

STORYTELLING METHOD TO IMPROVE MOTIVATION IN LEARNING ISLAMIC RELIGIOUS EDUCATION

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Received: 15-03-2025

Revised: 11-06-2025

Accepted: 27-02-2026

ABSTRACT

This research arises from the significance of effective educational approaches in improving students' engagement, especially in Islamic Education at SDIT AL-Hidayah Bogor. This research aims to create and implement storytelling techniques as a learning method that could enhance students' engagement. The research method used is a qualitative case study, with data collection through observation, interviews, and documentation related to the application of storytelling methods in the school. The study results indicate that the storytelling method applied holistically through religious teaching with the subject "Stories of Righteous Children," as well as integration with the school's literacy program and student cultural presentations, has proven effective in enhancing student motivation. Additionally, regular training for educators and school community members also contributes to the successful implementation of this method. This research identifies challenges, including the conventional nature of storytelling methods, the lack of relevant context, and limitations in technology integration. Therefore, this study offers solutions by using more varied and contextual methods and utilizing digital media to enhance the appeal of learning. The novelty of this research lies in integrating storytelling methods within a broader context of religious education and emphasizing the importance of adapting technology in the learning process.

Keywords: Islamic Education, Storytelling Method, Student Motivation

How to Cite Idharudin, A. J., Nurhasanah, M., Rahman, & Arsyadi, I. M. (2026). Storytelling Method to Improve Motivation in Learning Islamic Religious Education. *INTIHA: Islamic Education Journal*, 3(2), 460–473. <https://doi.org/10.58988/intiha.v3i2.444>

INTRODUCTION

Islamic Religious Education (PAI) has a significant role in shaping students' character, especially at the elementary education level. However, in recent years, moral decadence among students has been increasingly ignored. Data from the National Narcotics Agency shows that in 2024, the prevalence of drug abuse in Inconductedsia

reach 3.3 million individuals, dominated by the younger generation, especially teenagers aged 15 to 24 years, and this situation is no exception in elementary school environments (BNN, 2024). In addition, a survey conducted by the Ministry of Education and Culture in 2024 recorded 573 cases of violence reported in educational environments, including schools, madrasas, and Islamic boarding schools. This number has increased significantly. In comparison, in 2020, 91 cases were recorded; this number increased to 142 cases in 2021, 194 cases in 2022, and 285 cases in 2023 (Kemdikbud, 2024).

One factor contributing to students' declining understanding of religious values is declining motivation to learn. Research by (Hidayah, 2022) shows that many students feel bored and uninterested in Islamic Religious Education material delivered conventionally. This is reinforced by (Sari, 2021) that using varied and interactive learning methods can increase students' learning motivation, where students involved in active learning tend to be more enthusiastic and better understand the material being taught. On the other hand, (Pratiwi, 2023) revealed that students who learn using conventional methods commonly feel less involved and lose interest, with study results showing that 65% of students think uninterested in material delivered traditionally, negatively impacting motivation and learning outcomes. In addition, research by (Rahmawati, 2022) emphasizes the importance of Islamic Religious Education learning motivation, where students with high motivation tend to better understand and apply religious values in everyday life. Thus, adopting more interactive learning methods significantly increases students' motivation and understanding of Islamic Religious Education.

At SDIT Al-Hidayah, initial observations showed that students were less enthusiastic about taking Islamic Religious Education lessons, which could potentially hinder their understanding of religious values. Monotonous and uninteresting teaching methods can cause students to lose interest and motivation to learn optimally, thus hurting the knowledge and application of spiritual values in everyday life. In this context, the story method can effectively increase students' motivation to learn in Islamic religious education. This method presents information and invites students to be emotionally involved with stories that contain moral and spiritual values, such as the story of the Prophet and his companions (Mansur, 2021).

Several effective solutions can be applied to support the story method, such as multimedia integration to make the story more interesting, group discussions to encourage reflection, and creative projects that allow students to express their understanding. In addition, training for educators on how to tell stories effectively and parental involvement in the learning process can also strengthen the values taught. By implementing this method, students at SDIT Al-Hidayah are expected to understand better, internalize religious teachings, and increase learning motivation. Research by (Rahman, 2021) shows that using the story method in learning can increase student engagement and make them more enthusiastic about participating in learning. At SDIT Al-Hidayah, the application of the story method is expected to assist students with a

subject matter with their life experiences, thus making learning more meaningful. In addition, this method can also help students develop empathy and a deeper understanding of religious values.

Although the story method has great potential, many teachers at SDIT Al-Hidayah still have not applied it optimally in Islamic Religious Education learning. According to a survey conducted by the Association of Islamic Religious Education Teachers (AGPAI) in 2022, only 25% of teachers use the story method (AGPAI, 2022). This shows teachers' need for training and professional development to implement this method effectively. This study aimed to explore the implementation of the story method in increasing student learning motivation at SDIT Al-Hidayah Bogor and its impact on the formation of student character and morality. This study is expected to contribute to developing more effective teaching methods in Islamic religious education and provide recommendations for educators to integrate the story method into their curriculum.

The novelty of this study lies in the qualitative approach used to explore the experiences of students and teachers in implementing the story method. By understanding their perspectives, it is expected that more effective strategies can be found in increasing learning motivation and overcoming moral decadence among students. This study also provides new insights into how religious stories can be integrated into learning to create a more engaging and meaningful learning experience.

Therefore, it is significant to conduct further research on the effectiveness of the story method in Islamic religious education, especially in SDIT Al-Hidayah Bogor, in facing the challenges of moral decadence and declining learning motivation among students. The results of this study can provide new insights for learning development strategies that are more interesting and relevant to students so that they can increase learning motivation and form good characters among the younger generation.

METHOD

This study employed a qualitative approach with a case study type exploring the application of the story method in improving students' learning motivation in Islamic religious education at SDIT Al-Hidayah Bogor. The research focus at SDIT Al-Hidayah Bogor is through data collection by observation, interviews, and documentation. Observations were conducted to observe the interaction between teachers and students during the Islamic Religious Education learning process, especially when the story method was applied. Structured interviews were conducted with Islamic Religious Education teachers and students to explore their understanding of the story method, the challenges faced, and the impact felt on learning motivation. In addition, documentation of the curriculum and teaching materials used at SDIT Al-Hidayah provides additional context regarding the story integration method in learning. Data analysis used triangulation techniques to increase validity by comparing information obtained from various sources, namely the results of observations, interviews, and documentation. The analysis process includes data coding, categorization, and

interpretation to find relevant patterns. With this approach, the study can provide in-depth insight into the effectiveness of the story method in improving students' learning motivation and provide recommendations for developing more effective teaching methods at SDIT Al-Hidayah Bogor.

RESULTS AND DISCUSSION

RESULT

Implementasi Metode kisah dalam meningkatkan Motivasi Belajar

Applying the story method in Islamic Religious Education (PAI) learning at SDIT Al-Hidayah Bogor is carried out holistically to support the school's Islamic vision, namely "Realizing Students Who Are Diligent in Doing Good Deeds." By using the story method, teachers can convey religious teachings in an interesting and easy-to-understand way so that students can feel the depth of meaning of each story conveyed. The stories of the Qur'an and the history of the Prophet function as information and examples that inspire students to be diligent in worship, have faith, study, and have good morals. In this way, students are expected to be able to internalize these values in their daily lives with enthusiasm and provide benefits to the family environment and society at large (Interview with the Principal, 2025).

The story method can be integrated into the Islamic Religious Education curriculum to achieve the school's mission, namely to carry out training activities and appreciation of Islamic teachings routinely and continuously. Through interactive storytelling, students are invited to discuss and think about the values contained in the stories. For example, after telling the story of Prophet Ibrahim AS and his sacrifice, the teacher can invite students to explain the meaning of sincerity and steadfastness of faith. This discussion deepens students' understanding and forms maturity in thinking and acting according to religious teachings.

The story method also plays a significant role in shaping students' souls by inviting them to retell the stories they have learned, individually and in groups; they can actualize their potential and improve their speaking skills. This activity increases students' self-confidence and fosters a spirit of achievement and work. In this way, students are invited to actively contribute to the learning process to feel responsible for their learning.

In addition, applying the story method at SDIT Al-Hidayah also supports the development of professional Qur'an learning. By integrating stories related to the teachings of the Qur'an, students not only learn to read and memorize and understand and appreciate its meaning. Through interesting storytelling, students are invited to practice the values contained in the Qur'an and preach them to others. Thus, the story method not only increases learning motivation but also forms student character through the school's vision and mission so that they can become a generation that is diligent in doing good deeds, has noble morals, and excels in global challenges (School Curriculum Interview, 2025).

The application of the story method in strengthening the religious climate at SDIT Al-Hidayah Bogor can be conducted by providing a special subject that focuses on "The Story of Shalih Children" for students in grades I-VI. In this subject, students will be taught inspirational stories taken from the Qur'an, the hadith of the Prophet, as well as the stories of the prophets and apostles, companions, tabi'in, tabiut tabi'un, and pious individuals. By spending two hours a week on this subject, students are expected to explore further the moral and spiritual values contained in these stories to increase their motivation to learn in Islamic religious education with enthusiasm.

The stories chosen to be taught in this subject will be structured and interesting so students can easily understand and remember them. The open books will have illustrations, reflective questions, and creative activities encouraging students to interact with the material. For example, after studying the story of the Prophet Yusuf AS, students can be invited to discuss the theme of sincerity and patience and how they can apply these values in everyday life. In this way, students learn about the stories and are inspired to practice the values contained in them.

The story method also allows students to participate in the learning process actively. In each session, students can be asked to retell the stories they have learned individually or in groups. This activity improves students' speaking skills and self-confidence and strengthens their understanding of the material. In addition, students can be invited to create new stories inspired by religious teachings to channel their creativity and imagination in the context of religious education in everyday life.

By implementing the story method in strengthening the religious curriculum, students at SDIT Al-Hidayah Bogor are expected to be more motivated to learn and internalize religious values in their lives. Through inspiring stories taught in a structured and interesting way, students will learn about Islamic teachings and form good characters and noble morals. Thus, the story method plays a significant role in creating an academically intelligent generation with strong spiritual and moral depth.

Implementing the story method in the form of a school literacy program at SDIT Al-Hidayah Bogor is an innovative step to increase students' learning motivation in Islamic religious education. This program is carried out every day for 15 minutes before starting learning activities, where Islamic Religious Education (PAI) teachers guide students in telling inspiring stories from the Qur'an, hadiths, and stories of prophets and pious individuals. In this way, students learn about religious teachings and actively participate in a fun and meaningful learning process (Interview with Islamic Religious Education Teachers, 2025).

Each session of the school literacy program begins with the guidance of the Islamic Religious Education teacher reading or telling a story that has been chosen. After that, students can retell the story in their own style. This activity not only trains students' speaking skills and self-confidence but also strengthens their understanding of the material that has been presented. By retelling the story, students are expected to be able to internalize the values contained in the story and make it a guideline in everyday life.

After students tell their stories, the Islamic Religious Education teacher will facilitate a discussion to explore the wisdom and lessons that can be learned from the story. This discussion provides an opportunity for students to think critically and consider how the values taught can be applied in the context of their lives. For example, after telling the story of the Prophet Moses, students can be invited to discuss the theme of courage and trust in Allah in facing challenges. In this way, students not only learn about the story but also get inspired to practice the values contained in it.

The school literacy program integrating this story method is expected to create a positive learning environment and support student character development. By actively involving students in telling and listening to inspiring stories, their motivation to learn in Islamic religious education will increase. In addition, this program is also in line with the vision of SDIT Al-Hidayah to produce a generation that is diligent in doing good deeds and has noble morals. Thus, the story method functions as a learning tool and a means to form strong character and morals in students.

The application of the story method at SDIT Al-Hidayah Bogor is involved in the *kultum* (seven-minute lecture) program involving students in grades IV to VI. This program is organized by the school's student affairs every time the zuhr prayer is held in the congregation. In this culture session, students are allowed to convey inspirational stories taken from the Qur'an, hadith, and stories of the prophets and pious individuals. In this way, students learn to speak in public and practice understanding and internalizing the religious values in the school's stories (Student Interview, 2025).

The story method in this *Kultum* program provides a platform for students to share their knowledge and experiences with their classmates. Every student who delivers a *kultur* is expected to tell a story and take wisdom and lessons that can be applied in everyday life. For example, after telling the story of the Prophet Yunus AS, students can invite their friends to discuss the theme of patience and hope in Allah. In this way, students learn to think critically and think about the meaning of the story they tell.

In addition, the story method is also integrated into the main material in the teacher and school community training program, which is carried out routinely every week. In this program, teachers and school staff are invited to understand the importance of the story method in Islamic religious education and how to implement it in daily learning. Through training and discussion, educators can share experiences and strategies using the story method to increase student learning motivation. This strengthens teachers' understanding of religious values and creates harmony in the teaching approach throughout the school by synergizing to realize superior education (School Curriculum Interview, 2025).

By integrating the story method into the cultural program and teacher training, SDIT Al-Hidayah Bogor is committed to creating a learning environment that supports the development of students' character and spirituality. Applying this method is expected to increase students' motivation to learn in Islamic religious education and form a generation that is not only academically intelligent but also has noble morals.

Thus, the story method plays a significant role in achieving the school's vision and mission, creating students who diligently study, do good deeds, and have noble morals.

Implementing the story method in Islamic religious education at SDIT Al-Hidayah Bogor aims to enhance strong learning motivation values among students. One way to do this is by emulating the stories of pious individuals who have succeeded in living their lives according to Islamic teachings. By telling inspiring stories from prophets, companions, and Islamic figures, students are invited to see real examples of noble characters and morals that they can emulate. This increases learning motivation and forms a positive mindset that encourages students to strive to become better individuals and be useful to the community.

In addition, the story method is also used to captivate students with the spirit of gaining rewards. In each story told the teacher emphasizes the importance of good deeds and how every positive action can bring rewards from Allah. In this way, students are invited to understand that studying and worshiping are part of their efforts to gain Allah's pleasure. When students realize that every effort they make in studying religion is a step towards rewards, their motivation to learn will increase significantly.

The habituation of Islamic manners also focuses on implementing the story method. Through the stories told, students are taught the importance of noble morals, such as politeness, honesty, and mutual respect. Accustoming students to apply Islamic manners daily will motivate them to learn and interact appropriately in the school environment. In addition, the concept of *animal maruf* and *nahi mungkar* is also emphasized, where students are invited to remind each other of goodness and prevent actions that are not by Islamic teachings in a humanistic way.

Implementation of the story method includes the establishment of a balanced reward and punishment system determined by the school curriculum. By rewarding students with high learning motivation, applying the values taught, and providing undesirable consequences, students will feel more motivated to behave appropriately. This system creates a positive learning environment where students feel appreciated for their efforts and are encouraged to continue improving. Thus, the story method increases learning motivation, forms student character through Islamic values, and benefits community life (Interview with Islamic Education Teachers, 2025).

Challenges in Increasing Learning Motivation Through Story Method

The implementation of the story method in increasing motivation to learn Islamic religious education at SDIT Al-Hidayah Bogor faces several challenges that need to be overcome so that this method can run effectively. One of the main challenges is the conventional nature of the story method itself. Although this method has strong values, the story is commonly conducted monotonously and uninterestingly. To overcome this, it is significant to integrate the story method with more varied learning methods, such as pancakes, discussions, and field trips. By combining various approaches, students will be more engaged and motivated to learn because they can see the real application of the values taught in the inspirational story.

The second challenge is the lack of context in the storytelling method taught. Commonly, the stories told are unrelated to students' daily lives, so they have difficulty appreciating and internalizing the values contained therein. To overcome this problem, teachers must form inspirational stories about students' daily experiences and challenges. For example, after telling the story of the Prophet Muhammad SAW, teachers can invite students to discuss how leadership and honesty can be applied in their interactions with friends and family. In this way, students will find it easier to idolize inspirational figures and use these values .

The third challenge is the integration of story integration methods with technology. In today's digital era, using digital media such as videos, films, and posters can increase the appeal and effectiveness of learning. However, many teachers still use verbal story methods without utilizing existing technology. To overcome this, schools need to train teachers in using digital media in learning. By combining story methods with visual and audio-visual media, students will be more interested and involved in education, increasing their motivation to learn Islam.

The final challenge is the verbal nature of the story method, which may not touch all students' psychology, especially for children with special needs or non-humanistic family backgrounds. The only verbal story method may not be enough to reach students with different learning styles. Therefore, adapting the story method to be more inclusive is significant. For example, teachers can use a multisensory approach involving pictures, music, or drama to convey the story. This way, students with special needs or different backgrounds can more easily understand and feel the values taught.

In addition, it is significant for teachers to create a safe and supportive environment for all students. By understanding the background and needs of each student, teachers can adjust their approach to telling stories. For example, teachers can provide extra attention and create space for students from less supportive families to share their experiences and feelings. This way, students feel more appreciated and motivated to learn fully (Interview with Islamic Religious Education Teachers, 2025).

It is also significant to involve parents in the learning process. Schools can hold workshops or seminars for parents on the importance of religious education and how they can support their children in internalizing the values taught. By involving parents, students will feel more supported in their learning journey, and this can increase their motivation to study Islam seriously. Evaluation and feedback are also significant parts of implementing the story method. Schools must conduct regular evaluations to assess the effectiveness of the methods applied. By collecting feedback from students and teachers, schools can identify areas that need improvement and develop better strategies to increase student learning motivation. This will assist create a learning environment that is more responsive and adaptive to students' needs.

By overcoming these challenges, applying the story method in Islamic religious education at SDIT Al-Hidayah Bogor can be more effective and positively impact students' learning motivation. With a more varied, contextual, and inclusive approach,

it is expected that students will not only be motivated to learn but can also internalize religious values in their daily lives. Thus, the story method can significantly contribute to shaping students' character and morals by according to the school's vision and mission and relevant to realizing national education goals.

DISCUSSION

The study's results on applying the story method in Islamic Religious Education (PAI) learning at SDIT Al-Hidayah Bogor showed that this method effectively increases students' learning motivation. The story method not only conveys information but inspires students to be diligent in worship and have good morals. Research by Ahmad and Sari (2024) found that students taught using the story method significantly increased motivation and understanding of religious values. This finding aligns with the constructivist learning theory, which states that students build their knowledge through experience and social interaction. By telling inspiring stories, students can feel the values taught more deeply and relate them to their experiences. This makes learning more relevant and increases students' learning motivation. When emotionally connected to the story, students tend to be more enthusiastic and committed to applying these values daily, thus creating a more positive and productive learning environment (Idharudin, 2025a).

One significant aspect of implementing the story method is the ability to teach religious teachings in students' daily lives. Research by Hidayah (2022) shows that students who learn contextually tend to be more motivated and better understand the material. At SDIT Al-Hidayah, teachers invite students to tell the meaning of the stories conveyed, such as the story of the Prophet Ibrahim AS and his memories with the values of sincerity and steadfast faith. This discussion deepens students' understanding and forms maturity in thinking and acting by enlightening religious teachings (Idharudin, Wartono, and Sarifudin, 2025).

The story method plays a role in improving students' speaking skills and self-confidence. The activity of retelling stories that have been learned provides an opportunity for students to practice public speaking. According to Rahman's research (2021), good speaking skills can increase students' self-confidence and encourage them to be more active in learning. At SDIT Al-Hidayah, students can tell inspiring stories individually or in groups, improving speaking skills and fostering a spirit of achievement and work (Idhauin, Alim, and Al Kattani, 2019).

In addition, applying the story method at SDIT Al-Hidayah also supports professional Qur'anic development. By integrating stories related to the teachings of the Qur'an, students not only learn to read and memorize and understand and appreciate the content of its meaning. Research by Mansur (2021) shows that students involved in learning life stories with the teachings of the Qur'an tend to be better able to practice the values contained therein. In this way, students are expected to become a generation

that is not only academically intelligent but also has strong spiritual and moral depth and adequate skills.(Heryanto et al., 2022).

School literacy programs integrating story methods also positively impact students' learning motivation. By implementing this program every day for 15 minutes before learning activities, students can tell inspiring stories from the Qur'an and hadith. Research by (Zainuddin, 2020) shows that literacy programs involving students can increase their motivation and involvement in learning. At SDIT Al-Hidayah, students not only gain knowledge of religious teachings but are engaged in a fun and meaningful learning process (Idharudin, 2025)

Applying the story method in cultural programs also provides a platform for students to share their knowledge and experiences. In the culture session, students are expected to tell stories and take wisdom and lessons that can be applied in everyday life. This aligns with (Bandura's, 1977) social learning theory, which emphasizes the importance of observation and reflection in learning. By listening to their friends tell stories, students can learn to think critically and think about the story's meaning (Idharuddin, Samsuddin, and Rahman, 2024).

Applying the story method at SDIT Al-Hidayah also includes the formation of a balanced reward and punishment system. By giving awards to students who show high learning motivation, apply the values taught, and provide consequences that are by undesirable behavior, students will feel more motivated to behave appropriately. Research by (Sukardi, 2020) shows that an effective reward system can increase student motivation and performance. Thus, the story method increases learning motivation and forms student character according to Islamic values.

The study's results on applying the story method in increasing motivation to learn Islamic Religious Education (PAI) at SDIT Al-Hidayah Bogor show that this method has great potential but also overcomes several challenges that must be overcome. One of the main challenges is the conventional nature of the story method itself. According to the constructivist learning theory by (Bruner, 1996), students learn better when actively involved in the learning process. Therefore, it is significant to integrate the story method with various learning methods, such as discussions and field trips, so that students can see the real application of the values taught in the story (Idharudin et al., 2024).

The second challenge is the lack of context in the story method taught. Research by (Hidayah, 2022) shows that students are more motivated when the material taught is relevant to their daily lives. At SDIT Al-Hidayah, teachers need to have stories that are conveyed with the experiences and challenges faced by students. For example, after telling the story of the Prophet Muhammad SAW, teachers can invite their students to discuss how leadership and honesty can be applied in their interactions with friends and family. In this way, students will find it easier to internalize these values with enthusiasm and total sincerity (Idharudin, Nurhasanah, and Samsuddin, 2025).

The third challenge is the integration of the story method with technology. In today's digital era, using digital media such as videos and films can increase the appeal

of learning. Research by Rahman (2021) shows that using technology in education can increase student engagement. Therefore, it is significant for schools to provide training for teachers in the use of digital media. Combining the story method with visual and audio-visual media will make students more interested and involved in learning, increasing their motivation to learn Islam (Nurhasanah et al., 2024).

The final challenge is the verbal nature of the story method, which may not touch the psychology of all students, especially children with special needs. According to (Mansur's, 2021), a multisensory approach can assist students with different learning styles to better understand the material. Therefore, teachers need to adapt the story method to be more inclusive, for example, by involving pictures, music, or drama in the representation of the story. In this way, students with special needs can more easily understand and feel the values taught more effectively and progressively (Samsuddin, Idharudin, and Maya, 2025).

In addition, creating a safe and supportive environment for all students is also very significant. Research by (Zainuddin, 2020) shows that a positive learning environment can increase student motivation. By understanding the background and needs of each student, teachers can adjust their approach to telling stories. For example, teachers can provide extra attention and create space for students from less supportive families to share their experiences and feelings.

Involving parents in the learning process is also a significant step. According to (Sukardi's, 2020), parental support can contribute to the success of children's education. Schools can hold workshops or seminars for parents about the importance of religious education and how they can support their children in living the values taught. By involving parents, students will feel more supported in their learning journey, which can increase their motivation to learn Islam, which is contextual to life at home.

Evaluation and feedback are also significant parts of implementing the story method. Schools must conduct regular evaluations to assess the effectiveness of the methods applied. By collecting feedback from students and teachers in an integrated manner, schools can identify areas that need improvement and develop better strategies to improve student learning motivation. This is in line with the theory of educational evaluation, which states that constructive feedback can enhance the quality of learning, which can optimally increase student learning motivation (Arikunto, 2010).

By overcoming various challenges, applying the story method in Islamic religious education at SDIT Al-Hidayah Bogor can be more effective and positively impact students' learning motivation. Through a more varied, contextual, and inclusive approach, it is expected that students will not only be motivated to learn but also be able to internalize religious values in their daily lives. Therefore, the story method has the potential to make a significant contribution to the formation of students' character and morals. This aligns with the school's vision mission as well as the goals of national education, which emphasize the importance of developing character and moral values

in the learning process. Thus, applying this method can assist in creating a generation that is not only academically intelligent but also has good morals.

CONCLUSION

The conclusion of the research results on applying the story method at SDIT Al-Hidayah Bogor shows that this method has been implemented appropriately in increasing student motivation. Using a holistic story method, which includes strengthening religion through the subject of "Kisah Anak Shalih," and integration with the school literacy program and student sermons, has positively impacted student involvement in learning. In addition, routine coaching by educators and school residents ensures that all parties understand and support the implementation of this method so that students not only gain knowledge but are also inspired to practice the values taught. This study identified several challenges that need to be overcome to increase the effectiveness of the story method. This method is commonly conventional and less contextual, so that students may have difficulty living the story daily. In addition, integration with technology is still limited, and a verbal approach may not reach all students, especially those with special needs. Therefore, a solution that includes using more varied methods, linking stories to students' real experiences, and utilizing digital media to increase the appeal of learning is needed. By overcoming these challenges, students' learning motivation is expected to grow significantly.

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