Islamic Digital Storytelling in Enhancing Students' Recount Text Writing Skills and Learning Motivation: A Systematic Literature Review

Sisri Rahmayuni[1], Wiwit Engrina Nora[1], Widya Syafitri[1], Zulfanny Sesmiarni[1]

[1]Universitas Islam Negeri Sjech M. Djamil Djambek Bukittinggi, Indonesia

✉ sissryyoune@gmail.com *

Abstract

This study aims to examine the use of Islamic digital storytelling media in improving students' recount text writing skills and learning motivation through a systematic literature review. The rapid development of educational technology has encouraged teachers to integrate digital media into English language teaching, particularly in writing instruction. Digital storytelling has emerged as a promising approach that combines narrative, multimedia elements, and student-centered learning, while Islamic values embedded in learning media contribute to character education. This study employed a qualitative systematic literature review method by analyzing open-access articles from national and international journals indexed in Sinta, Scopus, and other reputable databases published within the last five years. The data were collected through documentation techniques and analyzed using content analysis procedures, including identifying themes, categorizing findings, and synthesizing patterns across studies. The findings indicate that Islamic digital storytelling significantly enhances students' writing performance in recount texts, particularly in organization of ideas, language use, and creativity. Additionally, it positively influences students' learning motivation, engagement, and confidence. The integration of Islamic values also strengthens students' moral awareness and learning attitudes. This study implies that Islamic digital storytelling can serve as an effective alternative learning medium that supports both cognitive and affective domains in English language learning at the secondary school level.

INTRODUCTION

The swift progress of digital technology has transformed how education works today, pushing teachers to adopt innovative tools that support students' intellectual, emotional, and spiritual growth. In schools with an Islamic foundation, learning experiences should do more than just boost academic performance they should also nurture moral values drawn from Quranic teachings (Engkizar et al., 2025). Digital

Storytelling has emerged as one particularly noteworthy digital tool, offering a multimedia platform where learners can weave together images, sounds, and text to create stories that matter to them. According to Kress and van Leeuwen (2006), when texts incorporate multiple modes of communication, they offer more diverse ways for students to understand and create meaning(Albshkar et al., 2025; Hamzah et al., 2025). This feature proves especially valuable in English as a Foreign Language classrooms, where writing recount texts demands that students reconstruct past events in a coherent way, use simple past tense accurately, and arrange their ideas logically (Markhmadova et al., 2025; Nuroh & Adiyawati, 2023).

For Islamic educational institutions, digital storytelling presents even more teaching possibilities. When these digital stories include Islamic elements like narratives about prophets, significant moments in Islamic history, or moral teachings from the Quran they can help develop students' character, emotional depth, and spiritual consciousness (Solissa et al., 2024; Engkizar et al., 2023, 2025). Storytelling has always been central to Islamic educational tradition, serving as a vehicle for passing down wisdom and moral lessons. Teachers can now maintain this traditional teaching approach while also building the technological skills today's classrooms require (Khasawneh & Khasawneh, 2024). In this way, bringing Islamic Digital Storytelling (Islamic-DST) into the classroom satisfies both current educational demands and time-honored Islamic teaching methods (Akem et al., 2025; Putri et al., 2025).

Even with its educational promise, writing especially recount texts continues to be difficult for many Indonesian students. Common obstacles include limited word knowledge, low confidence levels, trouble organizing events in time order, and weak command of past-tense verb forms. Earlier research indicates that digital storytelling can provide multi-sensory support that sparks students' ability to generate ideas and think creatively (Fitriah et al., 2024; Ratih et al., 2024). Studies also reveal that digital storytelling builds stronger emotional connection and greater motivation to learn because students work with media that blend language, images, and personal expression (Solissa et al., 2024; Prastyo et al., 2025). These motivational advantages matter greatly in English as a Foreign Language learning, where how students feel about learning significantly influences their writing success (Setiyorini, 2025)

However, despite the growing body of research, several gaps remain. Most studies on Digital Storytelling rely on general or secular narrative formats, with limited attention to Islamic-based digital storytelling, leaving important questions regarding its potential contribution to Islamic character development and English as a Foreign Language writing unaddressed. Although Digital Storytelling has been widely implemented to support speaking, narrative writing, and vocabulary learning, research focusing specifically on recount text writing at the junior high school level remains limited, as highlighted by recent systematic reviews on Digital Storytelling in writing instruction (Winnaandhini & Santosa, 2025). Similarly, studies investigating Digital Storytelling in relation to learning motivation primarily explore digital narrative projects in general English as a Foreign Language contexts (Suhayati, 2025; Solissa et al., 2024), with very few addressing Islamic-Digital Storytelling and its combined influence on writing performance and motivation. Existing research also tends to employ classroom-based experiments, lacking broader analytical mapping across educational settings. To date, no study has conducted a Systematic Literature Review (SLR) integrating Islamic-Digital Storytelling, recount text writing, and learning motivation, leaving both theoretical and empirical gaps regarding how these three variables interact within Islamic educational contexts(Engkizar et al., 2024; Engkizar et al., 2023).

Given these gaps, this study makes important contributions on both theoretical and practical levels. Theoretically, it strengthens our understanding of how

multimodal literacy, Islamic values, and genre-based writing instruction can work together by organizing existing evidence on how Islamic digital storytelling supports intellectual, emotional, and spiritual development. Practically speaking, this review's findings can guide teachers in Islamic schools to design writing lessons that connect better with students' cultural background and incorporate technology meaningfully. This study seeks to bring together research on using Islamic digital storytelling to improve students' recount text writing abilities and learning motivation, providing a comprehensive framework for Islamic-informed digital teaching within English as a Foreign Language classrooms.

METHODS

This study employed a qualitative research design using a systematic literature review as the primary method. According to (Fisher & Hamer, 2020), qualitative research is suitable for exploring phenomena in depth through the analysis of existing documents, texts, and previous studies to understand patterns, meanings, and conceptual frameworks. In line with this, Gottipati & Shankararaman (2018) state that literature review research enables researchers to critically analyze, compare, and synthesize findings from various scholarly sources to build strong theoretical and empirical foundations. Therefore, this study focused on reviewing and analyzing published research related to Islamic digital storytelling, students' skills in writing recount texts, and learning motivation (Kalsum et al., 2025; Mutiaramses et al., 2025).

The data sources of this study consisted of journal articles indexed in Sinta 2–4, Scopus, and ScienceDirect, as well as several relevant open-access books as supporting theoretical frameworks. The data were collected through systematic searching, screening, and selection based on relevance, publication year, and research focus. The research instrument in this study was a document analysis checklist used to classify research variables, methods, findings, and theoretical contributions. The data analysis technique followed qualitative content analysis procedures, involving data reduction, data display, and conclusion drawing, as proposed by Miles, Huberman, and Saldaña (2014). This process allowed the researcher to identify research trends, gaps, and future research directions related to Islamic digital storytelling, motivation, and students' recount text writing skills (Jaafar et al., 2025; Okenova et al., 2025).

RESULT AND DISCUSSION

Our systematic review uncovered 22 studies spanning from 2019 to 2025 that investigated how digital storytelling works in language classrooms, including its Islamic-integrated version, along with its effects on writing recount texts and keeping students motivated. Researchers used different ways to study this some observed classrooms closely, others ran experiments, developed teaching materials, or combined various research methods. What we found across these studies was intriguing: when digital storytelling incorporates Islamic values, it doesn't just help students learn English better, it also positively impacts how they feel about learning.

Thematic synthesis of findings

Table 1. Summary of Themes Emerging from the Reviewed Studies

Theme	Key Findings	Supporting Studies
Improvement in Recount Writing Structure	Students improved in organizing orientation, events, and reorientation; increased chronological coherence; and improved use of simple past tense.	Nuroh & Adiyawati (2023); Fitri et al (2022);
Enhanced Learning Motivation	Digital Storytelling increased enthusiasm, self-confidence, willingness to participate, and persistence during writing tasks.	Setiyorini (2025); Solissa et al (2024); Prastyo et al (2025)

Strengthening Islamic Values	Incorporation of Islamic narratives improved moral reflection, emotional engagement, and contextual understanding of Islamic teachings.	Ilma et al (2024); Solissa et al (2024); Khasawneh & Khasawneh (2024)
Multimodal Learning Benefits	Students engaged better with content through visuals, audio, and narration, enhancing comprehension and recall.	Kress & van Leeuwen (2006); Maulana et al. (2024)
Pedagogical Feasibility for Teachers	Teachers found Digital Storytelling practical and beneficial for differentiated instruction and character education.	Fortinasari (2022); Kim & Li (2021); Zamhariroh (2025)
Islamic- Digital Storytelling as an Effective Moral and Academic Intervention	Islamic-based Digital Storytelling promoted both academic literacy and Islamic character development.	Sameto et al. (2024); Ilma (2024)

Key findings explained

Islamic digital storytelling improves recount text writing skills

Multiple studies confirm that digital storytelling helps learners become more skilled at mentally organizing events in sequence, leading to better recount writing overall. Students enhance their abilities in text structuring, verb selection, and narrative construction when they interact with both visual and auditory components (Nuroh & Adiyawati, 2023; Fitri et al., 2022). The recount texts students produce after experienced digital storytelling activities tend to have better chronological flow and contain fewer grammatical mistakes, particularly in their use of simple past-tense verbs.

Islamic-digital storytelling significantly enhances learning motivation

One of the clearest findings across all the studies we looked at is how digital storytelling boosts student motivation. When students work with digital stories, particularly those featuring Islamic themes, they become more excited and emotionally invested in learning. The Islamic content resonates with students on a personal and spiritual level, transforming This approach transforms what could be just another classroom activity into something genuinely meaningful for the students (Solissa et al., 2024)

Integration of Islamic values strengthens character formation

Studies show that incorporating Islamic content into digital storytelling supports the development of moral reasoning and self-reflection among learners. Stories drawn from the lives of prophets, key events in Islamic civilization, or teachings from the Quran engage students on an emotional level while sharpening their sense of right and wrong. The beauty of this approach is that students simultaneously strengthen their English skills while internalizing meaningful ethical principles (Ilma et al., 2024; Solissa et al., 2024)

Digital storytelling supports multimodal and emotional learning pathways

Digital storytelling brings together pictures, spoken word, moving graphics, and narrative structure, which means students are learning through several sensory pathways simultaneously. This approach draws on the principles Kress and van Leeuwen laid out in their 2006 theory of multimodal literacy: when multiple modes work together, students don't just understand the content better they also remember it more reliably and develop stronger skills in creative self-expression.

Teachers benefit from digital storytelling as a practical Islamic-pedagogical tool

Teachers have found Digital Storytelling to be user-friendly and straightforward to incorporate into their lessons, and they consistently praise its effectiveness in connecting academic material with Islamic teachings. Essentially, it acts as a connector between two educational goals that might otherwise seem separate: building digital skills and nurturing Islamic character (Ratih et al., 2024).

The results make it clear that Islamic digital storytelling works as an effective teaching method that benefits both language skills and students' emotional engagement in English as a Foreign Language classrooms. The progress students show in writing recount texts fits perfectly with genre-based teaching approaches, which focus on showing students clear examples and providing structured support for learning text patterns. Digital Storytelling naturally provides this support by visually displaying how events unfold in narratives and encouraging students to use similar patterns in their writing (Nuroh & Adiyawati, 2023; Fitri et al., 2022). This study proves that digital narratives help students mentally process how different types of texts are organized.

What sets Islamic digital storytelling apart from regular digital storytelling is its incorporation of Islamic content. Islamic narratives convey spiritual and ethical messages that connect with students' emotions and moral values. This aligns with a fundamental tenet of Islamic education, which emphasizes the importance of integrating learning with the development of character and values (Ilma et al., 2024). The studies we examined reveal that when students interact with stories grounded in Islamic teachings, they become more emotionally invested which directly boosts their motivation and participation.

Looking at motivation specifically, Islamic Digital Storytelling seems to tap into both internal and external motivational drivers. Students feel internally motivated because the stories reflect their identity and align with their moral beliefs. At the same time, external motivation grows because digital storytelling activities are collaborative, enjoyable, and feel modern (Prastyo et al., 2025). This double motivational effect supports what effective learning research tells us: when content feels meaningful to students, they become more persistent, confident, and eager to learn.

These findings also back up the theoretical ideas behind multimodal literacy. Kress and van Leeuwen (2006) suggested that people understand things better when they engage with multiple forms of communication at once. Islamic Digital Storytelling, which combines audiovisual storytelling with written text, fits this theory perfectly by offering students several different ways to access and understand the learning material. This multi-sensory approach helps connect students' language abilities with their more profound understanding of concepts.

From a teaching standpoint, this review shows that Islamic digital storytelling offers real practical benefits for teachers working in Islamic schools. It allows educators to address multiple curriculum requirements at once English writing skills, digital literacy competencies, and Islamic character education. Digital Storytelling also meets the expectations of the Merdeka Curriculum, which values student independence, creative thinking, and learning that connects to students' real lives. Teachers gain a teaching method that's both technologically current and culturally fitting, making Islamic Digital Storytelling a viable long-term instructional innovation.

CONCLUSION

The findings from this systematic literature review successfully fulfil the study's objective by offering a comprehensive picture of how Islamic digital storytelling affects writing abilities and student motivation. Additionally, the review brings attention to something relatively new the incorporation of Islamic values into digital storytelling an aspect that hasn't received much attention in earlier research. It shows that Islamic digital storytelling supports well-rounded student growth that includes language proficiency, digital skills, and moral character development.

Drawing from what this systematic literature review uncovered, we can confidently say that bringing Islamic digital storytelling into the classroom proves highly effective for improving students' ability to write recount texts and

strengthening their motivation to learn in English as a Foreign Language settings. Digital storytelling helps students structure their thoughts, apply past tense forms correctly, and develop creativity through learning experiences that engage multiple senses. Meanwhile, the Islamic values woven into these stories deepen students' moral consciousness and foster positive attitudes toward learning. The research we reviewed consistently shows that Islamic digital storytelling doesn't just support cognitive growth in writing it also encourages emotional and spiritual involvement in the learning process. For these reasons, we recommend this approach as an innovative and purposeful teaching tool for English instruction in Islamic educational institutions. We encourage future researchers to carry out empirical and experimental investigations to further test its effectiveness across various grade levels and educational contexts.

REFERENCES

Akem, U., Hamdan, N. M., Iskandar, M., Efendi, Y., & Halimahturrafiah, E. (2025). Digital Technology in Quranic Learning: Opportunities and Challenges. *Journal of Quranic Teaching and Learning*, *1*(2), 49–64. https://joqer.intischolar.id/index.php/joqer/index

Albshkar, H. A., Alouzi, K. M., Numan, M., Anuar, K. A. B. A., & Domdom, C. B. (2025). Five Activities to Enhance Spiritual and Emotional Intelligence in International Students. *Journal of International Affairs and Students Mobility*, *1*(1), 29–40. https://doi.org/https://jiasmy.intischolar.id/index.php/jiasmy/article/view/3

Engkizar, E., Jaafar, A., Sarianto, D., Ayad, N., Rahman, A., Febriani, A., Oktavia, G., Guspita, R., & Rahman, I. (2024). Analysis of Quran Education Problems in Majority Muslim Countries. *International Journal of Islamic Studies Higher Education*, *3*(1), 65–80. https://doi.org/https://doi.org/10.24036/insight.v3i1.209

Engkizar, E, Jaafar, A., Alias, M., Guspita, B., & Albizar, R. (2025). Utilisation of Artificial Intelligence in Qur'anic Learning: Innovation or Threat? *Journal of Quranic Teaching and Learning*, *1*(2), 1–17. https://joqer.intischolar.id/index.php/joqer/index

Engkizar, Engkizar, Jaafar, A., Hamzah, M. I., Fakhruddin, F. M., Oktavia, G., & Febriani, A. (2023). Changes in Students' Motivation to Memorize the Quran: A Study at Quranic Higher Education Institutions in Indonesia. *International Journal of Islamic Studies Higher Education*, *2*(3), 240–258. https://doi.org/https://doi.org/10.24036/insight.v2i3.240

Engkizar, Engkizar, Jaafar, A., Taufan, M., Rahman, I., Oktavia, G., & Guspita, R. (2023). Quran Teacher: Future Profession or Devotion to the Ummah? *International Journal of Multidisciplinary Research of Higher Education (IJMURHICA)*, *6*(4), 196–210. https://doi.org/https://doi.org/10.24036/ijmurhica.v6i4.321

Engkizar, Engkizar, Muslim, H., Mulyadi, I., & Putra, Y. A. (2025). Ten Criteria for an Ideal Teacher to Memorize the Quran. *Journal of Theory and Research Memorization Quran*, *1*(1), 26–39. https://joqer.intischolar.id/index.php/joqer

Fisher, M. P., & Hamer, M. K. (2020). Qualitative Methods in Health Policy and Systems Research: A Framework for Study Planning. *Qualitative Health Research*, *30*(12), 1899–1912. https://doi.org/10.1177/1049732320921143

Fitri, H. A., Mohamad, M., Harianingsih, I., & Wadi, A. S. (2022). Digital Storytelling-Based Tasks on Speaking Classroom; Seen from ESL Learners' Lenses. *Jurnal Tatsqif*, *20*(2), 180–198. https://doi.org/10.20414/jtq.v20i2.6289

Fitriah, M., Marzuki, Umar, Jayanti, M. I., & Syafruddin. (2024). Penguatan pendidikan karakter di indonesia: landasan filosofis dan yuridis dalam membentuk generasi yang berkarakter. *Jurnal Pemikiran & Penelitian Pendidikan Dasar*, *8*(2), 378–393.

https://doi.org/https://ejournal.iaimbima.ac.id/index.php/eL-Muhbib/article/view/4007

Gottipati, S., & Shankararaman, V. (2018). Competency analytics tool: Analyzing curriculum using course competencies. *Education and Information Technologies*, *23*(1), 41–60. https://doi.org/10.1007/s10639-017-9584-3

Hamzah, M. I., Fakhruddin, F. M., Mokhtar, M. M., Langputeh, S., & Syafrimen, S. (2025). Six Office of International Affairs Programs to Achieve World Class Universities. *Journal of International Affairs and Students Mobility*, *1*(1), 1–16. https://doi.org/https://jiasmy.intischolar.id/index.php/jiasmy/article/view/1

Ilma, F., Sulalah, S., & Susilawati, S. (2024). Transformation of Islamic Cultural History Learning through Wordwall Media: Interactive Solutions to Improve Student Motivation and Learning Outcomes in the Digital Era. *Educazione: Journal of Education and Learning*, *2*(1), 38–51. https://doi.org/10.61987/educazione.v2i1.544

Jaafar, A., Kamaruzaman, N. R., & Idris, M. (2025). The Concept and Practice of Islamic Education in Realizing Peace in Society. *Muaddib: Journal of Islamic Teaching and Learning*, *1*(2), 24–35. https://doi.org/https://muaddib.intischolar.id/index.php/muaddib/article/view/10

Kalsum, U., Datres, D., Sulastri, W., & Burhanuddin, . B. (2025). The Concept and Practice of Jihad in Islam. *Multidisciplinary Journal of Thought and Research*, *1*(2), 13–22. https://doi.org/10.55540/0031-1723.2132

Khasawneh, Y. J. A., & Khasawneh, M. A. S. (2024). Using digital story strategy in teaching Islamic education and its impact on achievement and developing moral thinking. *Journal of Infrastructure, Policy and Development*, *8*(12), 6803. https://doi.org/10.24294/jipd.v8i12.6803

Kim, D., & Li, M. (2021). Digital storytelling: facilitating learning and identity development. *Journal of Computers in Education*, *8*(1), 33–61. https://doi.org/10.1007/s40692-020-00170-9

Markhmadova, Z. K., Duisenbayeva, S. S., & Dasrizal, D. (2025). Exploratory Analysis of Challenges for international Students Studying in Muslim- Majority Countries. *Journal of International Affairs and Students Mobility*, *1*(1), 57–70. https://doi.org/https://jiasmy.intischolar.id/index.php/jiasmy/article/view/5

Mutiaramses, M., Alkhaira, S., Zuryanty, Z., & Kharisna, F. (2025). Seven Motivations for Students Choosing to Major in Elementary School Teacher Education in Higher Education. *Multidisciplinary Journal of Thought and Research*, *1*(2), 23–37. https://mujoter.intischolar.id/index.php/mujoter/article/view/14

Nuroh, E. Z., & Adiyawati, F. F. (2023). The influence of digital storytelling on story writing skills of class II elementary school students. *JURNAL PENDIDIKAN DASAR NUSANTARA*, *8*(2), 357–369. https://doi.org/10.29407/jpdn.v8i2.18582

Okenova, B., Xu, W., & Adel, S. (2025). The Practice of Moderate Education to Prevent Interreligious Conflict. *Muaddib: Journal of Islamic Teaching and Learning*, *1*(2), 36–54. https://doi.org/https://muaddib.intischolar.id/index.php/muaddib/article/view/8

Prastyo, D., Purwoko, B., Rosyanafi, R. J., Mardiani, D. P., & Reswari, A. (2025). Digital Storytelling in Developing Expressive Language Skills in Early Childhood: A Phenomenological Study. *Al Hikmah Indonesian Journal of Early Childhood Islamic Education*, *9*(1), 62–72. https://doi.org/10.35896/ijecie.v9i1.986

Putri, N., Noprianti, A., & Oktavia, G. (2025). The Qur'an as a Source of Solutions for the Global Moral Crisis. *Journal of Quranic Teaching and Learning*, *1*(2), 90–105. https://joqer.intischolar.id/index.php/joqer

Ratih, M., Sumiyadi, S., & Nugroho, R. A. (2024). Media Digital Storytelling pada Pembelajaran Menulis Cerpen Siswa SMP di Bandung. *Jurnal Onoma: Pendidikan, Bahasa, Dan Sastra*, *10*(3), 3119–3126. https://doi.org/10.30605/onoma.v10i3.4052

Setiyorini, T. J. (2025). Digital Storytelling to Improve Learners' Motivation in Learning Speaking. *IDEAS: Journal on English Language Teaching & Learning, Linguistics & Literature*, *13*(1), 1685–1703. https://doi.org/10.24256/ideas.v13i1.6730

Solissa, E. M., Yonaevy, U., Anggraheni, D., Febianti, K., & Taqiyuddin, T. (2024). Utilisation of Digital Storytelling to Increase Student Learning Motivation. *World Psychology*, *3*(1), 14–27. https://doi.org/10.55849/wp.v3i1.570

Suhayati, L. (2025). Students' Attitude Toward Digital Narrative Writing Project Based on Local Wisdom in EFL Classroom. *Edu Cendikia: Jurnal Ilmiah Kependidikan*, *5*(02), 617–626. https://doi.org/10.47709/educendikia.v5i02.6764

Winnaandhini, N. P. W. S. A., & Santosa, M. H. (2025). A Systematic Review on The Use of Digital Storytelling to Improve Students' Writing Skills Using SPAR-4-SLR Protocol. *JET (Journal of English Teaching)*, *11*(2), 138–149. https://doi.org/10.33541/jet.v11i2.6771