



ACTIVATING ISLAMIC CULTURAL HISTORY LEARNING THROUGH DOCUMENTARY FILMS IN CLASS VIII MTs ZIA SALSABILA

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ABSTRACT

This study aims to activate the learning of Islamic Cultural History (SKI) through the use of documentary films in the eighth-grade class at MTs Zia Salsabila. The background of this research is the low interest and participation of students in SKI learning, which tends to be monotonous and dominated by lecture-based methods. This study employs a descriptive qualitative approach with data collection techniques including observation, interviews, and documentation involving teachers, students, and the vice principal. The findings indicate that the use of documentary films has a positive impact on student engagement, material comprehension, and the quality of classroom interaction. Students became more enthusiastic, actively participated in discussions, and found it easier to understand historical contexts through the visualization of events and figures. Documentary films serve not only as a learning aid but also as a strategic approach that aligns with the characteristics of 21st-century learners. With proper teacher guidance, this medium has proven effective in creating contextual, enjoyable, and meaningful learning experiences.

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1. INTRODUCTION

Film has emerged as a key art form in contemporary society. Film is a mass communication medium that conveys a message to the public with considerable impact. A film must deliver comprehensive information, entertainment, and instructional value; so, films serve educational, entertaining, and informative purposes while fostering creativity. Numerous variables contribute to the creation of a quality film, including an engaging title, compelling storyline, visuals, and the film's moral message. D.C. Hermansyah, 2017 Numerous genres of films exist, including documentary films. Documentary films consistently endeavor to depict reality through diverse methods and are created for multiple objectives. Nonetheless, documentary films continue to uphold the fundamental premise of providing factual and instructive content to the public.

Documentaries not only convey facts but also construct narratives derived from actual occurrences, social interactions, and prevailing realities. The authentic delivery method frequently positions documentaries as tools for enhancing social consciousness, reinforcing cultural identity, and documenting history from a viewpoint aligned with genuine experiences. (Lestari, 2019) Consequently, documentaries serve not only as a source of pleasure but also as a potent and significant educational tool.

The study of SKI beyond the memorization of people, dates, and events, encompassing a deeper comprehension of the significance, values, and lessons derived from the historical trajectory of the Islamic society. In practice, the instruction of Islamic History and Culture (SKI) at the Madrasah Tsanawiyah (MTs) level frequently encounters numerous challenges, such as tedious teaching methodologies, insufficient stimulating learning resources, and students' views of the SKI subject as uninteresting and difficult to comprehend. The absence of engagement and student participation in the study of Islamic cultural history may result in apathy towards the subject matter. This diminishes pupils' comprehension and appreciation of the significance of history and the ideals inherent in Islamic culture.

The pedagogical approaches predominantly characterized by lectures and textbook assignments often render students inert and diminish their motivation to engage with SKI material. Effective learning necessitates diverse methods and media that align with the attributes of the learners and the content being taught. RimahDani et al. (2023) assert that employing diverse pedagogical approaches and suitable media can enhance the learning experience, making it more engaging and invigorating, hence fostering students' enthusiasm for education. A sort of media variation applicable in SKI learning is audio-visual media, exemplified by documentaries.

Documentary films have emerged as a viable alternative, as they may concretely illustrate historical events, convey the era's mood, and offer historical data in a more captivating manner. Documentaries can re-present historical events in a visual format that enhances comprehension for pupils. Furthermore, education via audiovisual media, such as documentaries, can stimulate students' active involvement, prompting them to watch, analyze, and contemplate historical events, so rendering the learning experience more dynamic, participatory, and significant. This method also has the capacity to foster critical, analytical, and creative thinking skills essential for addressing the issues of the 21st century.

Prior study has demonstrated the efficacy of employing documentaries in historical education. Firmansyah et al. (2022) discovered that films can enhance students' interest in studying and assist educators in delivering content in a more captivating and comprehensible way.

Research conducted by Faishol et al. (2021) at MTs Kebunrejo Genteng Banyuwangi indicates that the incorporation of documentary films in the SKI curriculum for class VIII C enhances students' engagement and comprehension of the subject matter. Students formerly regarded the SKI lecture as tedious due to the necessity of memorizing numerous names and dates. The incorporation of documentary films renders learning more engaging and interactive.

According to Junaidi (2019), the selection of suitable media can substantially improve students' motivation, interaction, and comprehension. Prior research indicated that the utilization of documentaries was frequently restricted to offering students links for independent viewing on smartphones, so diminishing its efficacy in fostering an interactive learning environment. Consequently, it is essential to explicitly include documentary films into the classroom learning process, with the teacher actively serving as a facilitator.

The utilization of documentary films as an educational medium for Islamic History and Culture (SKI) at MTs Zia Salsabila is a pertinent response to the issue of diminished student interest and engagement. Documentary films effectively depict historical events in a vivid and dramatic fashion, showcasing Islamic historical individuals through memorable visuals and elucidating the chronological and engaging processes of these events. Moreover, the utilization of documentary films affords educators the ability to cultivate diverse pedagogical methodologies, including conversations, question-and-answer sessions, reflections, or film-centric projects. Consequently, SKI learning may be structured to be more engaging, interactive, and significant, enabling students to transition from passive listeners to active participants in watching, analyzing, and discussing the content of the presented documentary films.

Documentary films in Islamic History education can effectively connect abstract historical content with the contemporary experiences of pupils. Documentary films can illustrate the relevance and importance of Islamic historical events in modern circumstances, enabling students to comprehend that the study of history encompasses not only the past but also the acquisition of lessons and inspiration for present and future endeavors. Furthermore, the utilization of documentary films can enhance character virtues, like tolerance, honesty, and unity, which are essential for cultivating a generation of noble and open-minded youth.

The researcher aims to enhance SKI learning by employing documentary videos in the eighth-grade class at MTs Zia Salsabila. This project aims to offer an alternative answer to the challenges of boring and unengaging SKI learning for students. Through the use of documentary films, it is anticipated that SKI learning will become more engaging, interactive, and significant, consequently enhancing students' attention, involvement, and educational outcomes, while also fostering character development that aligns with Islamic principles and contemporary demands.

2. RESEARCH METHODS

Learning the History of Islamic Culture

Learning is defined as a process of interaction between educators, learners, and learning resources that occurs within a learning environment. In general, learning is a process that involves three main components: learners, educators, and learning resources, which interact with each other as a unified system with the aim of achieving optimal learning outcomes in accordance with the formulated objectives (Hrp et al., 2022). This is in line with the opinion of (Aslan & Suhairi, 2018) who state that learning is a process of interaction between teachers and learners that takes place through teaching and learning activities involving three main components: teachers, students, and learning materials. Thus, learning is a systematic process that involves active interaction between educators, learners, and learning resources to achieve behavioral changes or mastery of knowledge, skills, and certain attitudes in accordance with learning objectives.

In the context of modern learning, the learning process no longer focuses on the teacher as the center of information, but rather on how learners can actively build their own knowledge. (Bonwell & Eison, 1991) state that active learning encourages students to engage directly through discussion, exploration, and reflection on the material being studied. This strategy creates a dynamic and participatory learning environment, so that students do not just passively receive information, but also understand and connect it with their personal experiences.

Therefore, to activate SKI learning, media and strategies that can stimulate student engagement are needed. One of the effective media is documentary films, as they can stimulate discussion, exploration, and critical reflection on Islamic cultural history material. Thus, the use of documentary films can be an appropriate means to foster critical thinking, group discussions, and value reflection in Islamic History and Culture Education (SKI).

History is an effort to reconstruct past events based on various valid sources, consisting of reliable data and facts. The information is systematically organized through the application of certain methods and approaches, involving elements such as the object of the event, time, place, actors, background, and purpose of the event (J. Arsyad, 2020).

According to (Carr, E, 1990) in his book *What is History*, he states that "It concerns dealing with unique and specific aspects, both of which are inseparable and must be treated with equal importance," which means history involves dealing with unique and specific aspects, both of which cannot be separated and must be treated with equal importance. This view reinforces that history is not merely a reconstruction of data, but involves a critical interpretation of every event that occurs.

Various Muslim scholars and scientists view the historical narratives in the Qur'an as the main means of conveying moral, spiritual, and civilizational messages to humanity. Faruq Sherif in (Sulaiman & Ahmad, 2022) mentions that there are about 1,463 verses or a quarter of the content of the Qur'an that contain the stories of the prophets, historical figures, and past communities.

Even according to Muchsin (2002) in (Syahraeni, 2017), almost two-thirds of the verses in the Qur'an contain historical values. However, the Qur'an is not a history book in the academic sense, but rather a book of guidance that conveys values through real stories as a means of moral and spiritual education.

According to (Sulaiman & Ahmad, 2022), the Qur'an distinguishes between stories (*qashash*) and lessons (*ibrah*). Stories tend to be individual in nature, such as the stories of Prophet Joseph, Prophet Adam, or Prophet Moses, which highlight the personal and spiritual experiences of a figure. Meanwhile, *ibrah* is more extensive and collective, as seen in the stories of the 'Ad, Thamud, and Pharaoh, which serve as universal lessons for humanity throughout the ages. The emphasis on *ibrah* shows that history in the Qur'an is not merely for memorization, but for reflection, internalization, and serving as a mirror in life. With this understanding, it becomes increasingly

clear that the study of Islamic Cultural History (SKI) plays a significant role in shaping the character and historical awareness of students through a contextual and valuable approach.

The study of Islamic Cultural History (SKI) is a conscious and planned effort to prepare students to understand, appreciate, and practice Islamic teachings through guidance and teaching activities organized by educational institutions. The main objective of SKI learning is to enhance students' faith, understanding, appreciation, and practice of Islamic teachings, so that they become devout Muslims who are pious to Allah SWT and possess noble character in personal life, society, nation, and state (Masyarafatul et al., 2024).

The learning of Islamic Cultural History is also aimed at helping students understand the development of Islamic history and culture through the delivery of information, values, and the exemplary behavior of Islamic figures. Thus, this learning not only aims to broaden Islamic horizons but also to shape character and instill a love for Islamic teachings and civilization. In addition to cognitive aspects, the study of Islamic Cultural History serves as a means of instilling moral and spiritual values that can be applied in daily life (Muhammad, 2020).

At the Madrasah Tsanawiyah level, specifically in the eighth grade, students are at the stage of formal operational cognitive development according to Piaget's theory, which is the stage where they begin to be able to think logically about abstract matters (Santrok, J, 2011). The use of audiovisual media such as documentaries is very suitable for strengthening understanding of historical and normative material, as this media can bridge the gap between text and reality through concrete and engaging visualization (A. Arsyad, 2011). The study of Islamic Cultural History aims to build students' awareness of the importance of learning the foundations of Islamic teachings, values, and norms established by the Prophet Muhammad (PBUH) as the foundation for the development of Islamic culture and civilization. Additionally, this study also aims to foster appreciation for Islamic historical heritage, train students' critical thinking skills in accurately understanding historical facts, and draw lessons from historical events that can be applied in various aspects of social, cultural, political, economic, and scientific life (Syofiarti, 2021).

Thus, the learning of Islamic Cultural History not only serves as a means of conveying knowledge about the journey and development of Islamic civilization but also as a medium for character formation and the instillation of moral and spiritual values in students. Through a well-planned approach and the use of innovative learning media, the process of Islamic Cultural History education can become more engaging, contextual, and effective in enhancing students' understanding and activity.

Documentary Films as Learning Media

Documentary films are audiovisual works based on reality and have a creative dimension in their presentation. John Grierson, one of the early figures in the world of documentary film, defined documentary film as "creative treatment of actuality," which means a creative treatment of reality. This term was first introduced in 1926 when Grierson reviewed Robert Flaherty's film *Moana*, marking a paradigm shift from merely recording facts to processing reality with an artistic and narrative approach (Rabiger, 2004).

(Rabiger, 2004) in his book *Directing the Documentary* expands that definition by stating that "documentary organizes reality into a meaningful story through intelligent interpretation of life," which means that documentaries organize reality into meaningful stories through intelligent interpretation of life. This view emphasizes that documentaries are not merely recordings of facts, but rather works that combine creativity, art, and critical interpretation.

In line with that, (K. D. Hermansyah, 2022) defines documentary films as media that record real events, social conditions, and culture with the primary aim of providing information and education to the public. Thus, documentaries have a dual role as both works of art and media for education and social critique.

In SKI learning, documentaries not only present historical events visually but also serve as pedagogical tools that can activate the emotional and intellectual engagement of students. The visualization of figures, places, and events in Islamic history makes it easier for students to understand the context, encourages empathy, and sparks curiosity that can be developed through discussions or exploratory tasks. This is in line with the constructivist approach, where students build their knowledge through experience and interaction (Vygotsky, 1985).

Overall, documentaries are a highly relevant medium for activating the learning of Islamic Cultural History. Its visual, narrative, and fact-based presentation can facilitate a deeper and more contextual understanding of Islamic Cultural History material, while also fostering interest in learning, critical discussion, and reflection on Islamic values in everyday life. Therefore, the integration of documentary films in SKI learning becomes a

strategic step in realizing the holistic goals of Islamic education, namely shaping a generation of Muslims who are faithful, knowledgeable, and of noble character.

This study employs a descriptive qualitative methodology to thoroughly elucidate the learning process of Islamic Cultural History (SKI) using documentary films in the eighth-grade class at MTs Zia Salsabila. The research site is Pasar XII, Jl. Pendidikan Gg. Sayang, Desa Bandar Setia. The research subjects comprise the eighth-grade Islamic Cultural History (SKI) teacher and the students engaged in the learning process through documentary films.

The employed data collection methods consist of observation, interviews, and documentation. Observation was undertaken to assess student participation and responses throughout the learning process. Semi-structured interviews were conducted to investigate the perspectives of teachers and students on the efficacy of utilizing documentary films to enhance SKI learning. Furthermore, documentation comprising recordings of learning sessions and student assignment outcomes was gathered as supplementary data.

This study employs the Miles and Huberman paradigm for data analysis, encompassing three phases: data reduction, data presentation, and conclusion formulation. During the data reduction phase, the researcher sifts through and concentrates on data pertinent to the research objectives. (Miles et al., 2014) The data is subsequently presented as descriptive narratives to enhance interpretation. The researchers ultimately derive conclusions from the patterns identified in the data analysis results.

3. RESULT AND ANALYSIS

The findings from observations and interviews in the eighth-grade class at MTs Zia Salsabila indicate that the incorporation of documentary videos in Islamic Cultural History (SKI) lectures positively influences student engagement and comprehension. The utilization of documentary films has demonstrated the capacity to convert previously passive learning dynamics into more involved and significant experiences.

Documentary films serve as an effective educational medium, significantly improving students' comprehension of historical content. Documentary films convey information not only verbally but also integrate visual and auditory components that enhance students' educational experiences. This aligns with the research undertaken by Mayasari et al. (2021), which elucidates that visual media enhances students' comprehension of complicated concepts by presenting information in a tangible and engaging manner. Documentaries offer a robust visual environment for history study, which frequently encompasses events, people, and chronologies necessitating comprehension of spatial and temporal dimensions.

Narration in documentaries is typically delivered in a sequential and organized format, accompanied by pertinent visuals and video segments. This enables pupils to connect the acquired material to a more concrete learning experience. In this research setting, the educator presents a documentary film regarding Salahuddin Al-Ayyubi, an Islamic commander significant in the Crusades. Through the screening, students can immediately observe the visual depiction of historical events, identify the key personalities involved, and comprehend the resultant social impact. Consequently, students' comprehension of the subject evolves to encompass cognitive, contextual, and introspective dimensions.

The ski instructor disclosed that prior to the use of documentary film media, education predominantly depended on lectures and textbook readings. This resulted in diminished student interest and challenges in comprehending historical content, which is inherently abstract and replete with names and dates. This conclusion aligns with Mahmudah's (2016) assertion that it is challenging to ascertain whether all students have comprehended the material presented during lectures. Even when had the chance to inquire, there is no assurance that all students fully comprehend the topic.

Following the introduction of documentary film media, educators noted a marked enhancement in student engagement and involvement. Documentary films significantly improve students' comprehension of historical settings by presenting events visually and concretely, catering to diverse learning styles. In an interview, Buya Muhammad Raihan, S.Pd articulated that.

“Documentary films positively influence student engagement and participation in the classroom. Following the viewing of the video, students typically exhibit heightened interest in posing inquiries, engaging in discussions, and articulating their viewpoints, since they possess a comprehensive understanding of the content. Films enhance the classroom environment, fostering interactivity and ensuring that students actively participate in the learning process rather than merely absorbing knowledge passively”.

The statement indicates that documentary film media can transform students' perspectives of history studies from challenging and tedious to engaging and comprehensible. This aligns with the findings of Sari et al. (2024), which indicate that the utilization of documentary film medium positively influences students' enthusiasm in

learning history. Students exhibit increased engagement and courage in articulating their viewpoints, including enhanced concentration during the educational process.

The depiction of historical events in films enables students to observe the representation of social, cultural, and dynamic elements of historical personalities. Visualization enables students to connect the knowledge they acquire to a wider context, so improving their retention and comprehension of the topic. This aligns with research by Junaedi (2017), which demonstrates that the utilization of documentary films substantially enhances students' history learning outcomes, as visual representations of historical events aid in comprehension and retention of the material.

These findings corroborate Mayer's (2009) multimedia theory, which posits that learning is more efficacious when information is presented through a synthesis of text and visuals. This combination assists pupils in organizing and integrating new material with their existing knowledge. In the realm of historical education, the utilization of documentary films as an instructional medium not only conveys historical facts but also offers a more profound perspective about the events and individuals under examination. Students expressed positive feedback, indicating that learning through films was more fun and facilitated a better comprehension of the topic. Muhammad Ridho, an eighth-grade pupil, recounted his story spontaneously.

"When watching a documentary, it feels like you're not really studying, but you still gain knowledge." So it's easier to understand because there are images, sounds, places, and historical events. It makes the story more vivid".

The statement indicates that documentaries effectively dispel the notion of tedious learning and facilitate a more significant educational experience, as they engage viewers not just in passive information reception but also in visual and emotional experiences. Documentary films offer an authentic representation of historical events, enabling students to establish a direct link between the material acquired and their educational experience. These findings align with the research conducted by Wahyuni et al. (2021), which indicates that the utilization of documentary films in history education markedly enhances student motivation and involvement. By visualizing events and historical characters, students gain cognitive comprehension and establish an emotional connection with the learning material. Documentary films can render history lectures more tangible, engaging, and memorable, so enhancing the significance of the learning experience and eliminating monotony.

This endorses the notion of active learning as articulated by Melvin L. Silberman from a pedagogical perspective. Silberman (2006) asserts that learning becomes more significant when students actively participate in the learning process rather than merely receiving knowledge passively. This study involves students who watch, analyze, discuss, and respond to the film through their inquiries and perspectives. Documentaries function not just as visual aids but also as tools for cultivating critical thinking abilities and fostering active involvement in the classroom.

This perspective is supported by Rabiger (2004), who underscores that documentaries provide significant potential for delivering factual information via a compelling narrative technique. Documentary films not only convey information but also foster profound comprehension through the integration of visuals, audio, and a robust narrative framework. This media is pertinent to SKI learning as Islamic history is abundant with narratives, personalities, and civilizational processes that may be effectively depicted to augment students' comprehension and engagement with the subject matter.

In addition to teachers and students, the researcher interviewed the Vice Principal of MTs Zia Salsabila to gain insight into the management's perspective on the utilization of documentary films in education. Uni Zainab, S.Pd., in her capacity as the Deputy Head of the Madrasah, articulated:

"We strongly support learning innovations such as the use of documentary films. This is one form of teacher creativity in presenting lessons that are more contextual and not boring. Our students appear more enthusiastic and active when learning is conducted using this method." We hope this method can be applied sustainably for SKI lessons as well as other subjects".

This statement reinforces previous findings that managerial support plays a crucial role in creating an innovative and sustainable learning ecosystem. The perspective from WKM also emphasizes that the use of documentary films as a medium is not only pedagogically effective but also aligns with the madrasah's vision in developing adaptive and relevant learning strategies to meet the current needs of students.

The use of documentary films in SKI learning not only serves as a means of conveying historical information but also proves to be relevant to the characteristics of 21st-century learners. Today's students grow up in a digital era and are very familiar with visual technology, such as videos, animations, and interactive media displays. This makes documentary films a learning aid that is close to their daily lives, thereby able to build a connection between the world of education and the students' real world.

This is in line with the opinion of (Said, 2023) which states that the use of technology in 21st-century learning is very important to enhance participation, motivation, and the effectiveness of the learning process. Educational technology allows teachers to present material in a dynamic and interactive manner, and encourages students to be more actively involved in the learning process. Documentary films, as a form of digital media, are capable of

visualizing historical material concretely, making it easier for students to understand the context of events, figures, and values contained in the SKI lesson.

Based on the results of interviews with teachers, documentaries are considered a flexible medium that can be easily adapted to learning topics and technological advancements. The teacher stated that engaging visual presentations make students more interested, actively participate in discussions, and quickly understand the material. This media is considered effective because it aligns with students' learning styles, especially those who are visual and auditory learners. The teacher also emphasized that visual media helps simplify complex historical concepts that are difficult to imagine if explained only through text. This finding is supported by (Kustandi et al., 2021) who state that visual media can clarify the material, increase learning interest, and facilitate students' understanding of complex concepts.

Although the use of documentary films in SKI learning provides many benefits, teachers still face several challenges in its implementation. Based on the interview results, the teacher stated that he must be very selective in choosing films that align with the learning topics. The teacher needs to ensure that the language, duration, and content of the film align with the learning objectives and are easily understood by the students. If not, the film may become less effective in achieving the learning goals and merely serve as entertainment.

Teachers also need to be present as active facilitators guiding students in absorbing the content of the film. The viewing process must be accompanied by guidance so that students do not just passively enjoy the show, but are also able to understand, critique, and reflect on the material presented. Teachers need to design follow-up activities such as discussions, Q&A sessions, or analysis sheets to encourage active engagement and deep understanding.

This is in line with the statement by Amilia (2022) which states that teachers play the role of facilitators in technology-based learning processes. The use of learning media not only requires teachers to present material in an engaging manner but also to guide students in understanding and processing information critically. The statement indicates that the success of utilizing learning media does not only depend on the sophistication of the media itself but also on the teacher's ability to manage and direct it pedagogically.

Thus, the success of using documentary films in education does not only depend on the quality of the media but is also determined by the appropriate learning strategies and the active role of the teacher in managing the learning process meaningfully. Teachers play an important role in ensuring that media is not used merely as passive viewing, but as a trigger for critical thinking and student reflection.

Overall, the results of this study indicate that the use of documentary films in SKI learning has a positive impact on student activity, material understanding, and the quality of classroom interaction. This emphasizes that documentaries not only serve as learning aids but also as a strategic approach relevant to the characteristics of 21st-century learners. With the right strategies and guidance from teachers, this media can become an alternative solution to create contextual, enjoyable, and meaningful SKI learning.

4. CONCLUSION

Based on the research results, it can be concluded that the use of documentary films in SKI learning in the eighth grade at MTs Zia Salsabila can significantly activate student participation. This media enhances students' interest, understanding, and interaction because it presents historical material in an engaging and contextual visual format. Both teachers and students respond positively to the use of documentaries because they help overcome the boredom of conventional learning and encourage active discussions in class. However, the effectiveness of this media highly depends on the teacher's role in selecting appropriate screenings and guiding students to understand and critically analyze the film's content. Therefore, documentaries can be a strategic alternative in creating more lively, enjoyable, and meaningful SKI learning.

Suggestion

This research shows that the use of documentary films in Islamic Cultural History (SKI) learning can enhance student activity and understanding. Therefore, subsequent researchers are advised to further explore various types of documentary films that align with other SKI topics, as well as to examine their effectiveness in different educational contexts, such as MA or SMA. Further research can also expand the focus by integrating collaborative or project-based learning models to strengthen student participation. In addition, a quantitative test on the improvement of learning outcomes through documentaries can be conducted so that the results obtained are more statistically measurable. Evaluation of technical challenges, such as limitations in facilities and infrastructure, is also important so that the use of this media can be implemented optimally and sustainably in various educational institutions.

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