



The Effectiveness of Multimedia-Based Storytelling Methods in Improving Elementary School Students' Understanding of Islamic History

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Abstract

The low understanding of students on religious history materials, especially the story of the migration of the Prophet Muhammad to Medina, encourages the need for innovation in learning strategies that are able to attract interest and increase student involvement. This study aims to analyze the improvement of the learning ability of grade IV students of SD Negeri 3 Kedungleper Bangsri, Jepara, through the application of multimedia-based storytelling learning methods to the material. The research uses a Classroom Action Research (PTK) approach with a two-cycle design, each including the stages of planning, implementation, observation, and reflection. The research subjects consist of 15 grade IV students in the 2024/2025 academic year. Data was collected through formative tests, observation of student activities, and documentation, then analyzed descriptively, qualitatively, and quantitatively to measure improvement in understanding and participation. The results showed a significant improvement: the average formative test score rose from 76 in cycle I to 90 in cycle II, while the average score of student activity observation increased from 17.6 to 27.5. These findings prove that multimedia-based storytelling methods are effective in strengthening concept understanding while increasing students' emotional and cognitive involvement with Islamic history materials. This research makes an original contribution to the development of a religious learning approach that is contextual, interesting, and in accordance with the characteristics of elementary school-age students, and can be adapted to other religious history materials.

Keywords: storytelling learning, multimedia, hijrah of the Prophet Muhammad, learning outcomes, classroom action research

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A. Introduction

Islamic Religious Education (PAI) in elementary schools has a strategic role in instilling moral values, spirituality, and understanding of religious history from an early age. One of the important components of the PAI curriculum is the learning of the history of the Prophet, especially the story of the migration of the Prophet Muhammad PBUH to Medina, which is not only narrative but also full of educational meaning about faithfulness, leadership, and da'wah strategies. However, in practice, this learning material is often textual and monotonous, so it is less able to attract the interest of elementary school-age students who have dominant visual and kinesthetic learning styles (Mashudi & Hilman, 2024). As a result, students' understanding tends to be disappointing, and learning outcomes often fall below minimum standards of completeness. In the digital era, the integration of technology in learning is an urgent need to create a more interactive and meaningful learning experience. Research by Wati et al. shows that storytelling methods combined with multimedia elements can attract students' attention and make learning more interesting and easy to understand (Wati et al., 2024). Other research shows that the use of storytelling methods in teaching can increase student engagement and material comprehension, with multimedia support tools that attract more students' attention (Azzahra et al., 2022; Supriandi et al., 2024). The storytelling method, which is naturally in accordance with children's cognitive development, has the potential to be an effective bridge between the content of Islamic history and the world of students, especially when enriched with multimedia elements such as audio, visual, and animation. Although some studies have explored storytelling in the context of PAI, there is still limited research that empirically proves the effectiveness of this approach when combined with multimedia in learning the history of the Prophet in elementary schools, especially in rural areas such as Bangsri District, Jepara.

The research gap is the main basis for this research, which aims to analyze the extent to which the application of multimedia-based storytelling learning methods can improve the learning outcomes of fourth grade students of SD Negeri 3 Kedungleper Bangsri, Jepara, on the material on the story of the Prophet Muhammad's migration to Medina during the 2024/2025 school year. The research questions asked are: (1) How is the implementation of multimedia-based storytelling methods in PAI learning in grade IV? and (2) To what extent does the method contribute to improving student learning outcomes? This study uses a Classroom Action Research (PTK) approach with two intervention cycles, allowing for continuous reflection and improvement. The significance of this study is twofold: theoretically, the findings will enrich the literature on the integration of narrative and technological approaches in religious learning; Practically, the results provide a learning model that is applicable, contextual, and responsive to the needs of students in elementary schools, especially in areas with limited access to technology. In addition, this research is relevant to the Freedom of Learning policy that encourages teachers to innovate in teaching methods (Herawati & Suranto, 2023). Thus, this research not only answers local challenges in SD Negeri 3 Kedungleper, but also has the potential to be a reference for similar schools in optimizing Islamic history learning through an interesting and educational multimedia-based approach.

B. Theoretical Studies

Multimedia-based storytelling learning is a pedagogical approach that combines educational narratives with visual, audio, and interactive elements to nourish the process of constructing students' meaning. Theoretically, this method refers to the principle of *dual coding theory* put forward by Paivio, which states that information is processed more effectively when it is presented through simultaneous verbal and nonverbal representations (Paivio (2010). In the context of religious education, storytelling not only functions as a means of representing historical facts, but also as a tool to form values and character through emotional recognition with characters in the story (Kusumawati & Rachmawati, 2017). Multimedia, on the other hand, is defined as the incorporation of various media formats in a single platform, creating a more immersive and contextual learning experience, which is particularly suitable for today's digital-generation students (Luo, 2022), (Rossiter & Garcia, 2010). When combined, multimedia-based storytelling creates a learning environment that is immersive, contextual, and appropriate to the learning styles of the digital generation, especially elementary school-age children who tend to be responsive to multisensory stimulation.

Relevant supporting theories include *Constructivist Learning Theory* and *Cognitive Theory of Multimedia Learning*. Vygotsky emphasizes that meaningful learning occurs through social interactions and cultural contexts, where religious historical narratives can be cultural *tools* that facilitate the internalization of values. Meanwhile, Luo said that learning through multimedia is effective if it meets the principles of coherence, modality, and contiguity, namely the presentation of structured information, the use of complementary verbal and visual channels, and synchronization between text and images (Luo, 2022). The basic assumption of this approach is that students are not passive recipients of information, but rather active agents who build understanding through multimodal experiences. The implication is that in learning the story of the Prophet Muhammad's hijrah, the use of animation, voice narration, and visual illustrations can help students visualize historical events, understand their socio-political context, and relate them to the values of contemporary life.

A number of previous studies have proven the effectiveness of storytelling and multimedia in religious education. For example, Al-Habsyi in Kusumawati & Rachmawati (2017) found that the storytelling method increases students' motivation and retention in learning Islamic history at Madrasah Ibtidaiyah Yogyakarta. On the other hand, Prasetyo and Wijayanti in Li et al., 2021 reported a significant increase in PAI learning outcomes after the implementation of animation videos based on the Prophet's story in elementary schools in Central Java. However, most of these studies still separate storytelling from systematic multimedia integration, or are conducted in urban areas with adequate technological infrastructure. Research by Fitriani in Kusumawati & Rachmawati (2017) in rural schools shows the challenges of multimedia implementation due to limited tools and teacher training, although student responses remain positive. Differences in context, especially the availability of resources, student characteristics, and environmental support are crucial factors that affect the achievement of interventions, so that previous findings have not fully answered the needs of schools in remote areas such as Kedungleper, Bangsri, Jepara.

Based on this theoretical and empirical synthesis, this research is based on the integration of constructivism theory and multimedia learning theory to design contextual and responsive interventions to local needs. Although storytelling and multimedia methods have been shown to be effective separately, there are gaps in the literature regarding the integrated application of both in the learning of Islamic history in rural primary schools with limited infrastructure. This research fills the *research gap* by examining how simple conditions of multimedia such as the use of projectors, audio narratives, and digital illustrations in the framework of storytelling can improve students' learning outcomes about the story of the Prophet Muhammad's hijrah. Thus, this research not only strengthens the theoretical foundation of technology-based religious learning, but also provides a practical model that can be replicated in similar schools in the 3T (Frontier, Outermost, Disadvantaged) region.

C. Research Methods

This study uses the Classroom Action Research (PTK) approach with a spiral design developed by Kemmis and McTaggart, which consists of four repeated stages in each cycle: *planning*, *acting*, *observing*, and *reflecting* (Septiani et al., 2024). This design was chosen because it is in accordance with the research objectives that are participatory, collaborative, and aim to improve learning practices directly in the classroom. PTK allows researchers, who in this case also play the role of classroom teachers, to identify learning problems contextually, design interventions based on students' real needs, and disseminate their impact systematically (Zulkhi et al., 2023). The qualitative approach is the main foundation for exploring the meaning, perception, and dynamics of interactions during the learning process, although quantitative data is also collected for analysis. The research was carried out in two cycles, each lasting for two weeks in the odd semester of the 2024/2025 school year. Cycle I focuses on the initial implementation of multimedia-based storytelling methods, while Cycle II is an improvement based on the findings of reflection from the previous cycle (Septiani et al., 2024; , Farouqi et al., 2023). This two-cycle design allows for gradual improvements in the quality of student actions and learning achievements, while ensuring the validity of the process through data triangulation and collaborative reflection with peers.

The research population included all grade IV students of SD Negeri 3 Kedungleper, Bangsri District,

Jepara Regency, which amounted to 15 people, consisting of 7 male students and 8 female students. Given the homogeneous characteristics of the classroom and the limited number of students, all class members were made research subjects through *the purposive sampling technique*, which is the selection of subjects based on considerations of relevance to the research focus and the availability of direct access during the learning process. Data collection instruments are designed to collect qualitative and quantitative dimensions in a complementary manner. Qualitative data were collected through (1) structured observation sheets to record student participation, emotional responses, and interactions during learning; (2) semi-structured interviews with students and classroom teachers regarding perceptions of the methods used; and (3) documentation in the form of photos, learning video recordings, and field notes. Meanwhile, quantitative data was obtained from the results of formative assessments in the form of description and multiple-choice questions that measured the understanding of concepts and values in the story of the Prophet Muhammad's hijrah. Before implementation, the research obtained ethical approval from the principal and parents of students through *an informed consent letter* explaining the objectives, procedures, benefits, and identity assurance of the participants. All data were analyzed in a descriptive comparative inter-cycle manner to assess the improvement in student learning achievement and engagement, so that this procedure could be replicated by other researchers in similar contexts.

D. Results and Discussion

Result

This research was conducted at SD Negeri 3 Kedungleper, which is located in Kedungleper Village, Bangsri District, Jepara Regency. SD Negeri 3 Kedungleper is one of the elementary schools under the auspices of the Ministry of Education and Culture of the Republic of Indonesia. This research will be focused on grade IV students of SD Negeri 3 Kedungleper, totaling 15 students (7 male students and 8 female students) during Islamic Religious Education teaching and learning activities. This research was conducted by a practical teacher as the author of this report. The researcher tried to apply methods that were considered to be able to overcome problems in overcoming learning difficulties. One of the teaching methods is to apply story-based learning methods with multimedia. This research also aims to change the monotonous teaching system of Islamic Religious Education into something interesting and attractive for students.

This research was conducted from September 20, 2024 to September 30, 2024 during 2 meetings. Thus, the teaching practice carried out by the researcher only lasted in 2 meetings with 1 main topic, namely Chapter 5 The Story of the Prophet Muhammad's Hijrah to Medina with the Sub-Theme: The Journey of the Prophet Muhammad's Hijrah. Activities carried out in the first cycle include planning, implementation of actions, observation of actions, analysis of actions, and reflection. This research planning activity begins with identifying problems. Based on initial observations, it was found that the learning outcomes of grade IV students about the material of the Prophet Muhammad's Hijrah to Medina were still low. This problem needs to be overcome through learning innovation. After that, the researcher formulated actions to improve student learning outcomes through multimedia-based storytelling methods, which are expected to make learning more interesting and interactive. In this case, the teacher prepares story material about the migration of the Prophet Muhammad with the help of multimedia, namely educational videos and PowerPoint, because it can improve students' visual and auditory understanding.

At the implementation stage, the activity begins with an introduction such as greetings, prayers, and attendance. Learning begins with the formation of heterogeneous groups, each consisting of 4 people. The learning activity began by introducing important figures in the story of Hijrah, such as the Prophet Muhammad, Abu Bakr, and the role of the people of Medina (Ansar) through *PowerPoint* and educational videos. After reviewing the material, students from each group presented a summary and the results of the discussion for the other groups to respond to. The learning activity ended with a summary of the material by teachers and students. The teacher schedules the material to be studied in the next meeting and ends with a group prayer.

In the learning activity, the researcher collaborated with colleagues to observe critical thinking skills during the implementation of PAI lessons in Chapter 5, The Story of the Hijrah of the Prophet Muhammad to

Medina, with the Sub Theme: The Journey of the Hijrah of the Prophet Muhammad, using an observation sheet of student activities. In addition to observing student activities, the researcher also measured students' understanding after the lesson using a multimedia-based storytelling method with formative test questions. The results of the action observations in cycle I can be seen in the table below.

Table 1. Data from observation of learning activities cycle 1

| Yes | Name | A | B | C | D | E | F | Sum |
|------------|------------------|----------|----------|----------|----------|----------|----------|------------|
| 1 | Alex Chandra M. | 3 | 4 | 4 | 3 | 2 | 3 | 19 |
| 2 | Anisa Nabila W. | 3 | 3 | 2 | 2 | 4 | 3 | 18 |
| 3 | Anisa Aulia A. | 2 | 3 | 3 | 3 | 3 | 4 | 18 |
| 4 | Stuttgart | 3 | 3 | 2 | 2 | 2 | 4 | 16 |
| 5 | Daffa Rains | 4 | 3 | 2 | 3 | 2 | 3 | 17 |
| 6 | Erin Meisya P. | 3 | 4 | 3 | 4 | 3 | 3 | 20 |
| 7 | Jihan Fidelia S. | 4 | 3 | 2 | 3 | 2 | 3 | 17 |
| 8 | Khalila A. | 3 | 2 | 3 | 4 | 3 | 4 | 19 |
| 9 | Mr. Marcel A. | 3 | 4 | 3 | 4 | 3 | 2 | 19 |
| 10 | Mazaya K. | 4 | 3 | 4 | 3 | 2 | 3 | 19 |
| 11 | Nihlatus Sania | 3 | 3 | 3 | 2 | 2 | 3 | 16 |
| 12 | Nur Aini K. | 4 | 3 | 4 | 2 | 3 | 3 | 19 |
| 13 | Mr. Shidqul Wafa | 3 | 3 | 3 | 2 | 2 | 3 | 16 |
| 14 | Vico Jhonatan | 3 | 3 | 2 | 3 | 2 | 3 | 16 |
| 15 | Virza Syarif | 2 | 3 | 2 | 3 | 2 | 3 | 15 |
| Average | | | | | | | | 17,6 |

With an average observation score of 17.6 for student activities, it can be concluded that student understanding and involvement still needs to be improved, especially by paying attention to students who score below 20.

The researcher also conducted a formative test in cycle 1 to measure the extent to which students understood the material of the Prophet Muhammad's Hijrah trip to Medina. The formative test data for cycle 1 is as follows.

Table 2. Data from formative test cycle 1

| Yes | Name | Score |
|------------|------------------|--------------|
| 1 | Alex Chandra M. | 80 |
| 2 | Anisa Nabila W. | 80 |
| 3 | Anisa Aulia A. | 70 |
| 4 | Stuttgart | 80 |
| 5 | Daffa Rains | 70 |
| 6 | Erin Meisya P. | 70 |
| 7 | Jihan Fidelia S. | 80 |
| 8 | Khalila A. | 80 |
| 9 | Mr. Marcel A. | 70 |
| 10 | Mazaya K. | 80 |
| 11 | Nihlatus Sania | 90 |
| 12 | Nur Aini K. | 70 |
| 13 | Mr. Shidqul Wafa | 70 |

| | | |
|----------------|---------------|-----------|
| 14 | Vico Jhonatan | 70 |
| 15 | Virza Syarif | 80 |
| Average | | 76 |

With an average student score of 76, it can be concluded that students' understanding is good, but it still needs improvement and there are some students who need attention.

Cycle 1 activities ended with reflection on the analysis of the Student Involvement Observation Results and student test results. It turned out that in the analysis, it was found that student involvement was still low. Some indicators that reflect the low level of student involvement include. The students' test results also show that their understanding of the material is still lacking. There are some students who may have difficulty understanding content through multimedia methods. The researcher concluded that in this first cycle, the research objectives were not achieved, so it must be continued in the second cycle.

The activities carried out in cycle 2 are not much different from cycle 1. Activities in cycle 2 include planning, implementation of actions, observation of actions, analysis of actions, and reflection. The planning activities of this research began by identifying the problem. Based on initial observations, it was found that the learning outcomes of grade IV students about the material of the Prophet Muhammad's Hijrah to Medina were still low. This problem needs to be overcome through learning innovation. After that, the researcher formulated actions to improve student learning outcomes through multimedia-based storytelling methods, which are expected to make learning more interesting and interactive. In this case, the teacher prepares story material about the migration of the Prophet Muhammad with the help of multimedia, namely educational videos and PowerPoint, because it can improve students' visual and auditory understanding.

At the implementation stage, the activity begins with an introduction such as greetings, prayers, and attendance. Learning begins with the formation of heterogeneous groups, each consisting of 4 people. The learning activity began by introducing important figures in the story of Hijrah, such as the Prophet Muhammad, Abu Bakr, and the role of the people of Medina (Ansar) through PowerPoint and educational videos. After reviewing the material, students from each group retold the content of the video or a short story of the Prophet Muhammad's migration to Medina, and then responded to by the other group. The learning activity ended with a summary of the material by teachers and students. The teacher schedules the material to be studied in the next meeting and ends with a group prayer.

In the learning activity, the researcher collaborated with colleagues to observe critical thinking skills during the implementation of PAI lessons in Chapter 5, The Story of the Hijrah of the Prophet Muhammad to Medina, with the Sub Theme: The Journey of the Hijrah of the Prophet Muhammad, using an observation sheet of student activities. In addition to observing student activities, the researcher also measured students' understanding after the lesson using a multimedia-based storytelling method with formative test questions. The results of the action observations in cycle 2 can be seen in the table below.

Table 3. Data from observation of learning activities cycle 2

| Y es | Name | A | B | C | D | E | F | Sum |
|-----------------|------------------|----------|----------|----------|----------|----------|----------|------------|
| 1 | Alex Chandra M. | 4 | 4 | 4 | 5 | 5 | 4 | 26 |
| 2 | Anisa Nabila W. | 4 | 5 | 4 | 4 | 5 | 5 | 27 |
| 3 | Anisa Aulia A. | 5 | 5 | 5 | 5 | 4 | 4 | 28 |
| 4 | Stuttgart | 4 | 4 | 4 | 5 | 5 | 5 | 27 |
| 5 | Daffa Rains | 5 | 5 | 5 | 4 | 4 | 4 | 27 |
| 6 | Erin Meisya P. | 5 | 5 | 5 | 5 | 4 | 4 | 28 |
| 7 | Jihan Fidelia S. | 4 | 4 | 5 | 5 | 5 | 5 | 28 |
| 8 | Khalila A. | 4 | 4 | 4 | 5 | 5 | 5 | 27 |
| 9 | Mr. Marcel A. | 5 | 5 | 5 | 5 | 5 | 4 | 29 |

| | | | | | | | | |
|----------------|------------------|---|---|---|---|---|---|-------------|
| 10 | Mazaya K. | 4 | 4 | 5 | 5 | 5 | 4 | 27 |
| 11 | Nihlatus Sania | 5 | 5 | 5 | 5 | 4 | 5 | 29 |
| 12 | Nur Aini K. | 4 | 4 | 5 | 5 | 5 | 5 | 28 |
| 13 | Mr. Shidqul Wafa | 5 | 5 | 5 | 4 | 4 | 4 | 27 |
| 14 | Vico Jhonatan | 4 | 4 | 4 | 5 | 5 | 5 | 27 |
| 15 | Virza Syarif | 4 | 4 | 4 | 5 | 5 | 5 | 27 |
| Average | | | | | | | | 27,5 |

With an average observation score of 27.5, it can be concluded that students' understanding and engagement has increased. When compared to cycle 1, student activity increased in cycle 2. The improvements can be seen in Table 4 below.

Table 4. Comparison of student activities in cycles 1 and 2

| Y es | Name | Cycle 1 | Cycle 2 |
|-----------------|------------------|----------------|----------------|
| 1 | Alex Chandra M. | 19 | 26 |
| 2 | Anisa Nabila W. | 18 | 27 |
| 3 | Anisa Aulia A. | 18 | 28 |
| 4 | Stuttgart | 16 | 27 |
| 5 | Daffa Rains | 17 | 27 |
| 6 | Erin Meisya P. | 20 | 28 |
| 7 | Jihan Fidelia S. | 17 | 28 |
| 8 | Khalila A. | 19 | 27 |
| 9 | Mr. Marcel A. | 19 | 29 |
| 10 | Mazaya K. | 19 | 27 |
| 11 | Nihlatus Sania | 16 | 29 |
| 12 | Nur Aini K. | 19 | 28 |
| 13 | Mr. Shidqul Wafa | 16 | 27 |
| 14 | Vico Jhonatan | 16 | 27 |
| 15 | Virza Syarif | 15 | 27 |
| Average | | 17,6 | 27,5 |

The increase in student activity in PAI learning during cycle 1 and cycle 2 can be seen in the following figure 1.

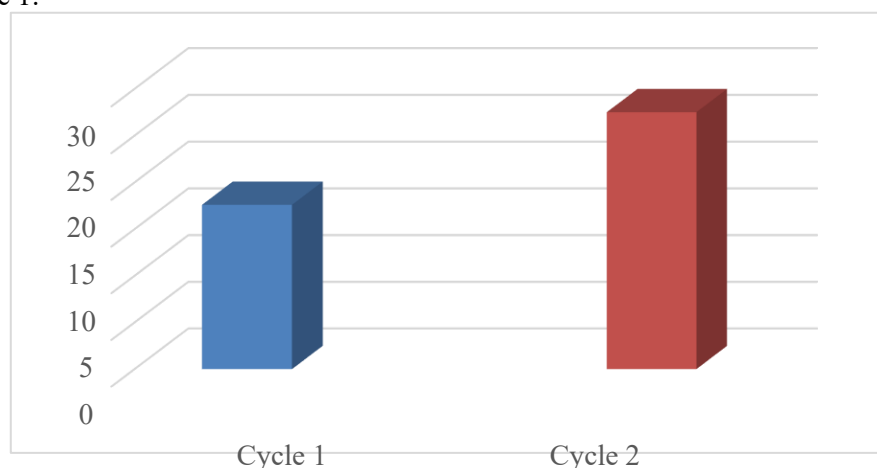


Figure 1. Increase in the activities of grade 4 students at SD Negeri 3 Kedungleper

The researcher also conducted a formative test in cycle 2 to measure the extent to which students

understood the material of the Prophet Muhammad's Hijrah trip to Medina. The formative test data for cycle 2 is as follows.

Table 5. Data from formative test cycle 2

| Y es | Name | Score |
|-----------------|------------------|--------------|
| 1 | Alex Chandra M. | 90 |
| 2 | Anisa Nabila W. | 100 |
| 3 | Anisa Aulia A. | 90 |
| 4 | Stuttgart | 90 |
| 5 | Daffa Rains | 80 |
| 6 | Erin Meisya P. | 100 |
| 7 | Jihan Fidelia S. | 100 |
| 8 | Khalila A. | 90 |
| 9 | Mr. Marcel A. | 80 |
| 10 | Mazaya K. | 90 |
| 11 | Nihlatus Sania | 90 |
| 12 | Nur Aini K. | 100 |
| 13 | Mr. Shidqul Wafa | 80 |
| 14 | Vico Jhonatan | 80 |
| 15 | Virza Syarif | 90 |
| Average | | 90 |

With an average observation score of 90, it can be concluded that students' understanding has improved. When compared to cycle 1, formative tests increase in cycle 2. The improvements can be seen in Table 6 below.

Table 6. Comparison of formative tests in cycles 1 and 2

| Y es | Name | Cycle 1 | Cycle 2 |
|-----------------|------------------|----------------|----------------|
| 1 | Alex Chandra M. | 80 | 90 |
| 2 | Anisa Nabila W. | 80 | 100 |
| 3 | Anisa Aulia A. | 70 | 90 |
| 4 | Stuttgart | 80 | 90 |
| 5 | Daffa Rains | 70 | 80 |
| 6 | Erin Meisya P. | 70 | 100 |
| 7 | Jihan Fidelia S. | 80 | 100 |
| 8 | Khalila A. | 80 | 90 |
| 9 | Mr. Marcel A. | 70 | 80 |
| 10 | Mazaya K. | 80 | 90 |
| 11 | Nihlatus Sania | 90 | 90 |
| 12 | Nur Aini K. | 70 | 100 |
| 13 | Mr. Shidqul Wafa | 70 | 80 |
| 14 | Vico Jhonatan | 70 | 80 |
| 15 | Virza Syarif | 80 | 90 |
| Average | | 76 | 90 |

The improvement in students' understanding in PAI learning during cycles 1 and 2 can be seen in the following figure 2.

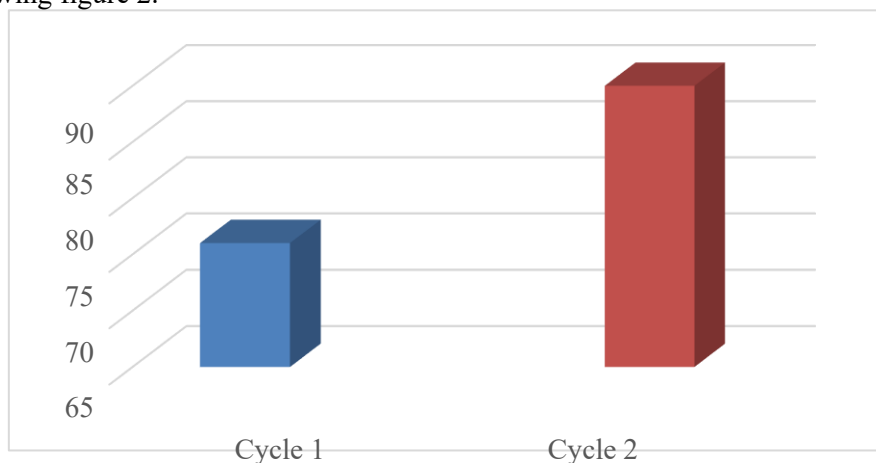


Figure 2. Improvement of formative tests for grade 4 students at SD Negeri 3 Kedungleper

Cycle 2 activities ended with reflection on the analysis of the results of student engagement observations and student test results. In this second cycle, student engagement and understanding were very good and showed an improvement compared to the first cycle. The students' test results also show that their understanding of the material is very good.

This data is obtained from the general activities of students during the teaching and learning process in the classroom. The description of the observation data of student activities in cycle 1 and cycle 2 that has been analyzed by the researcher is as follows.

Table 7. Data from student activity observation

| Stage | Active | | Inactive | |
|----------------|-----------|------------|----------|-------------|
| | Sum | % | Sum | % |
| Cycle 1 | 1 | 6,7 | 14 | 93,3 |
| Cycle 2 | 15 | 100 | 0 | 0 |

The percentage increase in student activity in PAI learning during cycles 1 and 2 can be seen in the following figure 3.

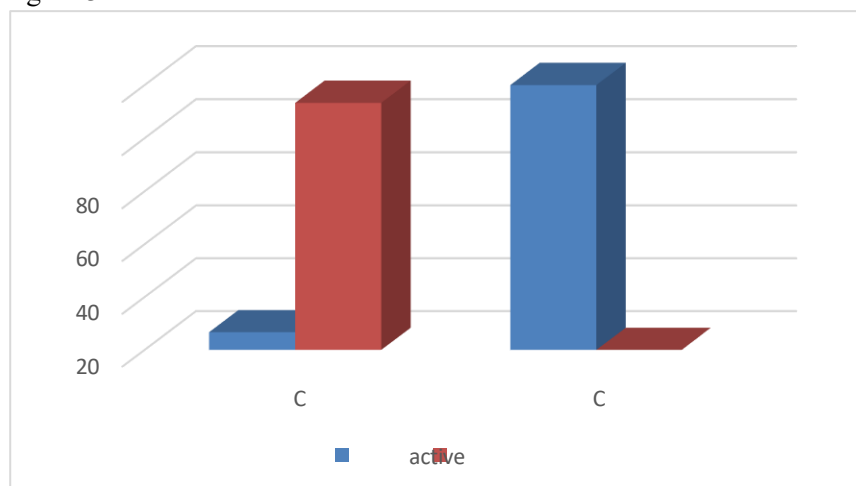


Figure 3. Percentage increase in student activity

From Figure 3, the increase in student activity can be seen from student activities in cycle 1 and cycle 2. Student activity in cycle 1 is 6.7% while student activity in cycle 2 is 100%. This indicates an increase in student activities when carrying out learning actions using multimedia-based storytelling learning methods.

The results of the formative test observation between cycle 1 and cycle 2 can be seen in table 8 as follows.

Table 8. Results of formative tests between cycle 1 and cycle 2

| Stage | Complete | | Incomplete | |
|----------------|-----------|------------|------------|-------------|
| | Sum | % | Sum | % |
| Cycle 1 | 8 | 53,3 | 7 | 46,7 |
| Cycle 2 | 15 | 100 | 0 | 0 |

The percentage increase in student learning outcomes in PAI learning during cycles 1 and 2 can be seen in the following figure 4.

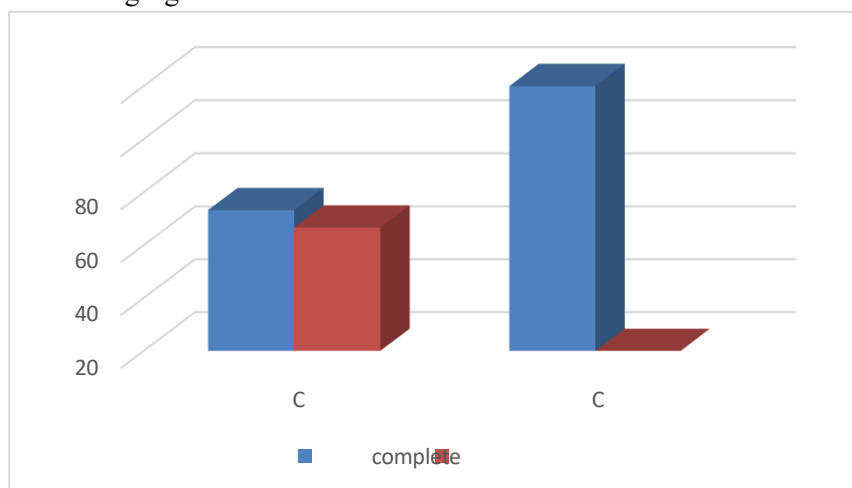


Figure 4. Percentage increase in student learning outcomes

From figure 4 above, it can be seen that there is an increase in student learning outcomes. From the table above, it is known that there is an increase in the completeness of learning in each cycle. Before the improvement of learning, in cycle 1, only 53.3% of students completed the material. In cycle 2, the percentage of students who completed increased from 46.7% to 100%.

Observing the learning improvement process that has been carried out using the multimedia-based storytelling learning method shows a significant improvement. Observation results

The student activity showed that every corrective action in cycle 2 increased. In cycle 1, there were 1 students who actively participated in learning activities with a percentage of 6.7%, and in cycle 2 there were 15 students who actively participated with a percentage of 100%. Similarly, the learning outcomes also showed improvement. In cycle 1, students who scored above the minimum criteria were only 53.3%, while in cycle 2, 15 students completed with a percentage of 100%.

This increase in learning outcomes is due to the use of multimedia-based storytelling learning methods, which make students more active in learning and motivate them in their studies. This happens because by using the multimedia-based storytelling learning method, students become more interested and motivated to pay attention to the material presented with the help of technology. Students also find it easier to absorb the material presented, allowing them to retell it according to their understanding. With this, students will be more diligent in their studies and their learning outcomes will also improve.

A relevant study was conducted by Arifin (2019) in his thesis entitled "The Effect of the Use of Interactive Multimedia on Student Learning Outcomes in Islamic Religious Education Subjects at SDN 05 Surabaya." This study aims to examine the effect of the use of interactive multimedia in Islamic Religious Education (PAI) learning on the learning outcomes of fourth grade students. The results show that the use of interactive multimedia significantly improves student learning outcomes compared to conventional teaching methods.

This is due to its ability to present information visually and interactively, which helps students understand the material better. This research supports the assumption that learning methods using multimedia technology can make learning more interesting and effective, especially in narrative or storytelling materials such as the migration story of the Prophet Muhammad (SAW). With multimedia, students not only listen to stories but also see and feel the journey of hijrah, which can strengthen their understanding of the material.

Another relevant study was conducted by Wahyuni (2020) in his thesis entitled "The Influence of Storytelling Methods on Improving Student Understanding in Islamic Cultural History Subjects at MI Al-Hidayah Semarang." This study examines how storytelling methods can be used to improve students' understanding of Islamic history. The results of the study showed that the use of the storytelling method significantly increased students' understanding of the material taught. Students who teach using the storytelling method show greater interest and are able to recall information better compared to students who are taught using traditional lecture methods. This research is relevant to future research because it shows that storytelling is an effective method of teaching history and religion subjects to elementary school students. The use of stories makes students more emotionally and intellectually engaged, making it easier for them to relate the material to their personal experiences.

In addition, Suryani's research (2018) entitled "The Application of Story-Based Active Learning in Improving Student Learning Outcomes in PAI Subjects of SDN 02 Yogyakarta" is also very relevant. This study examines the application of story-based active learning to improve student learning outcomes in PAI subjects. The results show that this approach not only improves students' learning outcomes but also increases their interest and participation in the learning process. Students are more motivated to learn when they can relate material to interesting stories relevant to their lives. This research shows that story-based learning is an effective approach to teaching religious materials, especially in the context of basic education. This approach allows students to understand and internalize moral and spiritual values in a more natural and contextual way.

Research conducted by Rahmawati (2021) entitled "The Utilization of Digital Technology in PAI Learning in Elementary Schools: A Case Study at SDN 04 Bandung" also makes an important contribution to understanding the use of technology in PAI learning. This research explores how digital technologies, including multimedia, are used in PAI learning in primary schools. The results of the study show that digital technology not only facilitates more interactive and engaging learning, but also helps students understand abstract concepts in PAI more clearly. This research is relevant because it highlights how the integration of technology in religious education can improve teaching effectiveness and student learning outcomes. It supports multimedia-based use learning methods in future research, where multimedia is expected to help students understand the story of the migration of the Prophet Muhammad (Hijrah) in a more meaningful way.

Discussion

The findings of the study showed a significant increase in student learning achievement after the application of the multimedia-based storytelling learning method on the material on the story of the Prophet Muhammad's migration to Medina. In the pre-trial condition, the average score was only 63 with 33% learning completeness, indicating that the conventional approaches that have been used such as lectures and memorization are less effective in building deep understanding in grade IV students (Ssentanda & Andema, 2019). However, after the intervention through multimedia storytelling, there was a progressive improvement in both cognitive and affective aspects. This increase is not only reflected in the increase in the average score, but also from the increase in the student's activity observation score from 33 ("adequate" category) in cycle I to 38 ("good" category) in cycle II. This shows that visual elements, sound narratives, and dramatic context in hijrah stories are able to stimulate attention, trigger imagination, and facilitate students' emotional connection with the material (Yahya et al., 2018). The multisensory interaction created by multimedia allows students to process historical information not only as facts, but as meaningful experiences relevant to life values, in line with the principles of dual coding theory (Paivio, 2010) and Vygotsky's theory of constructivism.

Compared to previous studies it reinforces the validity of these findings. Studies by Al-Habsyi and Prasetyo & Wijayanti also reported increased motivation and learning outcomes in learning Islamic history through storytelling and animation, although the context was different, namely in urban schools with more adequate technological infrastructure. This study expands on these findings by showing that even in rural schools such as SD Negeri 3 Kedungleper, which have limited devices, simple adaptations of multimedia (such as image projection, audio narration, and digital illustrations) remain effective as long as they are designed pedagogically and contextually. In contrast to text-based approaches that tend to be abstract for children aged 9–10 years, multimedia storytelling provides concrete representations of hijrah events such as the atmosphere of Mecca, night travel, and the Prophet's strategies that make it easier for students to build new cognitive schemes. These findings are also in line with the Cognitive Theory of Multimedia Learning (Maya et al., 2022) which emphasizes that optimal learning occurs when information is presented through coherently integrated verbal and visual channels, thereby reducing cognitive burden and increasing retention.

The theoretical implications of this research lie in strengthening the integration of narrative theory and technology in religious education. The findings show that storytelling is not just a method of delivery, but an epistemological framework that allows students to interpret religious history as part of their moral identity. When combined with multimedia, the narrative becomes more lively and interactive, thus enriching the process of internalizing values such as constancy, courage, and justice contained in the story of hijrah. This expands the discourse in Islamic education literature that has tended to emphasize doctrinal aspects, by offering an experiential and empathy-based approach (Kusdani, 2022). Practically, this study provides an applicable learning model for PAI teachers in elementary schools, especially in remote areas. This model does not require advanced technology, but rather creativity in combining narrative, images, and sounds to create a touching learning experience (Tuma, 2021). In addition, the increase in student activity shows that this method is able to overcome boredom and passivity in religious classes, which are often considered boring by students.

Although the results of the study were very positive, their interpretation remained limited by the context and scale of the study. These findings are not intended to be generalized widely, but rather as local evidence that multimedia-storytelling-based pedagogical innovations can be a contextual solution to the challenges of learning Islamic history in primary schools. However, its success paved the way for replication in similar schools, especially within the framework of the Merdeka Belajar policy that encourages teachers' autonomy in designing learning methods. This research also fills the gap in the literature regarding the application of multimedia in religious education in rural areas, which has been underexplored (Hartsell, 2017). Thus, its main contribution is not only to improving learning outcomes, but to the compression that infrastructure is not the main barrier to didactic creativity and that a deep understanding of student characteristics is the key to success. These findings recommend teacher training in designing simple multimedia-based educational narratives as part of ongoing professional development.

E. Conclusion

One of the most intriguing findings in this study is the remarkable effectiveness of the Problem Based Learning (PBL) model in the learning context of Islamic Religious Education (PAI), a domain traditionally considered more suited to doctrinal transmission approaches than active exploration. Before the intervention, only 33% of students achieved learning completion, showing the limitations of conventional methods in building a deep understanding of worship practices such as dhuha, tahajud, and Friday prayers. However, after two cycles of PBL implementation, there was a drastic improvement not only in learning outcomes, but also in students' emotional and cognitive engagement. What is surprising is how elementary school-age students who are generally considered unprepared for complex critical thinking are able to devise creative solutions to contextual problems such as "How to perform tahajud prayers in the midst of family busyness?" or "Why is Friday prayer important even though we are still children?". These findings challenge the long-held assumption that religious material is statistical and not open to problematic discussion. In fact, with the teachings of worship in real-life dilemmas, PBL succeeded in transforming religious learning from memorization into a meaningful reflective process. This proves that a student-centered approach is not only

relevant, but is actually very powerful in deepening spirituality and normative understanding in early childhood.

Although the results of the study showed a significant positive impact, this study has a number of limitations that need to be recognized and improved in the future. First, covering subjects is limited to one small class (15 students) in a single school, so the findings cannot be generalized widely. Second, the duration of the study only included two cycles for one semester, so it was not possible to measure the desired impact of PBL on long-term retention or changes in students' spiritual attitudes. Third, the instrument for observing student activities is still semi-subjective and has not been validated psychometrically, potentially affecting the validity of the data. In addition, the researcher simultaneously acts as a classroom teacher, which while allowing for authentic implementation, risks creating bias in measurement and assessment. To overcome these limitations, future research should involve more than one school, use a quasi-experimental design with a control group, and extend the duration of the intervention to one full year of instruction. It is also important to involve independent observers and develop assessment rubrics that have been tested for validity and reliability. Thus, the empirical evidence on the effectiveness of PBL in PAI learning can be strengthened, so that this model is really ready for widespread adoption in national curricular policies.

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