



Interactive Media Design Based on Storytelling for the Ski Material "The Story of the Birth of the Prophet Muhammad SAW" Class 1 Ibrarul Walidain Islamic Boarding School, Malang

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A B S T R A C T

This study aims to design an interactive storytelling-based learning medium for the Tarikh subject, focusing on "Eternal Light: The Story of the Birth of Prophet Muhammad (Peace Be Upon Him)" for first-grade students at Pesantren Ibrarul Walidain Malang. The medium utilizes storytelling supported by simple materials, images, audio, and video to enhance students' attention, understanding, and message retention.

The study adopts a research and development approach using the ADDIE model, limited to the analysis and design stages. The results indicate that storytelling-based interactive media can create an engaging and enjoyable learning atmosphere, accommodate different learning styles, and stimulate students' imagination. However, its effectiveness depends on teachers' storytelling skills and may require careful time management. Further research is recommended to implement and evaluate the media in actual classroom settings.

INTRODUCTION

Education is a conscious and planned effort to create a learning atmosphere and learning process that enable learners to actively develop their spiritual and religious strength, self-control, personality, intelligence, noble character, and skills needed for themselves, society, the nation, and the state. The goal of national education is to develop learners' potential so that they become independent individuals (Kemendikbudristek No. 09, 2022; Nurmalasari et al., 2024).

Islamic Religious Education is a conscious and planned effort to prepare students to recognize, understand, internalize, believe in, practice piety, and develop noble character in accordance with the teachings of Islam derived from its primary sources, the Qur'an and Hadith. This is achieved through experience, guidance, instruction, and training (Manizar, 2018; Sa'diyah, 2022).

The subject of *Tarikh*, which is part of Islamic Religious Education, discusses the origins, development, roles of culture, and Islamic civilization, as well as prominent figures in Islamic history. However, some students still perceive this subject as uninteresting (Sa'adah & Darodjat, 2021).

Tarikh examines the origins, development, and roles of Islamic culture and civilization in the past, beginning with the da'wah of the Prophet Muhammad (peace be upon him) during the Meccan and Medinan periods, the leadership of the Muslim community after the Prophet's passing, and continuing through the classical period, the medieval period or era of decline, and the modern or revival period, including the development of Islam in Indonesia and around the world. Based on the challenges in designing *Tarikh* learning materials, the subject can be developed into several components with the following objectives: first, to enhance students' recognition of and ability to draw moral lessons (*ibrah*) from important historical events, ranging from the development of Islamic society during the time of the Prophet Muhammad (peace be upon him) and the Khulafa' al-Rashidun, the Umayyad, Abbasid, and Ayyubid dynasties, to the development of Islam in Indonesia; second, to appreciate the facts and meanings of historical events and relate them to social, cultural, political, governmental, economic, scientific, technological, linguistic, and artistic phenomena; and third, to emulate the values and exemplary figures who played significant roles in historical events (Karyono, 2022).

The subject of *Tarikh* or Islamic Cultural History (*Sejarah Kebudayaan Islam / SKI*) has a strategic role in instilling Islamic cultural, historical, and moral values in students from an early age. *Tarikh* teaches the development of Islam, the life journeys of Islamic figures, and various important events in Islamic history. However, unengaging teaching methods often cause difficulties for students in understanding and remembering the material. Research conducted by Fachrudin found that approaches focusing more on memorization than on conceptual understanding often result in poor learning outcomes in SKI or *Tarikh* subjects (Fachrudin, 2023).

Initial observations indicate that *Tarikh* lessons are less attractive to students due to monotonous teaching methods, such as lectures and reading texts from textbooks. This causes students to have difficulty understanding the

material and leads to low learning outcomes. Therefore, learning methods need to be modified to increase student interest (Sa'adah & Darodjat, 2021).

Storytelling is one method that can improve learning outcomes in *Tarikh*. Storytelling is a method of delivering information through engaging and structured narratives that can enhance students' memory and understanding of learning materials. Learning through stories can increase students' motivation, expand their vocabulary, and improve their understanding of abstract concepts (Maknun & Adelia, 2023).

Since Islamic history is rich with inspiring stories – such as the struggles of the Prophet Muhammad (peace be upon him), the exemplary conduct of his companions, and the development of Islamic civilization in various regions – the storytelling method can serve as an effective alternative in the context of SKI learning. By presenting material through stories, students can more easily understand the values conveyed and relate them to everyday life. In addition, storytelling can increase student participation in learning activities. Research by Millah and Khoimatun found that storytelling can increase student participation by up to 75 percent compared to conventional lecture methods (Millah & Khoimatun, 2024).

Based on the background above, this study seeks to answer the following research questions:

1. How is the design of interactive storytelling-based learning media for SKI material “The Story of the Birth of Prophet Muhammad (peace be upon him)” for first-grade students at Pesantren Ibrarul Walidain Malang?
2. What are the strengths and limitations of using interactive storytelling-based learning media in *Tarikh* or SKI learning for the material “The Story of the Birth of Prophet Muhammad (peace be upon him)” for first-grade students at Pesantren Ibrarul Walidain Malang?

This study aims to design a storytelling method in SKI or *Tarikh* learning for first-grade students at Pesantren Ibrarul Walidain Malang. The focus of the research is, first, to identify the design of interactive storytelling-based learning media for the SKI material “The Story of the Birth of Prophet Muhammad (peace be upon him)” for first-grade students at Pesantren Ibrarul Walidain Malang, and second, to identify the strengths and limitations of using interactive storytelling-based learning media in *Tarikh* or SKI learning for the same material and educational context.

In this study, storytelling-based interactive learning media for *Tarikh* or SKI learning on the material “**The Story of the Birth of Prophet Muhammad (peace be upon him)**” for first-grade students were designed using the ADDIE model (Analysis, Design, Development, Implementation, Evaluation). Developmental research is a research method used to create new products or improve existing ones and to evaluate their effectiveness. The ADDIE model consists of five stages: analysis, design, development, implementation, and evaluation. However, in this paper, the author only employed the first two stages, namely Analysis and Design.

THEORETICAL REVIEW

Definition of Tarikh

Tarikh has various definitions depending on different perspectives. Linguistically, *Tarikh* means information about time. According to Ibrahim Al-Quraibi (2009), the phrase “I explained the time of writing the book,” which in Arabic is expressed as “*arrakhtu al-kitab wa warrakhtuhu*,” forms the basis of the term *Tarikh*. *Tarikh* is a field of study that provides information about how a society develops and helps us understand past events and how current scientific and social progress may influence the future (Suharyat et al., 2023).

The term *history* originates from the Arabic word *syajarah*, meaning “tree.” Abd Rahman As-Syakhawi described history as an art consisting of a sequence of stories arranged chronologically (Mardhiyah, 2017).

Islamic educational institutions such as *Madrasah Ibtida'iyah* (MI), *Madrasah Tsanawiyah* (MTs), *Madrasah Aliyah* (MA), and schools affiliated with Muhammadiyah commonly include *Tarikh* as a subject. *Tarikh* refers to the history of human development, particularly that of Muslims across different periods in maintaining Islam, developing moral values, and building systems of life based on Islamic creed. The subject significantly encourages students to understand Islamic cultural history and contains wisdom values that can be used to develop students' attitudes, character, and personality (Nindika & Rachmadhani, 2020).

The characteristics of *Tarikh* or Islamic Cultural History (SKI) learning emphasize understanding historical events chronologically, developing exemplary values (*uswah*), and analyzing causes, effects, and moral lessons (*hikmah*) derived from Islamic historical events. By connecting historical events to contemporary situations, the learning process becomes narrative and integrative (Alfin, 2019). The materials taught include: (1) *Sirah Nabawiyah* (the life of Prophet Muhammad, peace be upon him), (2) the history of the *Khulafa' al-Rashidun* and the development of early Islamic governance, (3) prominent figures (scholars, scientists, and leaders), and (4) Islamic civilization and achievements in various fields (science, culture, and governance) during its golden age. These materials are adapted to students' levels of understanding (Karyono, 2022).

One of the main challenges in *Tarikh* learning is the dense chronological content and numerous names, which may be perceived as monotonous when presented conventionally. In addition, students often struggle to connect past events with present contexts and to find their relevance in real life. Therefore, learning resources must be interactive and contextual (Fachrudin, 2023). The characteristics of female pesantren students, who are generally in early adolescence, include high curiosity but also a tendency to become easily bored. They require dynamic, visual, and active learning methods. As they are capable of critical and abstract thinking, they should be encouraged to understand the meaning of history rather than merely memorizing information. Effective *Tarikh* learning depends on students' preferences for practical and relevant learning experiences.

Interactive Learning Media

Interactive learning media are media that enable interaction between students and learning materials, as well as between students and teachers. "Interactive learning media are designed so that students do not only receive information passively but can also respond and receive feedback from the media" (Fatkhulloh & Mardiyah, 2023). Alternative interactive media for *Tarikh* storytelling include short animated videos created using applications such as Canva and simple educational games.

Definition and Characteristics of Storytelling

Storytelling originates from the English words *story* and *telling*, where *story* means a narrative and *telling* means conveying or narrating. Thus, storytelling refers to the act of narrating a story (Mussi, 2023).

Storytelling is an activity of conveying stories. A person who performs storytelling is referred to as a storyteller or narrator. Traditionally, storytelling is conducted orally; however, over time, it has also been delivered through various tools and media. For example, writers use paper, books, or blogs to tell stories; musicians use songs; and designers even use clothing as a medium for storytelling. In the context of education, storytelling can be used by teachers as a learning method, particularly in language learning. By using storytelling-based learning media, students are expected to more easily understand the learning material (Andrews et al., 2010; Walter & Gioglio, 2014).

The principles of storytelling-based learning include: first, comprehensive narration, where stories should have a clear structure (beginning, conflict, and resolution) to facilitate understanding; second, emotional engagement, which connects students emotionally to the material and values conveyed; third, active participation, which involves students in the storytelling process; and fourth, visualization, which strengthens imagination and memory through images, symbols, or supporting media. Folktales, life stories of figures, event simulations, or creative analogies are effective ways to deliver storytelling-based instructional content (Handrayani, 2022).

Theoretical Foundations for Developing Storytelling-Based Learning Media

The development of storytelling-based learning media is grounded in various relevant educational theories and principles.

Behaviorism Theory

Behaviorist learning theory is a psychological discipline that emphasizes the observation of externally observable behavior (Miguel et al., 1992). This theory is based on the idea that external environments influence human behavior, and learning occurs through the relationship between stimulus and response (Ani et al., 2023; Nuryadi Adi et al., 2024a, 2024b; Shahbana et al., 2020).

Constructivism Theory

According to constructivist theory, learning is a process in which students actively construct their own knowledge. Knowledge cannot simply be transferred, just as water cannot be moved from one container to another. Similarly, knowledge stored in a teacher's memory cannot be directly transferred to students; instead, the teacher acts as a facilitator in the learning process (Hajroh et al., 2023; Novelita et al., 2022).

Humanism Theory

Humanistic theory emphasizes that individuals have the right to develop their own personalities and attitudes and to control how they live and behave. The goal of learning is to humanize individuals. Learning success is indicated by students' ability to recognize themselves and their surrounding environment. Therefore, it is important for students to achieve the highest possible level of self-actualization (Armedyatama, 2021; Maula, 2021; Sumantri & Ahmad, 2019).

Previous Studies on Storytelling-Based Learning Media

Numerous previous studies have examined the development of storytelling-based learning media.

First, Maknun and Adelia (2023) reported that the implementation of storytelling methods in MI/SD (Islamic and elementary schools) learning is highly effective and that such media are very suitable for use in the learning process. The media successfully improved students' understanding of the material and strengthened their learning interest.

Second, Handrayani (2022) found that the application of storytelling methods in speaking instruction for third-grade elementary school students was effective in increasing students' attention and responses.

Based on the theoretical review and previous studies presented above, it can be concluded that storytelling-based learning media are effective in improving the quality of learning in terms of material comprehension, learning motivation, and student responses. Therefore, the development of such learning media is appropriate and suitable for implementation in *Tarikh* subjects, which are an integral part of Islamic Religious Education.

RESEARCH METHOD

This study used a research and development (R&D) approach based on the ADDIE model, limited to the analysis, design, and qualitative evaluation stages. The research was conducted at Pesantren Ibrarul Walidain Malang with first-grade students in *Tarikh* lessons. Data were collected through observations, interviews, and expert judgment to identify learning needs and assess the designed storytelling-based media. The data were analyzed descriptively to determine the advantages and limitations of the interactive storytelling media as a basis for further development.

RESULTS OF MEDIA DESIGN

Needs Analysis and Problems in *Tarikh* Learning

Through an analysis of the needs and existing problems in *Tarikh* learning, it is possible to gain a deeper understanding of the challenges faced by both teachers and students in achieving effective learning outcomes. The need for more interactive learning media with a humanistic and joyful atmosphere has emerged as a suitable alternative to enhance students' learning motivation.

Learning Needs in *Tarikh*

First, *Tarikh* learning requires interactive learning media to attract students' interest. The use of media such as videos, audio, and images can help students understand difficult concepts more easily (Karyono, 2022).

Second, learning activities should be joyful and capable of stimulating imagination to facilitate students' understanding of *Tarikh* material (Sa'adah & Darodjat, 2021).

Based on these learning needs, the learning objectives for *Tarikh* material "**The Story of the Birth of Prophet Muhammad (peace be upon him)**" for first-grade students at Pesantren Ibrarul Walidain are as follows: the primary objective is to instill *mahabbah* (deep love) for the Prophet Muhammad (peace be upon him) as a noble role model worthy of emulation. The educational goal is for students to understand the basic identity of the Prophet, such as his name, place and date of birth, and family background. In addition, the learning process aims to cultivate moral values such as happiness, cleanliness, and kindness, as reflected in the story of his birth.

This pesantren has several advantages in supporting *Tarikh* learning. The religious, calm, and Islam-centered environment, combined with friendly interactions between teachers and female students (*murabbiyah*), creates a conducive learning atmosphere. The availability of a library containing Islamic history books, visual teaching aids such as pictures, and a simple multimedia room facilitates engaging material delivery. The internalization of historical values is strengthened through the pesantren's learning culture, which integrates knowledge with practice (e.g., habituation of noble character and voluntary worship). The homogeneous female boarding environment reduces distractions and supports deeper understanding through informal discussions and daily activities with Islamic nuances. Moreover, teachers who reside within the pesantren complex can provide more intensive guidance and supervision.

Problems in *Tarikh* Learning

A common problem in *Tarikh* learning is students' boredom with the material, which often focuses heavily on names of figures, dates, and locations of events. This situation highlights the need for innovation and creativity in instructional methods (Karyono, 2022).

Another limitation is the short attention span of first-grade female students (approximately 10–15 minutes), which necessitates the use of varied methods and media. Students also experience difficulty understanding past environments, such as pre-Islamic Mecca, due to their lack of life experience and limited knowledge of historical contexts. The use of text-based learning resources is further constrained by students' basic literacy skills, particularly in reading complex texts.

First-grade students in female pesantren settings typically exhibit strong curiosity about religious topics and high enthusiasm for learning, especially regarding the Prophet Muhammad (peace be upon him). Sensory and emotional approaches, such as dramatic storytelling and simple kinesthetic activities, support effective learning. Students are easily engaged in stories due to their active imagination; however, to comprehend abstract concepts, they require concrete representations such as images, puppets, or mini role-plays. Strong emotional bonds with teachers also play a crucial role in ensuring successful learning outcomes.

Media Name and Type

The learning media developed in this study is entitled “Eternal Light: The Story of the Birth of Prophet Muhammad (peace be upon him).” This media is an interactive storytelling-based learning medium. By using this medium, students can more easily understand the lesson content while enjoying engaging visual and audio elements.

Media Specifications

The storytelling media with the theme “Eternal Light: The Story of the Birth of Prophet Muhammad (peace be upon him)” is designed with the following specifications:

First, it utilizes easily accessible materials such as images, speakers, and projectors, with the aim of facilitating teachers’ use and accommodating school facilities and infrastructure.

Second, it creates a relaxed and joyful learning atmosphere, so that the learning process is expected to be free from tension and boredom. A distinctive feature of this media is the emotional connection built through the storyline, the storyteller, and the listeners.

Instructions for Media Use

This media is designed to facilitate teachers in delivering *Tarikh* material using the specified theme. The steps for using this media are as follows:

1. Required Simple Materials

Main Media:

- PowerPoint or Canva slides containing text, images, and basic animation effects
- A storyboard board made of cardboard or large paper (alternatively, a whiteboard or blackboard)

Supporting Tools:

- Projector and laptop (if using slides)
- Speakers to play narration or background music (can be from a mobile phone)
- Printed images (if a projector is unavailable)

2. Usage Steps

Simple Slides with Narration:

a. Slide Preparation:

- Create 5–10 slides with the following structure:
 - Slide 1: Title and illustration of Mecca
 - Slide 2: Illustration of Abdullah and Aminah (simple sketches)
 - Slide 3: Illustration of light illuminating the palace of Kisra
 - Slide 4: Illustration of the moment of the Prophet’s birth
 - Slide 5: Moral message (e.g., “The Prophet is a mercy to all creation”)

b. Narration

- The teacher can read the story aloud while advancing the slides.
- Use a dramatic voice when narrating miracles or extraordinary events (e.g., “Suddenly... the entire palace of Kisra was thrown into chaos!”).

3. Interaction

- **Reflective Questions:** “How did you feel after hearing this story?”

- **Activity:** Ask students to summarize or retell the story briefly in their own words.

Innovative Aspects of the Media

1. More Interactive Learning

Through storytelling media, the teaching of *Tarikh* material becomes more effective, promoting active communication and engagement in the learning process.

2. Memory Retention

Storytelling media are expected to improve students' ability to retain the key messages of the lesson for a longer period.

3. Moral Values

The media facilitates the delivery of moral and ethical values in a natural and engaging way, without appearing purely theoretical.

DISCUSSION

After designing and evaluating the learning media "Eternal Light: The Story of the Birth of Prophet Muhammad Shalallahu alaihi wa Sallam" for *Tarikh* lessons, several advantages and limitations were identified that should be considered for further development.

Analysis of the Advantages of Storytelling Media

Several strengths of this storytelling media make it effective and attractive as a learning tool:

1. Interactive

The use of narration, images, and audio in this media is able to attract students' interest and attention, making them more focused during the learning process.

2. Memory Retention

Through storytelling, students' ability to remember the conveyed messages is expected to last longer because the material is delivered in a narrative and emotional manner.

3. Moral Values Delivery

This media allows moral values to be delivered naturally without seeming theoretical, enabling students to emulate the ethics and positive attitudes of the historical figures studied.

Analysis of the Limitations of Storytelling Media

Despite its advantages, this media also has several limitations that need attention:

1. Dependence on Teacher Creativity

This media heavily depends on the creativity and skills of the teacher in delivering the story. If the teacher is not expressive, insufficiently prepared, or not proficient in using supporting media (slides, puppets, or sound effects), the story may become flat and less engaging, failing to capture students' attention or effectively convey the message. This challenge is greater if the teacher is unfamiliar with interactive storytelling techniques or does not have access to ready-made media.

2. Does Not Guarantee Uniform Understanding

Storytelling does not always result in uniform understanding among students, as each child has a different background, comprehension level, and way of interpreting the story. Some students may focus more on visual or entertainment aspects, while others grasp the moral message more deeply. To address this, teachers need to include Q&A sessions, provide written summaries of key points, or conduct follow-up activities such as group discussions or worksheets to ensure consistent understanding.

3. Risk of Story Distortion

Storytelling has the potential to cause distortion, where teachers may unintentionally add details that are not based on authentic Islamic historical references. For example, additional stories, local myths, or personal interpretations not supported by credible Sirah Nabawiyah texts can result in students receiving incorrect information about the birth of Prophet Muhammad SAW. To minimize this risk, the media should include narrative guidelines based on authentic references and supervision by the teacher when delivering the story.

CONCLUSION

This study successfully designed an interactive storytelling-based learning media, "Eternal Light: The Story of the Birth of Prophet Muhammad", which is effective in enhancing students' interest and understanding in Tarikh lessons at Pesantren Ibrarul Walidain Malang. This media offers several advantages, such as an engaging multisensory approach, the natural instillation of moral values, and flexibility to accommodate various learning styles. However, it also presents challenges, including dependence on teacher creativity, the risk of story distortion if not supported by valid references, and varied levels of student understanding. For optimal use, teacher training, the provision of standardized storytelling scripts, and further evaluation are necessary to ensure consistent learning quality and the accuracy of the material delivered.

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