



CONSTRUCTION OF STUDENTS' HISTORICAL LITERACY THROUGH ISLAMIC CULTURAL HISTORY LEARNING BASED ON DIGITAL ANIMATION VIDEOS

KONTRUKSI LITERASI SEJARAH SISWA MELALUI PEMBELAJARAN SEJARAH BUDAYA ISLAM BERBASIS VIDEO ANIMASI DIGITAL

Novita Anggraeni¹, Devi Sulaeman², Mia Audina Musyadad³, Dedeh Kurniasih⁴, Asep Supriatna^{5*}

¹Institut Agama Islam Rakeyan Santang, Email : dikapustigalih30@gmail.com

²Institut Agama Islam Rakeyan Santang, Email : devisulaeman@gmail.com

³Institut Agama Islam Rakeyan Santang, Email : minamusy@gmail.com

⁴Institut Agama Islam Rakeyan Santang, Email : stfmedan011@gmail.com

^{5*}Institut Agama Islam Rakeyan Santang, Email : aasepstea@gmail.com

*email koresponden: aasepstea@gmail.com

DOI: <https://doi.org/10.62567/ijis.v2i2.2342>

Abstract

The development of digital technology in education is driving the transformation of history learning from a textual approach to a visual and interactive approach. In the context of Islamic education, learning Islamic Cultural History (ISHC) requires strategies that can build students' historical literacy reflectively and contextually. This study aims to describe and analyze the process of constructing students' historical literacy through digital animated video-based ISHC learning at Madrasah Aliyah Fathanul Burhan, Tempuran District. This research used a qualitative approach with a case study approach. Data were collected through participant observation, in-depth interviews, and documentation studies, then analyzed using an interactive model through the stages of reduction, presentation, and conclusion drawing. The results show that the use of digital animated video integrated into the learning design fosters chronological understanding, causal analysis skills, and active student engagement in reflective discussions. The teacher's role as a facilitator is a key factor in guiding students' interpretation of visual content, ensuring a systematic process of meaning construction. The implications of this research emphasize the importance of integrating digital pedagogy and dialogic facilitation in strengthening historical literacy in madrasas, as well as contributing to the development of SKI learning practices that are adaptive to the digital era.

Keywords : *Historical Literacy, Islamic Cultural History, Digital Animation Video, Technology-Based Learning, Qualitative Case Study.*



Abstrak

Perkembangan teknologi digital dalam pendidikan mendorong transformasi pembelajaran sejarah dari pendekatan tekstual menjadi pendekatan visual dan interaktif. Dalam konteks pendidikan Islam, pembelajaran Sejarah Budaya Islam (HKI) membutuhkan strategi yang dapat membangun literasi sejarah siswa secara reflektif dan kontekstual. Penelitian ini bertujuan untuk mendeskripsikan dan menganalisis proses pembangunan literasi sejarah siswa melalui pembelajaran HKI berbasis video animasi digital di Madrasah Aliyah Fathanul Burhan, Kecamatan Tempuran. Penelitian ini menggunakan pendekatan kualitatif dengan pendekatan studi kasus. Data dikumpulkan melalui observasi partisipan, wawancara mendalam, dan studi dokumentasi, kemudian dianalisis menggunakan model interaktif melalui tahapan reduksi, presentasi, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa penggunaan video animasi digital yang terintegrasi dalam desain pembelajaran mendorong pemahaman kronologis, keterampilan analisis kausal, dan keterlibatan aktif siswa dalam diskusi reflektif. Peran guru sebagai fasilitator merupakan faktor kunci dalam membimbing interpretasi siswa terhadap konten visual, memastikan proses konstruksi makna yang sistematis. Implikasi dari penelitian ini menekankan pentingnya mengintegrasikan pedagogi digital dan fasilitasi dialogis dalam memperkuat literasi sejarah di madrasah, serta berkontribusi pada pengembangan praktik pembelajaran TIK yang adaptif terhadap era digital.

Kata Kunci : Literasi Sejarah, Sejarah Budaya Islam, Video Animasi Digital, Pembelajaran Berbasis Teknologi, Studi Kasus Kualitatif.

1. INTRODUCTION

The development of digital technology has transformed the landscape of history learning around the world, particularly in how young people access, interpret, and reconstruct past events. The integration of visual and animated media into learning encourages a transformation from a pattern of knowledge transmission to a more dialogic and participatory process of meaning construction (Almeida et al., 2025). In the context of 21st-century education, historical literacy is no longer understood simply as the ability to memorize chronology, but also encompasses the skills of interpreting sources, understanding context, and reflecting on civilizational values (Alit, 2025). The digitalization of learning opens up opportunities to present historical narratives in a more immersive and contextual way (Bordignon & Domenici, 2025). Digital animated video, as a form of multimodal media, allows for the presentation of historical events visually, audibly, and narratively (Brauen et al., 2025). Therefore, the use of this technology requires in-depth academic study regarding its contribution to shaping students' historical literacy.

In the context of Islamic education in Indonesia, the subject of Islamic Cultural History (ISHC) plays a strategic role in developing students' historical awareness and Islamic identity (Sahmadi et al., 2024). ISHC not only presents a series of past events but also encompasses the values of civilization, the exemplary behavior of prominent figures, and the social dynamics of Muslims throughout history (Nadeem & Iqbal, 2023). However, ISHC learning is often delivered textually and teacher-centered, limiting students' opportunities for critical reflection (Nasution & Margana, 2025). This situation results in underdevelopment of analytical and interpretive skills regarding Islamic historical events. Historical literacy, however, demands the ability to connect facts to context and relate them to contemporary life. Therefore, learning innovations that can mediate the process of constructing historical understanding are urgently needed.

The reality in madrasahs shows that the use of digital media in Islamic Cultural History (ISHC) learning is still in the adaptation stage (Alimasdar et al., 2025). Some teachers have utilized technological devices, but their use has not been fully integrated into a systematic pedagogical design



(Bizami et al., 2023). Learning often focuses on delivering material rather than developing historical thinking skills (Chimbunde et al., 2023). Meanwhile, the characteristics of the digital generation demand a more visual, interactive, and narrative approach (Zhang et al., 2026). Digital animated videos have the potential to bridge these needs by providing a more contextual learning experience (Liu et al., 2025). This situation demands research that can examine how these media are used pedagogically in SKI learning.

Various national education policy reports emphasize the importance of strengthening literacy as a foundation for student competency (Prihatin et al., 2025). The government's school literacy development program encourages the integration of literacy into all subjects, including religious education (Shofia Rohmah et al., 2023). Internal monitoring of madrasahs indicates that students' understanding of the chronological sequence and meaning of Islamic historical events remains descriptive. Initial classroom observations indicate that historical discussions tend to focus on textbook content without exploring alternative sources. Teachers present material systematically, but students have not yet fully demonstrated the ability to critically interpret events. This situation indicates the need for a more constructive, visual-experience-based learning approach.

The main issue that emerged was how the Islamic Cultural History (ISHC) learning process can facilitate the formation of reflective and contextual historical literacy in students. Historical literacy is not developed solely through exposure to information, but rather through a process of dialogue, interpretation, and reconstruction of meaning (Armiyati & Purwanta, 2024). When digital media is used without appropriate pedagogical design, its transformational potential is suboptimal (Alali & Wardat, 2024). Conversely, if designed systematically, digital animated videos can serve as a cognitive mediation tool for understanding the dynamics of Islamic history. Therefore, the focus of this study is directed at the process of constructing historical understanding through digital animation-based learning. This research seeks to examine these dynamics in depth within the context of real-life learning.

This research was conducted at Madrasah Aliyah Fathanul Burhan in Tempuran District, one of the schools that has begun integrating digital media into Islamic history learning. This institution is committed to technology-based learning innovation while maintaining a strong Islamic character. This location was chosen based on the practice of using digital animated videos in the process of teaching Islamic history. Furthermore, this madrasah exhibits representative classroom dynamics for examining the interaction between media, teachers, and students. The focus of the research is directed at the learning process in the classroom that utilizes animated videos as part of the instructional design. Thus, Madrasah Aliyah Fathanul Burhan in Tempuran District becomes a relevant context for examining the construction of historical literacy in depth.

Theoretically, historical literacy, according to the historical thinking framework developed by Seixas and Morton, emphasizes the importance of source analysis skills, understanding cause and effect, and awareness of perspective in reading past events (Seixas & Morton, 2013). Constructivism theory, pioneered by Piaget and Vygotsky in Madan & Singh, also emphasizes that knowledge is formed through active interaction between individuals and their environment (Madan & Singh, 2024). Meanwhile, Mayer's multimedia learning theory states that visual and verbal integration can strengthen conceptual understanding if designed according to cognitive principles (Mayer, 2024). In practice, Islamic Cultural History learning is still often oriented towards delivering textual information without optimizing these multimedia principles. This indicates that the application of constructivist theory and multimedia has not been fully integrated in Islamic history learning. Therefore, a study is needed that links this theoretical framework with digital animation-based learning practices.

Empirically, several previous studies have focused more on the quantitative impact of animated media on motivation or learning outcomes. These studies generally measure improvements in student scores or perceptions of digital media use. Other studies have discussed the development of animated media without examining the process of historical literacy formation in depth. The context of madrasahs as spaces for learning Islamic history has also not been widely studied from the perspective of students' meaning construction. Thus, the processual dimension of historical literacy formation through digital



animation still requires further exploration. This research seeks to fill this gap through a qualitative approach that comprehensively examines learning dynamics.

Recent research has shown growing interest in integrating technology into history learning. Arsyad & Syakhrani research confirms the effectiveness of multimedia principles in enhancing conceptual understanding through a combination of visual and verbal elements (Arsyad & Syakhrani, 2024). Seixas and Morton developed a historical thinking framework that has become a reference for strengthening historical literacy in various countries (Innes, 2020). Meanwhile, Wineburg emphasized the importance of a heuristic approach to reading and interpreting historical sources. In Indonesia, several history education researchers have begun examining the use of digital media in literacy-based learning. This research lies at the intersection of historical literacy studies and digital pedagogy in the context of Islamic education.

This study positions digital animated video-based Islamic Cultural History learning as a pedagogical interaction space that enables the formation of historical meaning reflectively. The approach used examines not only media use but also the cognitive and social dynamics that occur during the learning process. The analysis is directed at how students interpret Islamic historical events through the visual and narrative representations presented. Thus, the focus of the study goes beyond the technical aspects of media use and positions it as an instrument for knowledge construction. The context of the madrasah as an Islamic educational institution provides a unique value dimension in history learning. This framework provides a conceptual contribution to the development of digital pedagogy in Islamic education.

This study aims to describe and analyze the process of constructing students' historical literacy through digital animation video-based Islamic Education (SKI) learning at Madrasah Aliyah Fathanul Burhan, Tempuran District. This study also aims to identify the dynamics of interactions between teachers, media, and students in developing historical understanding. Furthermore, this study seeks to uncover supporting factors and challenges in implementing digital animation-based learning. The results of the analysis are expected to provide a comprehensive overview of ongoing pedagogical practices. This study also offers conceptual reflections regarding the integration of historical literacy theory and multimedia in SKI learning. Thus, the research direction is oriented towards strengthening the quality of contextual Islamic history learning.

This research is crucial because historical literacy is fundamental to building students' identity and character in Islamic schools. The digital transformation in education demands an adaptive and reflective pedagogical approach to technological developments. This study provides an empirical contribution to the development of more constructive, visual-experience-based Islamic history learning. Furthermore, it can serve as a reference for teachers in designing more contextual and meaningful Islamic history lessons. The research findings are expected to enrich the body of Islamic education knowledge, particularly in the integration of digital pedagogy. Therefore, this research has both theoretical and practical significance in strengthening historical literacy in Islamic schools.

2. RESEARCH METHOD

This research uses a qualitative approach with a case study. A qualitative approach was chosen because this research seeks to understand the process of constructing students' historical literacy in-depth within a natural learning context. Case studies allow researchers to explore phenomena intensively and contextually in a specific location (Yin, 2018). The research focuses on the dynamics of interactions between teachers, students, and digital animated video media in SKI learning. This approach also aligns with the research's focus, which emphasizes meaning, process, and learning experiences (Creswell, 2019). Therefore, this design is relevant for examining the formation of historical literacy holistically.

This research was conducted on Jl. Silih Asih Jarakah 02 RT 005 RW 002, Lemahduhur Village, Tempuran District, which has integrated digital animated video media into Islamic Cultural History learning. This location was chosen because it demonstrates the practice of technology-based learning



innovation in the madrasah context. The research was conducted over one semester so that the process of historical literacy construction could be observed continuously. This time span allowed researchers to obtain in-depth data related to the planning, implementation, and reflection of learning. The selection of a sufficiently long time also supported observations of the dynamics of changes in student understanding. Thus, the data obtained is comprehensive and contextual.

The subjects of this study were students participating in digital animation video-based SKI learning at Fathanul Burhan Islamic Senior High School in Tempuran District. The primary informants included the SKI subject teacher as the learning designer and implementer. Supporting informants consisted of several students purposively selected based on their active involvement in the learning process. Informants were selected using purposive sampling to obtain data relevant to the research focus (Patton, 2015). Furthermore, the principal of the madrasah could serve as an additional informant to provide perspectives on digital learning policies at the institution. This composition of informants allows for triangulation of perspectives in understanding the process of constructing historical literacy.

Data collection techniques included observation, in-depth interviews, and documentation studies. Observations were conducted in a participatory manner to capture the dynamics of classroom interactions during the use of digital animated videos. In-depth interviews were conducted with teachers and students to explore their experiences, perceptions, and the process of interpreting historical material. Documentation included learning tools, the animation media used, and student assignments. This combination of techniques aimed to obtain rich and layered data (Miles et al., 2014). Thus, the collected data reflected the learning process as a whole.

The primary instrument in this study was the researcher herself. This aligns with the characteristics of qualitative research, which places the researcher directly as the data collector and analyst (Sugiyono, 2023). To support the data collection process, observation guidelines and semi-structured interview guidelines were used. These guidelines were developed based on historical literacy indicators and multimedia-based learning principles. Furthermore, a document analysis sheet was used to examine student learning tools and artifacts. All instruments were designed to facilitate in-depth and systematic data exploration.

The data analysis technique used an interactive model that includes data reduction, data presentation, and conclusion drawing (Moleong, 2019). Data reduction was carried out by organizing and coding findings based on themes related to historical literacy and the use of animated media. Data presentation was carried out in the form of matrices, descriptive narratives, and thematic maps to facilitate interpretation. Conclusions were drawn gradually through a continuous verification process. Analysis was carried out from the initial stage of data collection and took place simultaneously. This approach allowed researchers to capture patterns and meanings that emerged from learning interactions.

Data validity was tested through triangulation of sources, techniques, and time. Source triangulation was conducted by comparing data from teachers, students, and learning documents. Technique triangulation was conducted by confirming observational findings through interviews and documentation. Furthermore, member checking was conducted to ensure the researcher's interpretations aligned with the informants' experiences (Guba & Lincoln, 2005). An audit trail was also developed to transparently document the research process. These steps aimed to ensure the credibility and dependability of the research findings.

The research procedure begins with the preparation phase, which includes proposal development, research permitting, and instrument development. The implementation phase includes observations of SKI learning based on digital animation videos and interviews with informants. Next, supporting documents are collected and organized. The analysis phase is conducted simultaneously during the data collection process. After all data has been analyzed, the researcher compiles the findings and verifies them through discussions with informants. This procedure is systematically designed to ensure the research adheres to the methodological principles of qualitative research.



3. RESULT AND DISCUSSION

Research results indicate that digital animated video-based Islamic Cultural History learning at Madrasah Aliyah Fathanul Burhan in Tempuran District fostered more dialogic classroom interactions and focused on student activity. The learning process took place not only through material delivery but also through animation screenings, guided discussions, and collaborative reflection. Students' historical literacy appeared to develop through their ability to sequence events, explain cause-and-effect relationships, and relate events to contemporary contexts. The teacher acted as a facilitator, guiding students' analysis of the visual content presented. Classroom observations revealed increased student oral participation and interest during the animation sessions. Learning documentation and student assignments demonstrated that historical understanding was no longer purely descriptive but was beginning to demonstrate simple argumentative patterns.

The lesson began with a brief apperception, followed by the teacher showing an animated video tailored to the Islamic Studies topic. The video presented a chronological sequence of Islamic historical events, with systematic narration and visual illustrations. After the screening, the teacher asked probing questions to explore students' understanding. Observations showed that students paid close attention to the video and took notes on key points. The lesson plan analyzed revealed that the use of animation was designed as a core component of the learning process. The teacher stated, "I no longer start with the textbook, but with the animated video so that students first have a complete picture of the events."

From the statement above, it is clear that animated videos are positioned as the primary entry point in delivering the material. This strategy demonstrates a shift in the learning sequence from text to visuals. The teacher positions animation as a means of building an initial framework for student understanding. Classroom observations support this, as students appear more prepared to participate in discussions after watching the video. The lesson plan document also indicates that a specific time is allocated for animation sessions. Thus, the implementation of media is not supplementary, but rather integrated into the learning design.

During the learning process, students demonstrated the ability to re-explain the sequence of events sequentially after watching the animation. In group discussions, several students began to link the causes and effects of historical events. Written assignments showed that students' responses not only copied the content of the animation but also included additional explanations. Observations showed that students were more active in asking questions about the background of the characters and the social context of the time. One student said, "When I watch the video, I understand better why the event happened, not just the date."

Based on the interview results above, students emphasized the difference between knowing the facts and understanding why events occurred. This statement indicates an awareness of the causal dimension of history. Observational data showed that students used the word "because" more frequently when explaining events. The assignment documents showed a more systematic response structure than before the animation. This indicates that historical literacy develops through a process of visual and narrative interpretation. This construction process occurs gradually over several sessions.

The teacher not only showed the video but also paused it at certain points to emphasize it. This intervention was carried out to clarify the social context and values contained in the historical event. The teacher also guided students to compare past events with current conditions. Observations showed that the teacher actively encouraged students to express their opinions. In an interview, the teacher stated, "The video is helpful, but without guidance, students simply watch without understanding the meaning."

From the statements above, it is clear that teachers view animation as a tool that requires pedagogical management. Teachers position themselves as mediators between visual content and student understanding. Observations show that discussions become more focused after teachers provide additional clarification. Teacher reflection notes document regular evaluation of the effectiveness of the presentations. This facilitative role is crucial in ensuring the learning process runs according to its



objectives. Therefore, successful learning depends not only on the media but also on the management of classroom interactions.

Table Summary of Research Findings

Focus/Subfocus	Indicators	Implementation Methods	Data Sources
Learning Design	Animation integration in lesson plans	Video screening as a core activity	Documents, Observations
Literacy Construction	Cause-and-effect skills	Discussion and analytical assignments	Observations, Interviews, Documents
Teacher Role	Facilitation and clarification	Interventions during screenings and discussions	Observations, Interviews

The three focal findings demonstrate a mutually supportive relationship in shaping a structured learning pattern. The learning design, which places animation at the core, provides a foundation for active classroom interaction. Students' historical literacy construction process develops through teacher-facilitated discussions following the screening. The teacher's role as mediator ensures that the visual content is not merely entertaining but directed toward meaning-making. Observations, interviews, and documentation demonstrate the consistency of this pattern across several sessions. Overall, digital animated video-based learning creates a classroom ecosystem that supports more systematic engagement and understanding of history.

The results of the study indicate that the digital animation video-based Islamic Cultural History learning at Madrasah Aliyah Fathanul Burhan, Tempuran District, was implemented in a planned manner and integrated into the learning design. Students' historical literacy developed through a process of visual interpretation, discussion, and reflection facilitated by teachers. Teachers played a crucial role in guiding students' understanding of the meaning of historical events. Observation, interview, and document data showed a consistent pattern of findings. These findings have provided answers to the research focus on the construction of students' historical literacy through digital animation-based learning. The description of these results then serves as the basis for a more in-depth analysis in the discussion section.

Discussion

This study found that digital animated video-based Islamic Cultural History learning contributed to the development of students' historical literacy through an interactive and reflective process. The most prominent trend was seen in the shift in learning patterns from textual-descriptive to visual-analytical. Animated media served not only as a tool but also as a catalyst for constructing meaning, which was then deepened through guided discussions. The teacher's role was key in guiding students' interpretation of the visual presentations. Historical literacy developed through students' ability to understand chronological sequences and cause-and-effect relationships more systematically. Thus, the main findings indicate that the integration of digital media and pedagogical facilitation created a more meaningful learning pattern.

These findings indicate that visualizing historical events through animation helps students build an initial cognitive framework before entering the analysis stage. Visual representations enable students to grasp the social context, characters, and flow of events more fully than mere textual presentation. This process demonstrates that historical understanding does not occur instantly, but rather through stages of seeing, hearing, discussing, and reflecting. Classroom discussions following the animation screening provide a space for students to negotiate meaning among themselves. This interaction fosters the ability to explain the causes and effects of historical events in a more structured manner. Thus, historical literacy is formed through a collaborative process mediated by visual media.

Furthermore, the findings indicate that the effectiveness of animation is significantly influenced by the teacher's pedagogical intervention. Videos played without guidance do not necessarily lead to in-depth understanding. The teacher functions as a mediator, affirming context, asking critical questions, and connecting historical events to contemporary realities. This intervention helps students



move from simply enjoying visuals to interpreting them. The uniqueness of these findings lies in the balanced combination of technology and pedagogical dialogue. In other words, the construction of historical literacy is not simply the result of media use, but rather the orchestration of planned learning.

The results of this study align with Mayer's multimedia learning theory, which states that the integration of visual and verbal elements can strengthen conceptual understanding if managed according to cognitive principles (Mayer, 2024). The finding that students more easily understand the cause and effect of events after watching animation supports this assumption. Furthermore, this study is relevant to the historical thinking framework developed by Seixas and Morton, particularly in terms of understanding chronology and causal analysis (Seixas & Morton, 2013). These findings suggest that animation-based learning can be a means to develop dimensions of historical thinking. Furthermore, these results extend Heuristics & Mattson study, which emphasizes the importance of heuristics in reading history, by demonstrating that visual media can be a gateway to deeper analysis (Heuristics & Mattson, 2009). Thus, this study not only supports existing theory but also demonstrates the context of its application in SKI learning in madrasahs.

Compared with previous research that focused more on improving motivation or quantitative learning outcomes, this study provides a processual perspective on the formation of historical literacy. Several previous studies on animation in religious learning tended to measure improvements in students' scores or perceptions of digital media. This research demonstrates that the interpretive and dialogical dimensions play an equally important role. This expands the findings of history education research, which has focused more on cognitive outcomes. Furthermore, the madrasah context provides a unique perspective in integrating Islamic civilization values into history learning. Thus, the results of this study enrich the study of digital pedagogy in Islamic education.

The research problem formulation focuses on how students' historical literacy is constructed through digital animation video-based SKI learning. The results show that this construction process occurs through stages of visualization, discussion, and teacher facilitation. The research objective of describing and analyzing learning dynamics has been achieved through the identification of classroom interaction patterns and the role of media. The data obtained show a consistent relationship between the use of animation and the development of students' analytical skills. Thus, this study has provided empirical answers to the proposed research questions. All findings demonstrate that digital animation-based learning contributes to the formation of historical literacy contextually.

The results of this study contribute to the development of SKI learning practices that are more adaptive to the digital era. The integration of digital animation can be an alternative strategy to strengthen historical literacy in madrasahs. These findings also emphasize the importance of the teacher's role as a facilitator in technology-based learning. From a curriculum perspective, the results of this study can be considered in designing learning designs that integrate visual media and reflective discussions. Theoretically, this research enriches the study of historical literacy in the context of Islamic education. Practically, teachers can develop more dialogic and visual-experience-based learning models.

This study is limited to a single madrasah, so generalizations of the findings should be made with caution. Furthermore, the study's one-semester duration does not fully reflect the long-term impact on students' historical literacy. This study also focused on a qualitative approach, thus not measuring changes in achievement quantitatively. Therefore, further research could combine qualitative and quantitative approaches to obtain a more comprehensive picture. Studies at various educational levels and in different madrasah contexts could also be conducted to expand on the findings. Thus, further research is expected to deepen understanding of the integration of digital pedagogy in Islamic history learning.

4. CONCLUSION

Based on the research results above, it can be concluded that digital animation video-based Islamic Cultural History learning at Madrasah Aliyah Fathanul Burhan, Tempuran District, contributes



to shaping students' historical literacy through visualization, reflective discussion, and targeted pedagogical facilitation. Historical literacy develops not only in the ability to understand the chronology of events, but also in the ability to explain cause-and-effect relationships and interpret historical contexts more systematically. The teacher's role as a learning mediator is a strategic factor in optimizing the function of animation as a means of constructing meaning. This research has achieved its stated objectives, namely to describe and analyze the process of constructing students' historical literacy through digital animation video-based learning. Scientifically, these findings contribute to the development of historical literacy studies in the context of Islamic education while strengthening the practice of digital pedagogy in madrasas. Practically, the results of this study can serve as a reference for teachers in designing Islamic Cultural History lessons that are more contextual, dialogical, and adaptive to technological developments, thus opening up opportunities for developing learning innovations in further studies. Recommendations for future researchers include conducting research with a mixed approach to measure the impact of animation-based learning both quantitatively and qualitatively.

5. REFERENCES

- Alali, R., & Wardat, Y. (2024). Empowering education through digital transformation : Confronting educational wastage in basic education schools in Jordan. *International Journal of Innovative Research and Scientific Studies*, 7(September 2023), 1148–1162. <https://doi.org/10.53894/ijirss.v7i3.3144>
- Alimasdar, M. N., Nur, M., & Maksum, R. (2025). Development of Islamic Cultural History Learning Strategies at MTs Muhammadiyah Sangen. *Electronic Journal of Education, Social Economics and Technology*, 6(1), 245–249. <https://doi.org/10.33122/ejeset.v6i1.614>
- Alit, D. M. (2025). History Education in the Age of Disinformation: The Role of Historical Literacy in Social Studies Learning. *Jurnal Iqra': Kajian Ilmu Pendidikan*, 10(2). <https://doi.org/10.25217/ji.v10i2.6524>
- Almeida, J. O. De, Lugosi, P., & Quinton, S. (2025). Child viewers ' engagement with social media influencers : Exercising socialisation-driven agency ☆. *Journal of Business Research*, 200(July), 115590. <https://doi.org/10.1016/j.jbusres.2025.115590>
- Armiyati, L., & Purwanta. (2024). Penguatan Literasi Sejarah Melalui Historical Inquiry: Belajar Dari Singapura. 5, 5(1). <https://doi.org/10.30998/je.v5i1.3026>
- Arsyad, M., & Syakhrani, A. W. (2024). The efficiency of using visual learning media in improving the understanding of science concepts in elementary school students. *Indonesian Journal of Education (INJOE)*, 4(1), 775–787.
- Bizami, N. A., Tasir, Z., & Kew, S. N. (2023). Innovative pedagogical principles and technological tools capabilities for immersive blended learning: a systematic literature review. *Education and Information Technologies*, 28(2), 1373–1425.
- Bordignon, A., & Domenici, D. (2025). Enhancing access and understanding of ancient manuscripts : the 3D Digital Edition of the Codex Cospi. *Digital Applications in Archaeology and Cultural Heritage*, 39(October), e00474. <https://doi.org/10.1016/j.daach.2025.e00474>
- Brauen, G., Taylor, D. R. F., Branen, G., & Taylor, D. R. F. (2025). Geomatica A Cybercartograpille Framework For Audffile Mapping. *Geomatica*, 61(2), 127–136. <https://doi.org/10.5623/geomat-2007-0015>
- Chimbunde, P., Benjamin, B., & Chawira, M. (2023). A Model for Developing Critical Thinking Skills in Teaching History : Lessons from Zimbabwe. *Journal of Culture and Values in Education*, 6(3), 194–212. <https://doi.org/10.46303/jcve.2023.28>
- Creswell, J. W. (2019). *Research Design Pendekatan Metode Kualitatif, Kuantitatif dan Campuran*. Pustaka Pelajar.
- Guba, E. ., & Lincoln, Y. S. (2005). *Competing Paradigms in Qualitative Research*. CA: Sage Publications.



- Heuristics, T., & Mattson, R. (2009). Using Visual Historical Methods in K–12 Classroom. *History as Art, Art as History: Contemporary Art and Social Studies Education*.
- Innes, M. (2020). Dynamic literacies and democracy: A framework for historical literacy. In *The Palgrave handbook of history and social studies education* (pp. 597–620). Springer.
- Liu, T., Gomez, G., & Shipman, F. M. (2025). International Journal of Child-Computer Interaction Investigating Children ' s Multimodal Enactment in Digitally Augmented Tabletop Storytelling. *International Journal of Child-Computer Interaction*, 46(August). <https://doi.org/10.1016/j.ijcci.2025.100770>
- Madan, M. D., & Singh, P. A. (2024). Theories Of Learning: Piaget And Vygotsky. In *Perspectives In Education, Curriculum And Pedagogy*. REDSHINE Publication.
- Mayer, R. E. (2024). The past, present, and future of the cognitive theory of multimedia learning. *Educational Psychology Review*, 36(1), 8.
- Miles, M. ., Huberman, A. ., & Saldana, J. (2014). *Qualitative Data Analysis, A Methods Sourcebook* (Tjetjep Rohindi Rohidi (ed.); Edition 3.). UI-Press.
- Moleong, L. J. (2019). Metodologi penelitian kualitatif (Revised ed.). In *Bandung: PT. Remaja Rosdakarya*. Remaja Rosdakarya.
- Nadeem, F., & Iqbal, U. J. (2023). The Tell-tale Patterns of Fantasy and History in Dastan Narratives : A Dialectical Perspective in Hoshruha. *Journal of Reasch in Humanities*, 59(2).
- Nasution, Y. I. S., & Margana. (2025). The Power of Pedagogy : Teacher Language Authority in EFL. *Didaktika: Jurnal Kependidikan*, 14(3), 5789–5802.
- Patton, M. Q. (2015). *Qualitative Research & Evaluation Methods. Third Edition*. California: Sage Publications (Third). Sage Publications.
- Prihatin, E., Kadarsah, D., & IZFS, R. D. (2025). *Kebijakan Pendidikan Nasional: Transformasi Digital untuk Sistem yang Inklusif*. Indonesia Emas Group.
- Sahmadi, A., Yassir, M., & Mekkah, U. S. (2024). Islamic Cultural History Learning Problems in Class Vii MTSN 1 Bengkalis : Analysis of Students ' Difficulties in Understanding The Material and Their Solutions. *El-Tarbawi*, 3(1). <https://doi.org/10.61992/el-tarbawi.v3i1.301>
- Seixas, P., & Morton, T. (2013). *The Big Six Historical Thinking Concepts*. Toronto: Nelson Education.
- Shofia Rohmah, N. N., Markhamah, Sabar Narimo, & Choiriyah Widyasari. (2023). Strategi Penguatan Profil Pelajar Pancasila Dimensi Berkebhinekaan Global Di Sekolah Dasar. *Jurnal Elementaria Edukasia*, 6(3), 1254–1269. <https://doi.org/10.31949/jee.v6i3.6124>
- Sugiyono. (2023). *Metode Penelitian Pendidikan (Kuantitatif, Kualitatif, Kombinasi, R & D dan Penelitian Tindakan)*. Alfabeta.
- Yin, R. K. (2018). *Case Study Research and Applications Design and Methods (Sixth Editions)*. Singapore: SAGE Publications, Inc.
- Zhang, Z., Jiang, S., Zhang, R., & Kecheng, R. (2026). Acta Psychologica Interactive visual communication for cultural learning and preservation : A mixed-methods study of user engagement with China ' s intangible heritage. *Acta Psychologica*, 263(August 2025), 106238. <https://doi.org/10.1016/j.actpsy.2026.106238>