(Research) Article

Design of Al-Islam Learning Media Based on Digital Storytelling on the Material of Emulating the Stories of the Ulul Azmi Apostles for Grade 5 Students of Mutu Elementary School, Nunukan

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Abstract. This study aims to analyze and design Al-Islam learning media on the material of emulating the stories of the apostles Ulul Azmi through an engaging and effective digital storytelling approach to improve the understanding of fifth-grade students at SD MUTU Nunukan. Al-Islam learning, which emphasizes moral and spiritual values, requires innovative media to help students better understand and internalize exemplary attitudes from the prophets. The research method used is Research and Development (R&D) with the ADDIE model, which is limited to two stages: analysis and design. The analysis stage focuses on identifying student characteristics, learning needs, and curriculum requirements related to Al-Islam subjects. Meanwhile, the design stage involves planning digital storytelling-based learning media that integrates visual, audio, and narrative elements aligned with learning objectives. The designed media is expected to support student-centered learning, increase motivation, and make learning activities more meaningful. Through digital storytelling, students are encouraged to actively engage with the content, understand the moral values of the apostles Ulul Azmi, and apply these values in daily life.

Keywords: ADDIE Model; Digital Storytelling; Elementary School; Learning Media; Rasul Ulul Azmi.
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1. Background

Islamic religious education in Indonesia plays a crucial role in shaping the character and morals of students from an early age. A sound education is essential for understanding Islam systematically, systematically, and systematically. In the Muhammadiyah education system, Islamic religious education is specifically studied in the subject of Al-Islam. Therefore, Al-Islam education is a core component of the Muhammadiyah education system (Nur et al., 2018). The stories of the prophets in Islam serve as role models, particularly in emulating or following their example. Islam obliges students to recognize the 25 prophets mentioned in the Quran, from Prophet Adam (AS) to Prophet Muhammad (PBUH). The attitudes and traits of the prophets depicted in the stories of the prophets need to be emulated by students in their daily lives, so they can develop into individuals with noble morals, particularly in this discussion, namely emulating the stories of the ulul azmi apostles (Adityawan et al., 2023).

At the elementary school level, the stories of the prophets, the Ulul Azmi, serve as an important foundation in introducing the exemplary behavior and wisdom of the struggles of God's messengers. However, monotonous and unengaging presentations often present challenges in fostering interest and in-depth understanding in students. Generally, Islamic

teachers prefer to use textbooks as a medium for students to read on this topic. Books are a common medium for teaching the stories of the prophets, both storybooks and textbooks. However, media such as books are easily damaged and less interactive in conveying the stories of the prophets, as students tend to simply read without understanding the real context.

MUTU Nunukan Elementary School students, especially fifth-grade students, have diverse learning styles. The study of the story of the Prophet Ulul Azmi in Al-Islam requires teachers to pay more attention to learning approaches to foster students' motivation and imagination in understanding it. Motivation and imagination are two important aspects of the learning process. However, in many cases, both are often neglected in the context of Islamic studies. This condition can negatively impact the understanding and acceptance of the material being taught. Students who lack motivation tend to be less focused and inactive in learning, while a lack of imagination can limit students' ability to understand abstract concepts in Islam (Andriani & Rasto, 2019).

With the rapid development of digital technology, challenges in the learning process, particularly at MUTU Elementary School in Nunukan, are becoming increasingly complex. One of the main challenges is how to make learning materials that tend to be rigid and difficult, such as learning about Islam, which focuses on the stories of the prophets, more engaging and easier for students to understand. Therefore, innovation is needed in the use of more engaging and effective learning media based on digital storytelling.

The use of digital technology in education, such as digital storytelling, offers great potential in presenting learning materials in a more engaging, interactive, and easily understood manner for students. As an Islamic educational institution, SD MUTU Nunukan has a responsibility to present Al-Islam material effectively and relevant to students' cognitive and affective development. In response to this, this research focuses on designing Al-Islam learning media based on digital storytelling as an innovative alternative in delivering material emulating the stories of the ulul azmi prophets in grade 5.

Based on this background, the formulation of the problem is: 1) How is the design of Al-Islam learning media based on digital storytelling on the material of emulating the story of the Prophet Ulul Azmi appropriate for grade 5 of SD MUTU Nunukan?. 2) What are the advantages and disadvantages of the design of Al-Islam learning media based on digital storytelling on the material of emulating the story of the Prophet Ulul Azmi in supporting the learning process in grade 5 of SD MUTU Nunukan?.

2. Theoretical Study
Characteristics of Al-Islam Subjects
Al-Islam is part of Muhammadiyah education in order to create an advanced, comprehensive Islamic education, with a pioneering character, and a spirit of renewal and progress. Al-Islam education plays a role in developing students' mindsets with a progressive outlook, so that graduates have the ability to adapt and are able to respond to the demands and needs of society and changes in the times. Al-Islam education is not just a subject, but is the spirit and core values of Muhammadiyah education (DIKDASMEN Council of PP Muhammadiyah, 2022). The characteristics of the Al-Islam Education subject consist of various elements and materials. This subject has four elements, namely (1) Aqidah, (2) Akhlak, (3) Fiqh, and (4) Tarikh which are interrelated as a whole. The Qur'an and Al-Hadith in the curriculum of Muhammadiyah Al-Islam Education and Arabic which are separate subjects that function as sources of Al-Islamic teachings. Epistemologically, the Qur'an and Al-Hadith have an important role as sources of Al-Islamic education. Thus, the elements of aqidah, morals and fiqh in Al-Islam Education are Islamic teachings originating from the Al-Qur'an and Al-Hadith, while the dates reflect the civilization of Muslims.
Types of Islamic Learning Materials in Elementary Schools
There are four types of learning in the Al-Islam subject in elementary schools, especially in grade 5, namely: first, aqidah (faith). In this lesson, the CP (learning achievement) is that students are able to understand the meaning of faith in the last

day, qadla and qadar. Understand how to avoid shirk and hypocrisy as destroyers of faith, and how to avoid superstition and bid'ah superstition as obstacles to progress.

Second, the learning outcomes of morals (Islamic morals and ethics) are that students can understand the etiquette of dressing and understand the meaning of justice, istiqamah, asceticism, contentment, trustworthiness, keeping promises, enthusiasm for seeking knowledge, positive thinking, broad-mindedness, optimism, competitiveness, critical thinking, dynamicity, and future-oriented so that they are accustomed to making it a behavior in everyday life as a manifestation of faith in Allah SWT.

Third, fiqh (worship and social interactions). This learning objective is for students to understand the provisions for zakat, almsgiving, qurban, aqiqah (the payment of religious duties), the requirements for purification from major impurity, and the requirements for halal and good food and drink. This serves as a guideline for performing religious duties and fostering a sense of responsibility and discipline.

Fourth, the learning outcomes of the history of Islamic culture are that students are able to understand the exemplary behavior of the Prophet Yahya (peace be upon him), the Prophet Isa (peace be upon him), the Prophet/Apostle Ulul Azmi (leaders of the Prophets), and the Prophet Muhammad (peace be upon him) during their adolescence, during the da'wah period, during the Mecca-Medina period, and the exemplary da'wah of the Caliphate. They also believe in, emulate, and habitually behave according to the exemplary behavior of these prophets and apostles (DIKDASMEN Council of the Muhammadiyah Central Board, 2022).

Challenges and Obstacles to Learning Al-Islam in Elementary Schools

Islamic education in elementary schools (SD) is an important foundation for developing students' character and basic skills. However, in practice, this process is not free from various complex challenges and obstacles. Understanding these obstacles is essential for designing effective solutions to achieve quality education. One of the most common obstacles in many elementary schools, especially in rural or remote areas, is limited resources and facilities (Tilaar, 2012). Teacher quality and teaching methods also play a crucial role in successful learning. In many cases, elementary school teachers may face challenges in terms of qualifications, ongoing training, or even motivation (Supriadi, 2010).

Elementary school is a place where students with diverse characteristics, backgrounds, and ability levels gather (Slameto, 2010). Some grasp the material quickly, while others require extra guidance. Differences in learning styles, interests, and emotional and social conditions require a differentiated approach from teachers. Managing a class with a large number of students while ensuring each child receives the attention they deserve is a challenge in itself. The environment outside of school, especially the family and social environment, also significantly influences the learning process. Some students may come from families with low economic status, which impacts on limited nutrition, health, or even learning support at home. Lack of parental involvement in their children's education, a home environment that is not conducive to learning, or social problems in the surrounding area can affect students' concentration, motivation, and attendance at school (Law No. 20 of 2003).

Characteristics of Elementary School Students

1) They enjoy playing; this characteristic requires elementary school teachers to implement educational activities that include games, especially for lower grades. Elementary school teachers should design learning models that incorporate play elements.

2) Adults enjoy movement, and they can sit for hours, while elementary school children can sit quietly for a maximum of about 30 minutes. Therefore, teachers should design learning models that allow children to move around. Asking children to sit still for extended periods of time can be perceived as torture.

3) Enjoy working in groups, from their interactions with peer groups, children learn important aspects in the socialization process, such as: learning to comply with group rules, learning to be loyal to friends, learning not to depend on being accepted in the environment, learning to accept responsibility, learning to compete with others in a healthy (sportsmanlike) way, learning sports and bringing implications that teachers must design learning models that allow children to work or learn in groups, as well as learn justice and democracy. These characteristics

bring implications that teachers must design learning models that allow children to work or learn in groups.

4) Enjoy experiencing or doing/demonstrating something directly. Based on cognitive development theory, elementary school children are entering the concrete operational stage. From what they learn in school, they learn to connect new concepts with old ones. For elementary school children, teacher explanations of subject matter are better understood if they implement them themselves, similar to providing examples for adults. Therefore, teachers should design learning models that allow children to be directly involved in the learning process (Mutia, 2021).

Digital Storytelling in Learning

Digital storytelling in learning is a storytelling practice that combines traditional narratives with digital multimedia elements such as images, audio, video, animation, and text (Robin, 2008). This method empowers students to become content creators, where they plan, write scripts, record audio, collect or create visuals, and edit them into a meaningful digital story (Lambert et al., 2010). The principles of digital storytelling-based learning are:

1) Focus on strong content and narrative (Lambert, 2013). The story being told should have a clear structure, compelling characters, and a cohesive message. While digital elements are important, they serve as tools to enhance and support the narrative, not replace it. Students should be taught to develop solid ideas, structure their storyline, and convey their message clearly before moving on to the technical aspects of digital production.

2) Student involvement and ownership of the process and final product (Robin, 2008). This means giving students the freedom to choose topics relevant to them, express personal perspectives, and make creative decisions throughout the project. When students feel the story is "theirs," their internal motivation and the quality of their learning outcomes tend to increase.

3) Integrating technology meaningfully to achieve learning objectives (B. Ohler, 2013). Technology is not simply a supplementary tool, but an integral part that enables creative expression and storytelling that would be impossible otherwise. Learners need to be taught how to use digital tools effectively and ethically, from recording audio and editing video to selecting background music.

4) The Process of Reflection and Iteration (Meadows, 2003). After creating an initial draft, students should be encouraged to reflect on their work, receive feedback from peers or the teacher, and make revisions. This process helps develop metacognitive skills, problem-solving, and persistence. Reflection also allows students to understand how narrative and technical choices influence the message conveyed.

5) Community and Collaboration (Hull & Nelson, 2005). Creating an environment where students can share their stories, give and receive feedback, and collaborate on projects enriches the learning experience. Collaboration not only teaches teamwork skills but also broadens students' understanding of different perspectives and storytelling styles.

Theoretical Basis in Designing Digital Storytelling-Based Learning Media

1) Constructivism Theory

Constructivism theory states that students must discover and transform complex information themselves, checking new information against old rules and revising them if they are no longer appropriate. According to this theory, one of the most important principles in educational psychology is that teachers do not simply impart knowledge to students. Students must construct their own knowledge in their minds, that is, students are given the broadest possible opportunity to develop their ideas and consciously use their own strategies for learning (Trianto, 2008). Therefore, the development of technology and learning media with digital storytelling media will indirectly help make it easier for students to understand the material presented.

The explanation above demonstrates that in constructivism theory, teachers are not the sole source of learning. Students are given freedom to access information, leading to greater activity and creativity, making learning more

meaningful. Digital storytelling provides a rich context and allows students to construct meaning through narrative and multimedia elements.

2) Audio-Visual Learning Theory (Dual-Coding Theory-Paivio)

Audio-Visual Learning Theory, or Dual-Coding Theory (DCT), developed by psychologist Allan Paivio, explains how information is processed and stored in human memory. The core of this theory is the idea that human cognition uses two distinct but interconnected mental representation systems to process information: the first, the verbal system, meaning this system is related to the processing of linguistic information, both received orally and in writing. This information is represented in the form of verbal units such as words and sentences. The second, the non-verbal (Imaginal) system, this system is related to the processing of non-linguistic information, including visual (images, videos), non-linguistic auditory (music, sound), tactile (touch), and kinesthetic (movement). This information is represented in the form of mental images or sensory representations (Paivio, 2006).

The relevance of this theory to digital storytelling media in learning Al-Islam on the material emulating the story of the Prophet Ulul Azmi is by combining narrative and visualization, the story of the apostles Ulul Azmi is rich in narrative events and characters. By utilizing audio-visual media, educators can present these stories not only through oral explanations (verbal) but also through visual representations such as pictures, illustrations, animations, or videos. Visualization helps students form a stronger mental image of the setting, characters, and events in the story, thereby improving understanding and memory.

3) Meaningful Learning Theory (meaningful learning-Ausubel)

Ausubel (in Tarmidzi, 2019) coined the concept of meaningful learning, where learning is defined as a process of linking new information with relevant concepts within an individual's existing cognitive structure. The results of meaningful learning can be seen in the connection between theories, facts, or new situations that fit within the student's cognitive framework. Learning is not merely memorizing lesson materials or events; rather, learning is an activity that connects all taught concepts so that students will not easily forget and so that learning can be carried out easily (Muamanah, 2020).

With digital storytelling, engaging and relevant stories can serve as a "bridge" connecting the stories of the Ulul Azmi apostles with students' experiences, values, and understanding of life. A strong narrative can create a meaningful context, making new information more easily assimilated and accommodated within students' cognitive structures.

Previous Research on Digital Storytelling Media in Education

Several previous studies have shown the effectiveness of digital storytelling-based media in learning. First, Research by (Nur Rahma, 2024) in this study found that there was an increase in learning interest before and after the implementation of DISITORY (Digital storytelling of Islamic history) which was included in the high category, namely with a Normalized Gain value of 0.7. Based on the interpretation obtained, it shows that DISITORY is suitable for use as a learning medium that can increase students' interest in learning in the subjects of Islamic Religious Education and Character Education on the material of Islamic History in the Archipelago.

Second, research by (Yosita Ratri, 2022) in this study the use of digital storytelling for social studies learning, one of the goals of which is to develop students' affective aspects, in elementary school students will provide meaning that social studies as a subject capable of improving students' feelings, including about acceptance, response, assessment, and character building. For students, through this social studies learning, digital storytelling will attract attention so that they will be more motivated to learn social studies. Students need to be trained as early as possible as preparation for the future so that they are able to have a high understanding and empathy in dealing with social problems in their environment.

Third, research by (Alrianingrum, 2023) discusses the influence of YouTube digital storytelling media on the historical literacy skills of students conducted in class X of SMA Negeri 1 Taman. This research with a quantitative method uses a quasi-experimental approach with a non-equivalent control group design. This study proves the magnitude of the influence of YouTube digital storytelling media on historical literacy through the N-Gain test on the pre-test and post-test of students in the

experimental and control classes. In this study, it can be concluded that YouTube digital storytelling media has a significant influence and is quite effective for use in the historical literacy activities of class X students of SMA Negeri 1 Taman.

These studies serve as supporting components in designing digital storytelling-based Al-Islam learning media for fifth-grade students on the subject of emulating the stories of the Ulul Azmi Prophets. The results demonstrate the effectiveness of digital storytelling in learning. Based on the theoretical study above, digital storytelling-based learning media plays a significant role in enhancing learning effectiveness.

3. Research Methods

The research method used is Research and Development (R&D) with the ADDIE (Analysis, Design, Development, Implementation, Evaluation) model, which is limited to two stages: analysis and design. The analysis stage includes analyzing student needs and the curriculum, while the design stage designs how digital storytelling-based media can potentially improve students' understanding of Islamic learning materials.

4. Results And Discussion
Analysis of Needs and Problems in Islamic Learning in Grade 5 of MUTU Nunuka Elementary School

SD MUTU Nunukan is an Islamic-based Muhammadiyah school. This school strives to integrate academic, religious, and character development aspects in the learning process in accordance with one of its visions and missions. This can create a more comprehensive and meaningful learning atmosphere for students. With a background of various ethnicities and cultures, this school is required to be able to cultivate and integrate Islamic values in students. Current digital developments make this school have a plus point because it has a computer lab that can be used by students in this learning, one of the school's advantages in creating learning that utilizes technology. The ISMUBA curriculum at the elementary school level, especially at SD MUTU Nunukan, applies Al-Islam learning by combining four learning elements mapped in the CHAPTER of teaching materials, namely the teacher's handbook. The material emulating the stories of the Apostles Ulul Azmi in grade 5 is taught in the even semester. The purpose of this learning is for students to be able to understand the prophets and apostles Ulul Azmi, while the learning achievements are that students can explain the meaning of the Apostle Ulul Azmi, explain his story, and explain the example of the Apostle Ulul Azmi.

Based on observations made, in teaching and learning activities, especially when stimulating the ability to grasp understanding, 5th grade students at SD MUTU Nunukan in the Al-Islam subject with the material of the story of the prophet, often do not understand the story conveyed by the teacher directly, they tend to be more familiar with popular figures on social media than with the prophets and apostles. There are also those who choose to talk to friends who are nearby or play with objects around them when the teacher explains the material of the story of the apostle ulul azmi by explaining the exemplary behavior that students should emulate from the story. Students understand more real and directly observable concepts than abstract concepts. They also enjoy imagining how the prophets and apostles lived in their time, thus creating questions to the teacher and starting to want to tell stories.

Students' learning styles tend to be more audio-visual, with this learning style utilizing sound and image elements to make learning Al Islam about the story of the Prophet Ulul Azmi more lively and easier to understand. Fifth-grade students at MUTU Nunukan Elementary School are technology-savvy alpha generation children, they grew up in the digital era and have an intuitive understanding of information and communication technology. It is undeniable that these students are familiar with the many social media platforms in this era. In the learning process, there are certainly challenges and obstacles, as is the process of learning Al-Islam subjects for fifth grade at MUTU Nunukan Elementary School. Obstacles are gaps in the level of understanding and learning needs between students, each student has a different background, cognitive abilities, and learning styles from one another. Then there are limited time in learning and the lack of supporting interactive media sources.

Based on these issues, designing digital storytelling-based learning media is expected to be an appropriate effort to increase learning interest and effectiveness for student

understanding of the material as well as increasing student participation in learning. Utilizing digital storytelling media such as on the YouTube platform can motivate student learning interest, and the process of creating digital storytelling itself can be a means to increase active student participation. When students are involved in designing scripts, selecting visual and audio elements, and composing their own digital stories, they no longer act as passive recipients of information. They become content creators, actively involved in the process of critical thinking, problem-solving, collaboration (if done in groups), and self-expression.

Analysis of the Advantages of Digital Storytelling Media in Islamic Learning

Digital storytelling-based learning media offers a number of significant advantages that make it an effective and interesting tool in learning Al-Islam on the material of emulating the story of the Prophet Ulul Azmi.

1) Increasing student engagement and motivation. The narrative appeal of stories has an inherent power to capture attention and evoke emotions. Ulul Azmi's digital storytelling leverages this to present learning materials in a more engaging and entertaining format than traditional methods, which can feel monotonous. The use of visual elements (images, videos, animations) and audio (narration, music, sound effects) creates a more immersive and multisensory learning experience, which can increase student engagement and make learning more memorable in understanding history or the stories of the prophets and apostles. When students are involved in the process of creating their own digital stories, they feel ownership of the project, which can increase intrinsic motivation and encourage them to delve deeper into the material presented.

2) Facilitates deep understanding. In terms of contextualization, story material provides a rich context for understanding information and concepts. Students can see how the information is applied in meaningful situations, thus facilitating understanding and retention of the exemplary stories of the ulul azmmi apostles. The visual elements in digital storytelling can help concretize abstract ideas, making them more understandable for students with visual learning styles or those who are still at the concrete thinking stage (especially elementary school students). In accordance with Dual-Coding Theory, information presented through a combination of verbal (narration, text) and non-verbal (visual, audio) is processed and stored in memory more effectively, improving comprehension and recall.

3) Accommodating various learning styles. The flexibility of digital storytelling allows for the use of various media types, which can accommodate different learning preferences. Visual learners can learn through images and animated videos or cartoons that tell the story of the Prophet Muhammad (peace be upon him); auditory learners through narration and music; and kinesthetic learners through the process of creation and interaction (if there are interactive elements).

4) Developing 21st-century skills. The process of creating and consuming digital stories naturally develops students' digital literacy skills, including the ability to search for, evaluate, use, and create digital content effectively and responsibly. Creating digital stories encourages students to think creatively, plan narratives, choose appropriate media, and organize them into engaging and informative products. When done in groups, creating digital stories fosters students' communication and collaboration skills in sharing ideas, planning projects, and working together toward shared goals.

5) Enhancing active student participation. Digital storytelling, especially when students are involved in its creation, encourages active learning, where students become active participants in the knowledge construction process, not just passive recipients. Creating digital stories gives students the opportunity to express their ideas, understanding, and perspectives in creative and personal ways by retelling their understanding of the material.

6) Flexibility and accessibility. Digital storytelling can be delivered through various platforms (YouTube, apps, interactive presentations, LMS), allowing flexible access and adapting to available resources. This medium also has potential for distance learning or blended learning.

With these various advantages, digital storytelling-based learning media is a very valuable tool for improving the quality and effectiveness of learning in various subjects and levels of elementary school education.

Analysis of the Weaknesses of Digital Storytelling Media in Islamic Learning

Although digital storytelling-based learning media offers many advantages, it is also important to understand its potential weaknesses so that they can be anticipated and addressed effectively:

1) Requires significant time and effort. Creating a quality digital story, whether by teachers or students, requires significant time and effort. The process of planning the narrative, collecting or creating media (images, audio, video), editing, and combining these elements requires skill and dedication. In a busy curriculum, allocating dedicated time for digital storytelling projects can be difficult, making implementation overwhelming.

2) Requires technical skills and accessibility. Both teachers and students need basic skills in using software or platforms to create and access digital stories. Limited technical skills can be a barrier. Access to a computer, laptop, tablet, smartphone, and a stable internet connection are prerequisites. The digital divide can be problematic if not all students have equal access. Differences in file formats and software can create compatibility issues and make it difficult to share or display digital stories.

3) Potential for distraction and loss of focus. If visual and audio elements are poorly designed or excessive, they can distract students from the main learning message. In a digital environment, students are easily distracted by other apps, social media, or notifications, which can reduce their focus on the digital story being studied.

4) Limitations in some types of learning materials. Some subject matter may be more effectively delivered through other, more direct methods or may require a focus on intensive practice and problem-solving. In an effort to make the story engaging, there is a risk of oversimplifying the material, thereby reducing the depth of understanding.

5. Conclusion And Suggestions

Conclusion

SD MUTU Nunukan, as an Islamic-based Muhammadiyah school with a diverse student body, strives to integrate Islamic values into learning. Learning Al-Islam for grade 5 with material emulating the story of the Prophet Ulul Azmi faces challenges such as differences in student understanding levels, time constraints, and a lack of interactive media. To overcome these problems, a digital storytelling-based learning media was designed with the name "Design of Al-Islam learning media based on digital storytelling-Ulul Azmi". This media is an animated video of the story of the Prophet Ulul Azmi on YouTube that aims to increase student interest in learning, understanding of the material, and active participation through assignments to create independent storytelling videos. This digital storytelling media has advantages in increasing engagement and motivation, facilitating in-depth understanding, accommodating various learning styles, developing 21st-century skills, encouraging active participation, and being flexible and easily accessible. However, there are also disadvantages such as requiring significant time and effort, requiring technical skills and accessibility, potentially causing distraction, requiring attention to pedagogical aspects, perhaps less effective for some types of materials, and requiring good design for the social and collaborative aspects. Overall, digital storytelling-based learning media has the potential to be an innovative solution to increase the effectiveness of Al-Islam learning at SD MUTU Nunukan by considering and overcoming its potential weaknesses.

Suggestion

It is hoped that this learning media can create a more meaningful learning experience, increase students' learning motivation, and help them emulate the noble values from the stories of the Ulul Azmi apostles.

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