

Literature Review of Islamic Cultural History Learning Media on the Implications of Contextual Learning in Madrasah

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ABSTRACT

The subject of Islamic Cultural History (Sejarah Kebudayaan Islam/SKI) holds a strategic position in madrasah education, as it not only conveys historical knowledge but also instills values, shapes character, and strengthens Islamic identity. However, SKI learning at the Madrasah Aliyah level still faces challenges, particularly in the use of conventional media that lack contextual relevance to the needs of 21st-century learners. This study aims to identify the types of instructional media that have been used in SKI teaching and evaluate their relevance to the pedagogical needs of madrasah students. The method employed is a systematic literature review (library research) with a qualitative approach using thematic analysis of scholarly sources published over the past ten years. The study identified three key media types that are both relevant and effective: audiovisual media (films), question cards, and the Canva application. These media have been found to enhance student engagement, strengthen historical understanding, and integrate Islamic values into learning in a contextual and engaging manner. This study recommends the development of SKI instructional media that is adaptive to digital literacy, value-based, and aligned with the characteristics of madrasah students, thereby promoting more transformative and meaningful learning.

Keywords: Islamic Cultural History, Instructional Media, Madrasah Education, Contextual Learning

1. Introduction

The subject of Islamic Cultural History (SKI) has a strategic position in the Islamic education system because it functions not only as an instrument for transmitting historical knowledge, but also as a medium for internalizing values, character building, and interpreting students' Islamic and national identities. (Lubis, Manik, Mardianto, & Nirwana Anas, 2021) In the context of Madrasah Aliyah, SKI is expected to be able to revive historical awareness of the dynamics of Islamic civilization while strengthening students' moral integrity through exemplary figures and historical events. (Faishol, Muttaqin, & Prayogie, 2021) However, major challenges arise when the learning process is still dominated by verbalistic approaches and conventional media that are less adaptive to the needs of the digital generation and less contextual to students' social realities. In the 21st century education era that demands critical thinking skills, creativity, and technological literacy, the use of innovative, contextual, and value-laden learning media is a necessity. Therefore, the development and selection of appropriate learning media in Islamic Cultural History (ISK) subjects is not merely a technical-methodological issue, but also an integral part of the reconstruction of a more visionary and transformative Islamic pedagogy. (Kang et al., 2020)

Epistemologically, Islamic Cultural History (ISH) is not merely a chronological study of past events, but rather a pedagogical space for reflecting on the dynamics of Islamic civilization as a source of inspiration for values, ethics, and wisdom. (Collins et al., 2021) Within the structure of the Islamic education curriculum, ISH

has an integrative dimension that bridges the cognitive (historical knowledge), affective (internalization of values), and psychomotor (practicing historical values in concrete actions) aspects. Therefore, ISH serves not only as a "knowledge of the past" but also as a means of developing a vision for the future firmly rooted in the values of Islamic heritage. Through ISH, students are not only encouraged to learn historical facts but also to develop a critical awareness of the continuity of Islamic civilization and the role of Muslims in global society. In the context of strengthening the character of students in Islamic senior high schools, Islamic Education (SKI) subjects serve as an important foundation in instilling a sense of pride in Islamic identity, a tolerant attitude towards diversity, and the motivation to continue the baton of civilization with an innovative spirit that remains based on the values of monotheism. (Asmara, 2019; Budiyo, 2019) This strategic position makes SKI relevant not only from an academic aspect, but also as a transformative instrument in shaping a generation of Muslims who excel spiritually, intellectually, and socially. (Evitasari & Prasetya Santosa, 2022)

Although the urgency and strategic value of the Islamic Cultural History (ISH) subject have been recognized in formal Islamic education, the implementation of its learning media in Madrasah Aliyah (Islamic Senior High School) still faces various fundamental problems. (Farhurohman & Sa'adiyah, 2020; Ikhsan, Irfani, & Ibdalsyah, 2022) Several studies indicate that the media used in ISH learning is still monotonous, lacks innovation, and fails to bridge abstract historical material with contextual and meaningful learning experiences for students. The dominance of lecture methods and textual teaching materials does not fully support students' active involvement in historical, critical, and reflective thinking processes. On the other hand, the development of digital media, visuals, and interactive platforms has not been optimally utilized in ISH learning, either due to limited teacher competency, low technological literacy, or the unavailability of media that aligns with Islamic values and the characteristics of madrasah students. This condition raises a fundamental question: to what extent are the learning media currently used truly relevant, effective, and appropriate to the context of ISH learning needs in Madrasah Aliyah? How can the findings in previous literature be critically examined to address the need for the design and development of contextual and transformative Islamic Education (IS) learning media? (Rohmah & Syifa, 2021)

This study begins with a fundamental question: What forms of learning media have been used in Islamic Education (IS) teaching in Madrasah Aliyah (Islamic Senior High Schools), as reflected in various previous studies? This question directs an exploration of the various types, forms, and characteristics of media developed or used in the Islamic Education (IS) learning process over a specific period. Next, a second, evaluative and contextual question arises: To what extent are these media relevant to the pedagogical needs of madrasah students? This question examines the suitability of the selected media to the realities of madrasah students with diverse religious backgrounds, cultures, and technological literacy levels. Finally, the third question is directed at practical reflection: What are the implications of these literature findings for the development of contextual, valuable, and effective Islamic Education (IS) learning media?

These three questions not only describe the scope and focus of this study but also indicate the need for a systematic, critical, and focused literature review to address complex issues in the realm of Islamic learning media. Within a literature-based research framework, this approach is crucial for summarizing, classifying, and critiquing previous research findings in an integrated manner, thereby constructing a valid and applicable conceptual map for the development of Islamic Cultural History (IS) learning media in Islamic senior high schools (MA). Therefore,

this study adopted a library research design based on a qualitative approach to explore thematic patterns in the literature, identify research gaps, and develop new directions for media development that align with the contextual, integrative, and transformative Islamic learning paradigm.

This research focuses on collecting, systematically reviewing, and critiquing the results of various previous studies related to the use of learning media in the Islamic Cultural History (IS) subject at the Madrasah Aliyah level. The focus of the study is not merely on an inventory of the types of media used, but also on mapping the design tendencies, pedagogical characteristics, and value orientations of these media as reflected in the available scientific literature. With this approach, this research contributes to providing a strong conceptual foundation for the development of SKI learning media that is evidence-based, value-based, and in line with the context of contemporary Islamic learning.

The analysis in this study aims not only to identify the forms and types of learning media but also to evaluate how these media accommodate essential dimensions of Islamic education. Specifically, this study examines the extent to which Islamic Islamic Education (SKI) learning media integrates Islamic values into its content, supports the religious and sociocultural psychopedagogical characteristics of madrasah students, and stimulates historical, reflective, and critical thinking competencies. Within this framework, the evaluation focuses on the suitability of the media design to the real needs of madrasah aliyah students as a generation of Muslims living amidst the challenges of the digital, multicultural, and post-truth era.

From a theoretical perspective, this research aims to develop a conceptual framework that can enrich the literature on the development of values-based learning media in the context of Islamic education, particularly in the subject of Islamic Cultural History. Practically, this study aims to formulate concrete implications for Islamic Islamic Education (SKI) teachers, media developers, and madrasah curriculum policymakers in designing, selecting, and implementing learning media that are relevant, contextual, and appropriate to the cognitive and affective characteristics of madrasah aliyah students.

The results of this study are expected to provide a strategic contribution to the development of Islamic Cultural History learning practices that are more adaptive to changing times, while remaining firmly rooted in Islamic values. The findings of this study are expected to serve as a reflective and inspiring foundation for educators in implementing learning innovations that are not only oriented towards cognitive learning outcomes, but also strengthen the affective and spiritual dimensions of students. Furthermore, this research is also expected to enrich the scientific treasury in the field of Islamic learning technology, as well as encourage the development of contextual, transformative learning media designs that align with the characteristics of Madrasah Aliyah students in the complex and dynamic digital era.

Although a number of studies have discussed the use of learning media in the context of Islamic education, including in the subject of Islamic Cultural History (ISHC), the majority of these studies focus more on the technical and descriptive aspects of the use of specific media—such as instructional videos, visual media, or digital applications—without an in-depth analysis of the value dimensions, sociocultural context, and pedagogical relevance for Islamic high school students. Most research remains partial, fragmented, and does not provide an adequate conceptual synthesis as a basis for developing holistic and contextual learning media. Furthermore, evaluative approaches to the effectiveness of the media used

often fall into the trap of measuring solely cognitive learning outcomes, without considering the affective and historical-reflective aspects that are characteristic of ISHC learning. Few studies critically examine the suitability between the characteristics of Islamic high school students and the media used, whether in terms of learning styles, digital literacy levels, or Islamic values that need to be internalized. The absence of a comprehensive literature review, integrated thematic analysis, and theoretical synthesis in the context of ISHC learning indicates a significant gap in current academic discourse. Therefore, this study aims to fill this gap by conducting a systematic literature review to build a conceptual foundation and new direction for the development of more contextual, integrated, and values-based Islamic Cultural History (ISKI) learning media.

The uniqueness and primary contribution of this study lies in its systematic and holistic approach to reconstructing the landscape of Islamic Cultural History (ISKI) learning media in Madrasah Aliyah (Islamic Senior High School) through a qualitative literature review. Unlike previous studies, which tend to be descriptive and short-term in nature, this study presents a thematic synthesis that not only compiles empirical evidence scattered throughout the literature but also organizes it into an analytical framework that considers the integration of Islamic values, the social context of learners, and the pedagogical demands of the digital era. The novelty of this study lies in the integration of the dimensions of values, context, and media design strategies into a coherent conceptual narrative, a topic that has not received adequate attention in Islamic education discourse. By constructing a critical literature map and rigorous thematic analysis, this study not only contributes to the enrichment of theory in the realm of Islamic learning technology but also provides concrete recommendations for educators, media developers, and policymakers in reformulating contextual, transformative, and valuable Islamic education learning strategies. Thus, this research occupies a crucial role in bridging the gap between the practical needs of madrasah education and the development of academic discourse that is more relevant to changing times.

2. Methods

This research is a library research with a qualitative approach that aims to identify, analyze, and synthesize previous findings related to the use of learning media in the subject of Islamic Cultural History (ISHC) in Madrasah Aliyah. The main data sources in this study consist of scientific journal articles, proceedings, research reports, and academic books published in the last ten years (2014–2024). (Afifah & Sulaeman, 2022; Hernadi, 2021) The literature reviewed was obtained through structured searches in a number of reputable scientific databases such as Scopus, Web of Science, DOAJ, Google Scholar, and Garuda. Keywords used in the search include: "learning media", "Islamic Cultural History", "Madrasah Aliyah", "Islamic education", and "digital learning media". The source selection process was conducted purposively, considering the thematic relevance, meaningfulness of the content, and methodological quality of each publication. (Setyawan, Dedi & Dwi A., 2019)

Data analysis was conducted using a thematic synthesis approach, grouping literature findings into main themes based on study dimensions such as media type, design approach, internalized Islamic values, and the integration of media with the madrasah context. Each publication was analyzed using open coding techniques, followed by inductive thematic grouping. To ensure the validity of the study, literature triangulation was used, comparing and testing the consistency of findings from various sources and different methodological approaches. Furthermore, the researchers conducted a critical appraisal of each document,

assessing the author's credibility, data reliability, and academic significance. The results of the analysis are presented in the form of a scientific narrative that is analytical, argumentative, and oriented towards conceptual mapping as well as practical recommendations for the development of contextual and value-based SKI learning media. (Afifah & Sulaeman, 2022; Hernadi, 2021; Lestari, 2021)

3. Findings and Discussions

3.1 Forms of learning media that have been used in teaching SKI in Madrasas as reflected in various previous studies

Based on the author's study of the form of learning media used in teaching Islamic Cultural History (SKI) in Madrasah as reflected in various related studies, the author found the media that are often used, namely as follows: **First**, Audio Visual Learning Media/Film in learning the History of Islamic Civilization. One of the articles written by Zulvia Trinova about Islamic Cultural History learning media uses film. (Trinova & Nini, 2019) The findings of this article are that Islamic Cultural History (SKI) teachers have demonstrated good mastery of the steps of using film media in the learning process. In addition, they are also able to apply appropriate learning strategies, so that film media can be used effectively to improve students' understanding and interest in learning. Students' responses to the use of film as a SKI learning medium at MTsN Model Padang are very positive. They feel more enthusiastic and interested in following the lesson because the film is able to present historical material visually and contextually. This provides a fun learning experience and increases students' understanding and motivation in mastering the material being taught. Nurkholis Imam Ikhsan in The Effectiveness of Audio Visual Media in Learning Islamic Cultural History on Student Learning Outcomes at MTs Badru Tamam (Ikhsan et al., 2022) expressed the same opinion regarding the effectiveness of using audio visual media. Based on the results of the study conducted, through statistical analysis using the product moment correlation technique, a positive and significant relationship was found between variable X (the use of audio visual media in SKI learning) and variable Y (student learning outcomes). This relationship shows that the more effective the use of audio visual media by teachers, the higher the learning outcomes achieved by students. Teachers who implement learning with the support of audio visual media are able to deliver material in an interesting and easy to understand way. This not only helps students master the material but also encourages the development of talents, attitudes, and positive behaviors in the learning process. (Ikhsan et al., 2022) Student learning outcomes are not only influenced by learning methods, but also depend heavily on the conditions of students that support their involvement in the teaching and learning process. Factors such as physical health, a conducive school environment, and support from the community also determine student learning success. The research conducted by Siti Romlah entitled "Application of Audio Visual Media to Increase Student Learning Interest in Online Learning of Islamic Cultural History" did not escape the author's attention. (Rohmah & Syifa, 2021) The important thing that prompted this research was the low interest of students in learning the subject of Islamic Cultural History (SKI) in class IVB MIS Nurul Hikmah. The learning that has been going on so far only uses the recitation or assignment method without meaningful interaction, resulting in boredom and a lack of active student involvement in the learning process. In the context of online learning, this problem is increasingly complex because students do not receive sufficient visual stimulation or guidance from teachers. Therefore, innovation in the form of implementing audio visual media is needed as an alternative solution. This media is believed to be able to present material in a more interesting and

interactive way, which in turn can increase student learning interest and strengthen understanding of the SKI material being taught. The results of this study indicate that: (1) the process of implementing audio visual media in online learning of SKI via the WhatsApp platform is carried out systematically, starting from the planning stage, then implementation which includes opening, core, and closing activities. The media used are video slides that combine images, sound, and writing, voice notes, documents in Word/PDF format, and direct communication via voice calls. (2) There is a significant increase in students' interest in learning, indicated by enthusiasm in responding to absences, enjoyment when watching animations, full attention during learning, discipline in collecting assignments, and compliance with rules, in accordance with indicators of interest in learning.

Second, Islamic Education Learning Media Using Question Cards. Research conducted by Umni Afifah, entitled "Implementation of Islamic Cultural History Learning Using Question Cards" (Afifah & Sulaeman, 2022), suggests that the biggest problem in Islamic cultural history is the learning media, necessitating innovation to achieve learning objectives. The results of this study, as a whole, demonstrate that the use of question card spin media integrated with Microsoft Office PowerPoint represents an innovative breakthrough in education, particularly at SMP Muhammadiyah 1 Purwokerto. This media has proven capable of meeting the challenges of 21st-century learning because it aligns with technological developments that support interactive learning processes. The main advantage of this media lies in its ability to increase student enthusiasm, stimulate critical thinking, and improve learning outcomes. 91.3% of respondents stated that this media had a significant positive impact on the effectiveness and quality of ongoing learning. (Afifah & Sulaeman, 2022) Third, the use of the Canva application in Islamic Education learning. Zumrotul Fauziah stated in an article entitled "Implementation of Interactive Learning Media Based on the Canva Application in the Subject of Islamic Cultural History" that the Canva application is very good for use in learning activities because it provides various features that are easily accessible and visually appealing. This application allows teachers to create learning media such as posters, comics, brochures, presentations (PPT), and educational videos with creative and professional designs. With Canva, teachers can deliver learning materials in a more interesting, interactive, and appropriate way to students' needs in the digital era. Based on the results of the research conducted, several important findings were obtained as follows:

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Canva application via smartphones, laptops, or tablets. This allows students to access, study, and interact with learning materials flexibly, both in class and outside of class hours. Third, the study also found several significant inhibiting factors, including dependence on a stable internet network for media downloading and editing, limited student capabilities in conducting digital presentations, and low student response and participation in discussion and question-and-answer sessions, which are an important part of the interactive learning process. (Fauziah, Shofiyuddin, & Rofiana, 2022) If a statement is extracted from several references, all sources are written by mentioning all references in alphabetical order and a semicolon (;) to separate sources, for example (Sahlberg, 2012; Schunk, 2012; Retnowati, Fathoni, & Chen, 2018).

3.2 The relevance of SKI learning media to the pedagogical needs of madrasa students

The use of audiovisual media, particularly instructional films, is strongly relevant to the pedagogical needs of madrasah students. (Afifah & Sulaeman, 2022; Hernadi, 2021; Waru, 2021) In the context of learning Islamic Cultural History (ISHC), students often struggle to understand narrative and chronological material due to limited imagination and limited visualization of past events. Audiovisual media offers a solution that can bring historical events to life in engaging and interactive visual forms. This significantly helps students understand the material more concretely, build emotional connections with historical figures, and foster interest in ISHC lessons. (Rohmah & Syifa, 2021)

From a pedagogical perspective, madrasah students require an approach that encompasses not only cognitive but also affective and psychomotor skills. ISHC instructional films can address these three domains through content that not only conveys information but also contains moral, religious, and Islamic cultural values that students can internalize. When students watch films about the struggles of Islamic figures, for example, they not only learn historical facts but are also inspired to emulate the heroism, honesty, and sincerity displayed in the films. Thus, this media aligns with the principles of meaningful, student-centered learning and takes into account student characteristics and needs. (Trinova & Nini, 2019)

Audio-visual media also supports differentiation strategies in madrasah learning, where students have diverse backgrounds, learning abilities, and learning styles. Some students may find it easier to understand material through visual and audio presentations than through written text. Therefore, the use of films in Islamic Education (IS) learning not only makes the learning process more enjoyable and engaging but also more inclusive and adaptive to students' learning needs. This media can be a means of creating a participatory, reflective, and contextual learning environment, ultimately increasing learning effectiveness and strengthening students' understanding of Islamic history and values. (Farhurohman & Saádiyah, 2020)

The use of question cards in Islamic Cultural History (ISHC) learning is highly relevant to the pedagogical needs of madrasah students. As a medium that emphasizes active and interactive question-and-answer activities, question cards can stimulate students' critical thinking skills and conceptual understanding of historical material. In the context of ISHC, which is often perceived as a rote and boring subject, the use of question cards is an innovative strategy that can spark direct student engagement in the learning process. Through contextual and directed questions, students are encouraged to explore knowledge, interpret

historical events, and connect them to life values. (Afifah & Sulaeman, 2022; Atiqoh, Mas'uliyah, & Munawir, 2023) From a pedagogical perspective, madrasah students require learning that not only conveys information but also develops reasoning skills, social skills, and reflective thinking. Question cards enable a student-centered learning process, where students actively answer questions, discuss, and collaborate in small groups.

This activity indirectly trains students in communication and collaboration skills, as well as building logical arguments based on Islamic historical facts. Thus, question cards address not only the cognitive dimension but also the affective and social dimensions, which are essential for holistic madrasah education. Question cards are also flexible and can be developed according to the ability level and characteristics of students. Teachers can design questions with varying levels of difficulty, ranging from basic understanding to in-depth analysis of historical events. This provides an opportunity to apply the principle of differentiation in learning, ensuring that every student, whether high or medium-ability, remains actively engaged. With this approach, Islamic Islamic Studies learning becomes more inclusive and effective in meeting diverse learning needs, while simultaneously developing critical, active students with a strong understanding of Islamic history.

The use of the Canva application in Islamic Cultural History (ISHC) learning is strongly relevant to the pedagogical needs of madrasah students in the digital age. As a technology-based graphic design platform, Canva makes it easy for teachers and students to present ISHC material in a visual, engaging, and interactive manner. Through its poster design features, infographics, digital comics, and instructional videos, students can understand complex Islamic historical events in a more contextual and engaging way. This aligns with 21st-century learning principles, which emphasize the use of technology to improve the quality and effectiveness of the teaching and learning process. (Fauziah et al., 2022) From a pedagogical perspective, madrasah students require a learning approach that is not only informative but also creative and participatory.

Canva enables teachers to design learning media tailored to student characteristics, while encouraging students to actively create digital works that represent their understanding of ISHC material. These activities support the development of critical thinking skills, creativity, and visual communication skills, which are essential life skills in the modern era. Furthermore, Canva's attractive design can also increase student motivation and interest in learning, especially in historical material that is often considered abstract or less relevant. (Fauziah et al., 2022) Furthermore, Canva supports the principles of differentiated and collaborative learning. Students can work individually or in groups to develop visual-based learning projects, such as creating a historical timeline, profiles of Islamic figures, or educational comics about important events in Islamic studies. These activities not only deepen understanding of the material but also foster a sense of responsibility, collaboration, and appreciation for Islamic history. Therefore, the Canva application is highly relevant in meeting the pedagogical needs of madrasah students who demand the integration of religious content, Islamic values, and 21st-century skills in a comprehensive learning process.

3.3 Implications of SKI learning media for the development of contextual, valuable, and effective SKI learning media

The implications of using Islamic Islamic Studies (IS) learning media such as audiovisuals, question cards, and Canva significantly contribute to the

development of more contextual learning media. (Asmara, 2019) Audiovisual media allows students to see Islamic historical events in concrete visual and audio form, making it easier for them to understand the social, cultural, and religious context of the past. This is crucial in Islamic Studies (IS) learning because the material taught often relates to past events that are difficult to visualize through text alone. With these media, students can connect historical realities with current situations, making learning more meaningful and relevant. (Hernadi, 2021)

In addition to contextuality, learning media such as question cards and Canva also have implications for the development of valuable IS learning. (Evitasari & Prasetya Santosa, 2022) Question cards encourage students to think critically, actively ask questions and answer questions, and build arguments based on the Islamic values contained in historical events. Meanwhile, Canva enables teachers and students to design learning media that emphasize aesthetic, moral, and spiritual values in creative visual forms such as posters, infographics, or historical comics. This strengthens the affective and psychomotor dimensions of learning, so that Islamic values are not only understood cognitively but also internalized in students' attitudes and behaviors. (Asmara, 2019; Evitasari & Prasetya Santosa, 2022)

In terms of effectiveness, these three media have been proven to increase student engagement, strengthen conceptual understanding, and improve learning outcomes in Islamic Studies (IS) subjects. Audiovisuals provide a multisensory learning experience, question cards create a competitive and interactive learning environment, while Canva encourages active student participation in creating digital learning media. The combination of these three can provide a model for developing Islamic Studies (IS) media that is not only engaging and easy to understand but also aligns with the pedagogical needs of madrasah students in the digital era. Therefore, future development of Islamic Studies (IS) learning media needs to consider the integration of these three approaches to make the learning process more contextual, valuable, and effective.

4. Conclusion

Based on the above description, it can be concluded that learning media such as audiovisuals, question cards, and the Canva application have significant implications for developing contextual, valuable, and effective Islamic Cultural History (ISCH) learning. Audiovisual media facilitates students' concrete understanding of historical events through engaging visual and audio displays. Meanwhile, question cards increase student participation and critical thinking skills through active question-and-answer interactions. Canva, as a digital design platform, enables teachers and students to produce creative learning media that present Islamic values visually. These three media not only address the pedagogical needs of madrasah students but also support the creation of innovative, enjoyable, and meaningful learning. Therefore, ISCH teachers need to continue to innovate in selecting and developing learning media that are appropriate to technological developments and the needs and characteristics of today's students.

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