble moral values, such as honesty, responsibility, and social concern.

Therefore, this research is important for determining how the implementation of the digital storytelling method shapes interest in learning Islamic Religious Education at Muhammadiyah Junior High School in Bima City. The purpose of this research is to describe and analyze the application of the digital storytelling method in Islamic Religious Education learning and identify its influence on student learning interest. This research is expected to provide theoretical benefits for the development of educational science, especially in the context of digital technology-based learning methods. Practically, this research is likely useful for teachers in selecting and implementing more innovative and engaging learning methods, as well as for students to increase their interest and involvement in Islamic Religious Education. In addition, for schools, this research can serve as a reference for developing technology-based learning methods in the digital era.

II. METHOD

This study uses a qualitative research method with a descriptive approach. Qualitative research is an approach that aims to understand and explain social phenomena in depth by interpreting the contexts, experiences, and perspectives of the individuals involved (Ardiansyah et al., 2023). This study aims to clearly describe the implementation of the digital storytelling method in fostering interest in learning Islamic Religious Education at Muhammadiyah Junior High School in Bima City. The research was conducted in the field, with the researcher serving as the primary data collection instrument. The equipment used included notebooks, interview guides, a voice recorder, and a camera for documentation.

This research was conducted at Muhammadiyah Junior High School in Bima City, Rasa Na'e Barat District, for 30 days, from the beginning to the end of April 2026. The location was chosen because the school has implemented digital media in the learning process, especially in Islamic Religious Education subjects. In addition, the school has facilities that support the use of technology in learning, thus aligning with the research focus on the digital storytelling method.

The data sources in this study consist of primary and secondary data. Primary data were obtained directly from Islamic Religious Education teachers and students of

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Muhammadiyah Middle School in Bima City through observation and interviews. Meanwhile, secondary data were obtained from school documents, learning materials, archives, activity photos, books, and journals related to the research (Irwan et al., 2021).

Data collection techniques included classroom observation, interviews, and documentation. Observations were conducted in grade VIII, directly observing the Islamic Religious Education learning process using the digital storytelling method (Syafrin et al., 2023). Interviews were conducted with six teachers and three students to gather information on the implementation of the method and its impact on students' learning interest (Falahhusna et al., 2025). Documentation is carried out by collecting photos, notes and other supporting documents related to the research (Hasan, 2022).

The data analysis in this study used the Miles and Huberman model, which includes data reduction, data presentation, and conclusion drawing. The data obtained was then systematically selected and organized for easy understanding and analysis, aligned with the research focus (Novelni & Sukma, 2021). Data validity is checked using source and technical triangulation (Abbas & Susanto, 2020). Source triangulation was conducted by comparing data from teachers and students at Muhammadiyah Middle School in Bima City. In contrast, technical triangulation was conducted by comparing the results of observations, interviews, and documentation to ensure the data obtained was more valid and reliable.

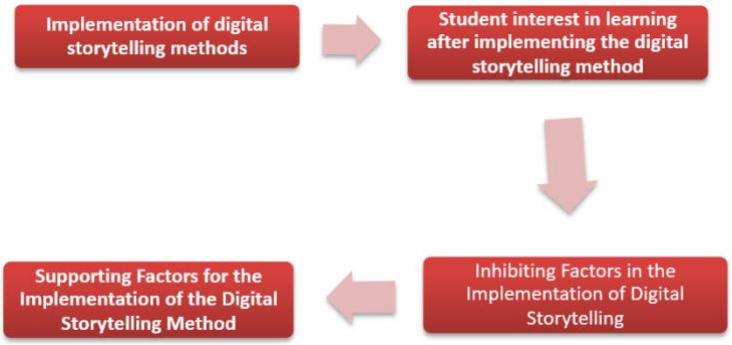


Figure 1. *Diagram of four interrelated research foci*

The focus of this research is the implementation of the digital storytelling method in forming interest in learning Islamic Religious Education at Muhammadiyah Middle School in Bima City, namely the focus on the process of implementing the digital storytelling method, the form of student learning interest after the method is applied to the Islamic Religious Education subject and the supporting and inhibiting factors for the implementation of the digital storytelling method.

III. RESULT AND DISCUSSION

Implementation of Digital Storytelling Methods

Research findings indicate that Muhammadiyah Junior High School in Bima City has implemented the digital storytelling method in its Islamic Religious Education curriculum. The implementation of this method is supported by the facilities and infrastructure provided by the school since 2025. One of the facilities that supports the implementation of this method is the Interactive Flat Panel (IFP) used for teaching and learning, which enhances the learning process by making it more interactive and engaging for students. This was conveyed by Teacher (A), who stated that:

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> "The digital storytelling method is implemented because it is supported by the Interactive Flat Panel (IFP), so that learning using this method can be implemented."

The results of this study indicate that the availability of technological facilities in schools plays a crucial role in supporting the implementation of digital storytelling methods in Islamic Religious Education learning. With these digital learning media, teachers can more easily and engagingly deliver learning materials, while students become more active and enthusiastic in participating in the learning process (Azzahra & Prasetyo, 2024). Kurniawan & Zabeta (2025) stated that the use of digital learning media, especially learning videos and PowerPoint, has a significant impact on improving the quality of learning.

Furthermore, implementing the Digital Storytelling method at Muhammadiyah Junior High School in Bima City is crucial for increasing students' interest in learning, especially among those with low learning motivation. This method allows students to be more enthusiastic and passionate about participating in the teaching and learning process, as it becomes more engaging, interactive, and easier to understand. This was conveyed by a teacher (U1) who stated:

> "Through the Digital Storytelling method, students appear more active and enthusiastic in participating in learning. Students who were previously less interested in learning become more enthusiastic because the material is presented in an engaging way and uses digital media that relates to their daily lives."

These findings indicate that implementing digital storytelling methods can shape and enhance students' learning interests. Delivering material through digitally packaged stories makes learning more engaging, less monotonous, and more suited to the characteristics of learners in the digital age (Roza, 2025). This method can also increase students' enthusiasm, engagement, and passion for the learning process, especially among those who previously had low learning interest. Thus, digital storytelling is an effective learning method for creating a more enjoyable learning environment at Muhammadiyah Junior High School in Bima City.

In addition to increasing students' interest in learning, implementing digital storytelling methods also positively affects how students understand Islamic Religious Education material. Material delivered through digital media makes it easier for students to grasp the learning content because it is combined with engaging images, audio, and stories. As shown in the study (Musthofa et al., 2025), "This method helps improve student understanding because the material is presented contextually and interestingly, making it easier to understand and remember. This condition prevents students from getting bored quickly during the learning process." This was conveyed by Teacher (N), who stated that:

> "When material is delivered using digital storytelling, students understand the lesson more easily because they not only hear the teacher's explanation but also directly see the visuals and storyline presented."

Based on this research, a good understanding of the material can shape and enhance students' interest in learning Islamic Religious Education. Understanding the material through digital storytelling makes it easier for students to absorb and retain, as it is presented engagingly through a combination of visuals, audio, and stories. When

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students understand the material well, their interest and desire to participate in the learning process also increase.



Figure 2. *Digital storytelling method implementation process*

Furthermore, the implementation of the Digital Storytelling method at Muhammadiyah Junior High School in Bima City also provides students with the opportunity to be directly involved in the learning process. Through this method, students not only act as listeners but also participate in listening, analyzing, and understanding the content of the stories conveyed through digital media. This creates a more student-centered learning environment, enabling more active interactions between teachers and students (Hidayat, 2025). This was conveyed by the teacher (U2) who stated that:

> "With the implementation of the digital storytelling method, students become very active in interacting with teachers in the teaching and learning process, students become more active in asking questions and are enthusiastic about participating in learning."

This research is supported by previous research Arwani et al. (2022), digital storytelling is an oral activity designed not only to be listened to but also to be engaged in. Therefore, through storytelling, students can fantasize and receive impressions that activate their souls.

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Figure 3. *Diagram of the steps for implementing the digital storytelling method*

The implementation of the Digital Storytelling method in Islamic Religious Education learning begins with material planning, digital story creation, learning implementation, and evaluation and reflection. In this process, teachers act as facilitators and guides, helping students understand the material through engaging, interactive digital media. Research results indicate that the use of the Digital Storytelling method can increase student interest in learning, engagement, creativity, and understanding of Islamic values in IRE learning.

Student Interest in Learning After Implementing the Digital Storytelling Method

After the Digital Storytelling method was implemented in Islamic Religious Education learning, students' learning interest at Muhammadiyah Junior High School in Bima City increased, as evidenced by their enthusiasm during learning, active participation in discussions, and interest in the material presented through digital media. The results of the study indicate that this method can create a more interesting, interactive, and non-boring learning atmosphere, so that students become more focused, motivated, and more easily understand the learning material. This was conveyed by Teacher (N2) as a teacher who teaches Islamic Religious Education who stated that:

> "Students' interest in Islamic religious education has increased since the digital storytelling method was implemented."

The findings of this study are supported by previous research Aryati et al. (2024), which states, "Stories about the stories of the prophets, companions, and historical events in Islam that are packaged digitally can increase students' imagination, empathy, and interest in learning Islamic religious education." In addition, this research is supported by research by Mustain (2025), which found that the digital storytelling method is highly relevant. Islamic Religious Education materials contain many exemplary stories of the Prophet and his companions, as well as moral values and teachings, effectively conveyed through a narrative approach. This was conveyed by the student (R) who stated:

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> "Since the teacher started teaching using digital methods, I have become enthusiastic and have not gotten bored of following the learning in class."

The results of this study indicate that the Digital Storytelling method positively influences student interest in Islamic Religious Education learning at Muhammadiyah Junior High School in Bima City. After this method was implemented, students appeared more active and enthusiastic in the learning process than before. Delivering material through digital stories, combined with images, sound, and video, attracted students' attention, keeping them more focused and less easily bored while learning. Furthermore, students also became more confident in expressing opinions, participating in discussions, and collaborating with friends during the learning activities.



Figure 4. *Interaction between teachers and students in the learning process*

Furthermore, after the digital storytelling method was implemented in the learning process, students experienced positive changes across various aspects. Comprehension-wise, students found it easier to grasp the material because it was presented as a story, combined with digital media such as images, audio, and video, which made abstract concepts more concrete and engaging. This also helped students retain the material longer because information was received not only through text, but also through more meaningful visual and audio experiences. Furthermore, students' skills also developed, especially in processing information, constructing storylines, and using digital technology to create learning content such as videos or interactive presentations (Sridana et al., 2025). This was conveyed by the student (O) who stated:

> "I find it easier to understand Islamic religious material when the teacher uses the digital storytelling method in the teaching and learning process."

These findings indicate that the digital storytelling method implemented at Muhammadiyah Middle School in Bima City has proven effective in the teaching and learning process. Students who initially lacked understanding of the material became more so because the material was delivered using digital storytelling.

In terms of attitude, students become more active, creative, and motivated to participate in learning because this method provides them with space to express their ideas more freely and engagingly. Students' self-confidence also increases because they can produce digital works that can be displayed or presented. When done in groups, digital storytelling also trains students in collaboration, communication, and task-sharing. This was conveyed by a student (P) who stated:

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> "I was initially bored with the learning process, but now I am enthusiastic about taking Islamic religious education lessons because the digital storytelling method used by the teacher is very interesting and enjoyable."

The findings of this study indicate increased student attention and engagement during the learning process. When material is presented in a digital story format that combines visual, audio, and animated elements, students tend to be more focused, less distracted, and show greater interest compared to conventional learning. Saidah (2025) said that student interest in learning increased after the storytelling method was implemented. Students appeared more enthusiastic at the start of the lesson, and most paid immediate attention to the teacher without needing to be reminded.

In addition, research findings from Febrian & Rahmi (2025). In his journal, he stated, "The use of digital storytelling has proven effective in helping students remember and understand Islamic values more optimally. Delivering stories in a digital format makes it easier for students to connect religious concepts with personal experiences, thereby strengthening their memory and understanding of Islamic teachings. Thus, this digital storytelling method not only fosters interest in learning but also provides a more enjoyable learning experience (Syukri, 2025).

Supporting Factors for the Implementation of the Digital Storytelling

The key to digital storytelling at Muhammadiyah Junior High School in Bima City is the availability of technological facilities and infrastructure, such as Interactive Flat Panels (IFPs). IFPs serve as interactive media that allow teachers to display materials, digital storytelling examples, and student work in more engaging, dynamic ways. The use of IFPs also increases classroom interaction because students can be directly involved. The use of IFPs not only replaces the role of traditional whiteboards but also serves as a medium that encourages active, collaborative, and creative learning. By utilizing this technology, the learning process is expected to be more engaging and able to increase student participation in learning activities (Suryandari et al., 2026). This was conveyed by Teacher (D1) who stated:

> "The digital storytelling method can be implemented with the facilities and infrastructure provided by the school."

In addition, adequate internet or WiFi access is a very important supporting factor. This statement is supported by the opinion of Putro & Iryanti (2025), who state that the use of the internet as a learning resource significantly improves the quality of the learning process. In the digital storytelling process, students require various learning resources, such as images, videos, music, and references for stories, all accessible online. The internet also makes it easier for students to use various applications and platforms to create digital stories. Without a stable connection, searching for information and processing media will be hampered, so having good WiFi is very supportive of smooth learning activities.

Another supporting factor is student participation and readiness. Students who are interested in technology, creative, and active in learning will more easily adapt to the digital storytelling method. This method requires students to think critically, develop a storyline, and combine various multimedia elements. Therefore, active student involvement is crucial to the success of this method's implementation. When students are enthusiastic, they become not only recipients of information but also creators who produce meaningful digital works. This is as conveyed by Teacher (D2) who stated:

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> "In addition to facilities and infrastructure, students also support the success of learning activities. Students who are accustomed to digital life make it easier for teachers to interact in the process of delivering material."

The findings show that the success of implementing the digital storytelling method at Muhammadiyah Middle School in Bima City is not only determined by the availability of technological facilities and infrastructure, but is also influenced by student readiness and participation in learning.

Inhibiting Factors in the Implementation of Digital Storytelling

On the other hand, several factors can hinder the implementation of the digital storytelling method at Muhammadiyah Junior High School in Bima City. One of these is limited learning time. The digital storytelling process involves not only delivering material but also story planning, collecting materials, creating media, and presenting the results. All of these stages require considerable time, while classroom learning time is often limited. This makes it difficult for teachers to integrate this method effectively in just one or two sessions. This is as conveyed by Teacher (U3) who stated:

> "The storytelling videos shown have a long duration so that time constraints hinder teachers in the teaching and learning process."

Research findings also indicate that the use of conventional learning methods at Muhammadiyah Bima Middle School, such as lectures, is a significant obstacle. Teachers accustomed to lecturing tend to focus more on one-way delivery of material, leaving less space for students to be creative and actively participate. However, digital storytelling demands a student-centered approach to learning. If teachers are not ready to shift from traditional methods to more innovative ones, the effective implementation of digital storytelling will be difficult.

IV. CONCLUSION

The results of the study show that the use of the Digital Storytelling method in Islamic Religious Education learning can increase students' learning interest, engagement, creativity, and understanding of Islamic values. The implementation of this method at Muhammadiyah Junior High School in Bima City was proven to enhance students' enthusiasm during the learning process, encourage active participation in discussions, and increase their interest in materials presented through digital media. In addition, the Digital Storytelling method was able to create a more interesting, interactive, and enjoyable learning atmosphere, enabling students to become more focused, motivated, and better able to understand the learning materials. The successful implementation of this method was supported by the availability of facilities such as Interactive Flat Panels (IFP), school Wi-Fi, and student readiness, while limited time became the main inhibiting factor. Therefore, teachers are encouraged to continue developing their ability to utilize learning technology, schools are expected to provide adequate facilities and training, and future researchers are recommended to further explore the effectiveness of the Digital Storytelling method in different subjects and research approaches.

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