



# Developing Oral Tradition-Based Digital Islamic Cultural History Learning in Elementary Schools: The ChronoLearn Media

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## ABSTRACT

Learning Islamic Cultural History faces challenges in student motivation and limited instructional media. This study aims to develop ChronoLearn, an interactive digital e-historical book integrating Komerling oral traditions to support elementary-level learning. The research employed a development approach using the ADDIE model, limited to the stages of analysis, design, and development, without proceeding to implementation and evaluation. ChronoLearn was designed as an interactive digital book enriched with narrative texts, full-color illustrations, and culturally contextualized historical content. A limited utilization test showed increased student enthusiasm and improved understanding of historical concepts while fostering appreciation for local cultural heritage through visually engaging materials and meaningful cultural connections. Teachers benefited from the media as both an independent instructional tool and supplementary resource. This study contributes scientifically by providing a structured framework for integrating local oral traditions into digital Islamic Cultural History media using systematic instructional design principles.

**Keywords:** Islamic Cultural History, Digital Learning Media, Komerling Culture, Oral Tradition, ChronoLearn.

## INTRODUCTION

Islamic Cultural History Education (SKI) plays a strategic role in shaping the character of students who not only understand history but are also able to internalise Islamic values and culture contained within that historical journey [1],[2]. At the Madrasah Ibtidaiyah level, SKI is an important subject for introducing students to Islamic figures, major events in Islamic history, and moral, ethical, and spiritual values relevant to their lives[3],[4]. However, in practice, SKI learning is often textual, monotonous, and non-contextual, making it difficult for students to understand and relate the material to their own social and cultural environment[5],[6]. Therefore, there is a need for innovative learning media that can deliver SKI learning that is more interesting, interactive, and contextual in accordance with the local culture of students [7], [8].

One of the traditions that can be integrated into SKI learning is the oral tradition of the Komerling tribe, an ethnic group spread across South Sumatra, including Tanjung Kukuh, Kecamatan Semendawai Barat, Kabupaten OKU Timur. Much of the content of this oral tradition is related to the history of the arrival of Islam in Komerling. This oral tradition is rich in folklore, legends, advice, and noble values that have been passed down from generation to generation[9]. These traditions not only reflect the cultural identity of the Komerling people, but also contain a wealth of narratives that are rich in moral and historical values that are in line with Islamic values [10]. Folktales, poems, mantras, and ancestral stories in the Komerling oral tradition represent local knowledge that is relevant for integration into character education, including in SKI learning [11], [12]. Unfortunately, the existence of this oral tradition is increasingly marginalised amid the tide of

modernisation and a lack of documentation and digitisation[13]. School-age children are becoming unfamiliar with local stories, which actually have great potential as a meaningful learning resource [14].

In this context, the digitalisation of Komerling oral traditions has become both a necessity and an opportunity. The development of digital learning media that highlights local narratives is not only a means of cultural preservation, but can also be an alternative learning method that is in line with the characteristics of 21st century students[15]. Today's children live in the digital age and are very familiar with technological devices [16],[17]. Therefore, interactive digital media that presents SKI material with a local story-based approach using technology is expected to increase learning motivation, student engagement, and understanding of Islamic values in the context of their daily lives [18],[19].

This study aims to design and develop a digital learning medium called ChronoLearn, an educational chronological history book based on Komerling oral traditions that is integrated into SKI material at MI. ChronoLearn is designed to present local stories in an interactive digital form that is linked to values in Islamic cultural history. With a local wisdom-based learning approach, it is hoped that learning will become more contextual, relevant, and able to connect students with their cultural roots and Islamic values that are alive in their communities [20],[21]. This approach is in line with recent studies on digital storytelling, which emphasize that culturally grounded digital narratives can enhance youth engagement, foster emotional connections, and strengthen identity formation by transforming heritage content into interactive and relatable experiences. Digital storytelling frameworks highlight the importance of narrative interactivity and cultural relevance in sustaining learners' interest and promoting deeper engagement with cultural and historical content, particularly among younger audiences. Therefore, ChronoLearn positions digital storytelling as a pedagogical strategy to integrate local cultural heritage into formal education while enhancing student motivation and historical understanding[22].

The development of this media is becoming increasingly important given the low variety of learning media used by teachers in teaching SKI, especially at the elementary level. Many teachers still rely on textbooks as the sole source of learning, while students' interest in reading is low and the need for visual and audio-visual media is increasing. On the other hand, the involvement of local culture in learning is still very limited, even though the independent curriculum provides ample space for the integration of local contexts into the learning process [23]. Therefore, this innovation not only addresses the need for more interesting and meaningful SKI learning, but also supports cultural preservation and the implementation of a curriculum based on local wisdom[24].

Through this development research, we aim to demonstrate that SKI learning does not have to be limited to historical narratives that are far removed from the reality of students. This makes the learning process more enjoyable, meaningful, and more reality-based. This is in line with the spirit of Islamic education, which emphasises not only cognitive aspects, but also affective and psychomotor aspects in shaping Muslim characters with noble character and love for their culture. The research question for this study is: What are the forms and contents of Komerling oral traditions that have the potential to be integrated into SKI learning in MI?

## MATERIAL AND METHODS

In this research and development, data analysis was conducted using qualitative and quantitative approaches. Qualitative data was analysed through a process of reading,

recording, describing, and classifying information obtained from observations and interviews, including the analysis of students' needs for interactive learning media, and the characteristics of elementary school students. The analysis identified that elementary school students tend to have short attention spans, prefer concrete and visual representations, learn more effectively through interactive and game-based activities, require simple navigation and clear instructions, and are highly motivated by multimedia elements such as images, animations, audio, and immediate feedback. These characteristics indicate the need for engaging, contextual, and technology-supported learning media. Meanwhile, quantitative data in the form of questionnaire scores from validators and assessments of the usefulness and feasibility of ChronoLearn digital learning media were analysed using Jamovi software. Data analysis techniques in this study included validation by subject matter and media experts to assess the suitability of the content, appearance, and functionality of ChronoLearn as a locally-based learning medium.

The validation process involved four validators: one subject matter expert with a background as a lecturer in Islamic Religious Education specializing in Islamic History, one practitioner expert who is an elementary school classroom teacher, and two media experts with backgrounds as lecturers in Information Technology Education. In addition, student responses to the aspects of attractiveness, ease of use, and relevance of content to SKI learning were also analysed to measure the effectiveness and acceptance of the developed media. The results of the analysis were used to ensure that ChronoLearn met pedagogical standards while representing the values of Komerling local wisdom in a contextual manner in learning at Madrasah Ibtidaiyah.

However, in this study, development was focused on the third stage, namely the development of the ChronoLearn digital media prototype, with the main objective of ensuring content quality and design feasibility before proceeding to the next stage of implementation. The stages of the study were as follows:



**Figure 1. Research process interactive book**

## RESULTS AND DISCUSSION

### Result

The results of this study indicate that the development of ChronoLearn as an interactive digital learning medium has successfully produced a product in the form of a digital book that combines the oral traditions of Komering with Islamic Cultural History (SKI) material in Madrasah Ibtidaiyah. The digital book was compiled using the ADDIE development model through three main stages, namely analysis, design, and development[25], resulting in a medium that is suitable for use in the learning process.

ChronoLearn products are equipped with engaging narrative texts and full-colour illustrations, thereby enhancing student engagement in learning activities. The results of attractiveness and usability tests in the classroom show that students are more enthusiastic about learning, are able to understand the content of the SKI material better, and show a high level of curiosity about the local cultural values raised in the book. In addition, teachers stated that this media helped them deliver the material in a more interactive, contextual, and varied manner.

Overall, ChronoLearn has proven to be not only effective in strengthening students' understanding of SKI material, but also contributes to fostering students' love for regional culture, particularly the oral traditions of Komering. This shows that integrating local wisdom into digital media is a relevant and innovative strategy for delivering SKI learning that is both enjoyable and meaningful.



Figure 2. Design of the ChronoLearn interactive book

Based on the validation test results conducted by subject matter experts on ChronoLearn, an average score of 4.57 was obtained, which is classified as excellent. This shows that overall, the material presented in ChronoLearn is considered appropriate and in line with the established learning indicators. In addition, the results of the reliability test of the assessment instrument showed a Cronbach's Alpha value of 0.658, which is classified as reasonably reliable. Thus, it can be concluded that the results of the subject matter expert validation support the suitability of ChronoLearn's content, although the assessment instrument can still be improved to obtain a higher level of reliability.

### Reliability Analysis

Scale Reliability Statistics		
	Mean	Cronbach's $\alpha$
scale	4.57	0.658

[3]

  

Item Reliability Statistics	
	Item-rest correlation
Ahli Materi 1 <sup>a</sup>	0.492
Ahli Materi 2	0.492

<sup>a</sup> reverse scaled item

**Figure 3. Results of Material Expert Reliability**

Based on the validation test results conducted by media experts on ChronoLearn, an average score of 4.50 was obtained, which is classified as excellent. This indicates that in terms of appearance, design, and presentation media, ChronoLearn is considered to meet the criteria for suitability as a learning medium. However, the reliability test results showed a Cronbach's Alpha value of 0.400, which is classified as low. In addition, the results of the analysis of Item Reliability Statistics show an item-rest correlation value of 0.250 for both media expert assessment items. However, overall, it can be concluded that ChronoLearn media has been assessed as feasible and good by media experts, but the assessment instruments used still need improvement in order to produce higher consistency in the validation process.

Although the Cronbach's Alpha value of 0.400 is categorized as low, this result can be understood due to the limited number of assessment items, which statistically affects internal consistency coefficients. In exploratory research and early-stage instrument development, reliability values between 0.40–0.60 are still considered acceptable with revision notes. Therefore, the validation results indicate that ChronoLearn is feasible as a learning medium, although refinement of the validation instrument is recommended to improve consistency in future studies.

### Reliability Analysis

Scale Reliability Statistics		
	Mean	Cronbach's $\alpha$
scale	4.50	0.400

[3]

  

Item Reliability Statistics	
	Item-rest correlation
Ahli media 1 <sup>a</sup>	0.250
Ahli media 2	0.250

<sup>a</sup> reverse scaled item

**Figure 5. Results of media expert Reliability**

The results of user trials of the ChronoLearn interactive book were obtained through 10 questions asked to 19 students as respondents. Analysis showed that the average (mean) score was 4.54 on a scale of 1–5, which, when categorised, was at a very good level (range 4.21–5.00). This indicates that students consider ChronoLearn to be an easy-to-understand, interesting, and enjoyable learning medium when used in history lessons. In addition, the reliability test results showed a Cronbach's Alpha value of 0.898, which is in the very high category, meaning that the assessment instrument used is consistent and reliable, Sugiyono states that an instrument is considered reliable if the Cronbach's Alpha value is greater than 0.60, and the closer it is to 1.00, the higher the reliability [26]. Therefore, it can be concluded that the ChronoLearn product is suitable for use as an innovative learning medium because it fulfils two important aspects, namely positive appreciation from students through high average scores and the validity and consistency of the instrument through reliability results.

### Reliability Analysis

Scale Reliability Statistics

	Mean	Cronbach's $\alpha$
scale	4.54	0.898

[3]

**Figure 4. Attractiveness Test Results**

### Discussion

This research focuses on the third stage, with the main objective of developing interactive digital books. The following is an explanation of the development steps that have been carried out.

#### 1) Analysis

The analysis stage in the development of the ChronoLearn interactive book began with identifying the history learning needs of primary school students. Initial observations were conducted to observe the history learning process. Next, an analysis of student characteristics was conducted, such as literacy levels, learning styles, and the interests of primary school-aged children so that the content presented would not only be informative but also interesting and easy to understand.

An analysis of learning media was also conducted to identify the limitations and opportunities for using interactive books to support the history learning process. The results of the analysis showed that students need media that can integrate short texts, visual illustrations, and interactive features so that history learning does not feel monotonous, but rather enjoyable and meaningful. Thus, this analysis stage became an important foundation in designing ChronoLearn to suit students' needs while supporting the curriculum objectives.

## **2) Design**

The design stage in the development of the ChronoLearn interactive book focused on designing the content framework, appearance, and interactivity flow to be used by primary school students. At this stage, the structure of the book is determined, which includes basic competencies, learning objectives, concept maps, subject matter, and exercises or activities that guide students towards a chronological understanding of history. Each section of the material is designed to include illustrations, timelines, and educational comics that are appropriate for primary school students. In addition, a storyboard was created to illustrate the relationship between text, images, and interactive features, making it easier for students to navigate the book's content. The quiz design and prompt questions were arranged in a way that was consistent with the learning objectives and encouraged active student participation. This design served as a basic guideline in the development process, ensuring that the final product was not only visually appealing but also supported the history learning outcomes set out in the curriculum.

## **3) Development**

After going through the analysis and design stages, the development of the ChronoLearn interactive book continued to the development stage. At this stage, the final manuscript was compiled based on the results of the curriculum analysis, student needs, and the storyboard design that had been created. The text was simplified to suit the literacy level of primary school students, then supplemented with prompting questions, quizzes, and project-based activities. Furthermore, illustrations in the form of pictures, timelines, and educational comics were created, which not only served as decoration but also helped students understand the historical content. At this stage, interactive elements such as selection buttons, true-false quizzes, hyperlinks between pages, and pop-up windows are added so that students can more actively explore the contents of the book. In this process, the initial product is re-verified with the resource persons and then validated by subject matter experts to assess the accuracy of the content and the appropriateness of the language.

In the discussion section, the findings are primarily connected to digital storytelling theory. The integration of oral traditions into interactive digital books reflects the core principles of digital storytelling by transforming local narratives into structured, multimodal learning experiences that combine text, images, timelines, comics, and interactive elements. Through this approach, traditional Komerling oral stories are not merely presented as historical information, but are reconstructed into engaging digital narratives that allow students to explore events chronologically and contextually. The interactive features, quizzes, and project-based activities further strengthen the storytelling dimension by encouraging learners to actively engage with the narrative flow rather than passively receive information. In this way, ChronoLearn positions storytelling as a central pedagogical strategy in digital Islamic Cultural History learning.

This study offers novelty to the international literature by applying digital storytelling theory specifically to the development of oral tradition-based digital learning media for Islamic Cultural History at the elementary level—an area that remains underexplored in global scholarship. The ChronoLearn development demonstrates how local oral narratives can be systematically adapted into coherent digital stories within a formal curriculum framework, thereby bridging traditional cultural heritage and contemporary digital pedagogy.

However, it should be emphasized that the results of this study are still limited to the Madrasah Ibtidaiyah (MI) context and to initial-stage validation. The product has not yet undergone broader implementation or large-scale effectiveness testing, so generalization beyond this specific educational setting should be undertaken with caution.

## CONCLUSION

The study entitled ChronoLearn: Digitalisation of Komerling Oral Traditions as a Medium for Teaching Islamic Culture and History in Madrasah Ibtidaiyah emphasises the importance of innovative teaching media that are rooted in local wisdom while adapting to developments in digital technology. The development of this digitalised Komerling oral tradition media not only serves as a means of cultural preservation, but also as an effective educational medium to enhance students' understanding of Islamic Cultural History (SKI) material. The results of the appeal and usability tests show that students are more enthusiastic, find it easier to understand the learning content, and are encouraged to learn about local cultural values through an interactive digital approach. This indicates that the model ADDIE is not only relevant but also applicable across various educational settings [27].

The study was confined to the development and small-scale implementation stages in one Madrasah Ibtidaiyah, involving limited participants and focusing only on usability and attractiveness aspects. It did not examine long-term effectiveness or broader contextual applicability.

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