



DOI: [10.61650/ajis.v4i1.1169](https://doi.org/10.61650/ajis.v4i1.1169)

## ORIGINAL RESEARCH ARTICLE

# Implementation of E-Book Media in Islamic Cultural History Learning at MTs Al Huda Tulung Balak

Hana Fauziah<sup>1\*</sup>, Choirudin<sup>1</sup>, Siti Roudhotul Jannah<sup>1</sup>

<sup>1</sup>Universitas Ma'arif Lampung, Indonesia

Correspondence: [hanafauziah94@gmail.com](mailto:hanafauziah94@gmail.com)

Article History: Received: 20 February 2026 • Revised: 25 March 2025 • Accepted: 15 April 2026

• Published: 30 April 2026

## ABSTRACT

This study examines the implementation of e-book media in Islamic Cultural History (Sejarah Kebudayaan Islam/SKI) learning at MTs Al Huda Tulung Balak. The research employs a qualitative approach with a phenomenological method to explore the planning, implementation, and evaluation of e-book usage in SKI instruction. Data were collected through in-depth interviews, observation, and documentation involving SKI teachers, eighth-grade students, and the madrasah principal. The findings reveal that: (1) e-book integration has been systematically incorporated into lesson planning through the Rencana Pelaksanaan Pembelajaran (RPP) and teaching modules, with materials structured progressively from general historical frameworks to specific events, figures, and Islamic cultural values; (2) the implementation phase demonstrates enhanced student engagement, active participation, and improved comprehension of narrative and conceptual SKI materials through the interactive features of e-books, fostering a student-centered learning environment where teachers act as facilitators; and (3) evaluation through written tests, assignments, and observation shows positive impacts on student motivation and learning outcomes, with increased analytical understanding and higher average scores compared to conventional instruction. However, challenges persist including limited access to personal digital devices among students, varying levels of digital literacy, and technical issues such as unstable internet connectivity. This research contributes theoretically to the development of digital media integration in Islamic education and practically provides concrete guidance for teachers, madrasah administrators, and policymakers in implementing e-book-based learning innovations relevant to 21st-century educational demands.

**Keywords:** E-Book, Digital Learning Media, Islamic Cultural History, Phenomenology



## ABSTRAK

Penelitian ini mengkaji implementasi media e-book dalam pembelajaran Sejarah Kebudayaan Islam (SKI) di MTs Al Huda Tulung Balak. Penelitian menggunakan pendekatan kualitatif dengan metode fenomenologi untuk mengeksplorasi perencanaan, pelaksanaan, dan evaluasi penggunaan e-book dalam pembelajaran SKI. Data dikumpulkan melalui wawancara mendalam, observasi, dan dokumentasi yang melibatkan guru SKI, siswa kelas VIII, dan kepala madrasah. Temuan penelitian menunjukkan bahwa: (1) integrasi e-book telah direncanakan secara sistematis dalam perangkat pembelajaran melalui Rencana Pelaksanaan Pembelajaran (RPP) dan modul ajar, dengan materi disusun secara bertahap dari kerangka umum sejarah menuju peristiwa, tokoh, dan nilai-nilai kebudayaan Islam yang spesifik; (2) tahap pelaksanaan menunjukkan peningkatan keterlibatan siswa, partisipasi aktif, dan pemahaman yang lebih baik terhadap materi SKI yang bersifat naratif dan konseptual melalui fitur interaktif e-book, menciptakan lingkungan pembelajaran yang berpusat pada siswa dengan guru sebagai fasilitator; dan (3) evaluasi melalui tes tertulis, penugasan, dan observasi menunjukkan dampak positif terhadap motivasi dan hasil belajar siswa, dengan peningkatan pemahaman analitis dan rata-rata nilai yang lebih tinggi dibandingkan pembelajaran konvensional. Namun, tantangan tetap ada termasuk keterbatasan akses perangkat digital pribadi di kalangan siswa, tingkat literasi digital yang bervariasi, dan masalah teknis seperti ketidakstabilan koneksi internet. Penelitian ini berkontribusi secara teoretis pada pengembangan integrasi media digital dalam pendidikan Islam dan secara praktis memberikan panduan konkret bagi guru, pengelola madrasah, dan pembuat kebijakan dalam mengimplementasikan inovasi pembelajaran berbasis e-book yang relevan dengan tuntutan pendidikan abad ke-21.

**Kata Kunci:** E-Book, Media Pembelajaran Digital, Sejarah Kebudayaan Islam, Fenomenologi

**How to cite:** Fauziah, H., Choirudin, & Jannah, S. R. (2026). Implementation of E-Book Media in Islamic Cultural History Learning at MTs Al Huda Tulung Balak. *Assyfa Journal of Islamic Studies*, 4(1), 574-591. <https://doi.org/10.61650/ajis.v4i1.1169>

## 1. INTRODUCTION

In the context of 21st-century education, the information technology revolution has fundamentally transformed how learning occurs across various educational levels. Learning that previously relied on printed textbooks and face-to-face lectures has begun shifting toward the use of digital media that is interactive, flexible, and accessible without spatial and temporal boundaries. This transformation aligns with the demands of developing digital literacy—students' ability to use, understand, evaluate, and create information through various forms of digital media effectively and responsibly—a competency now considered essential in modern education. Research indicates that integrating digital technology in Islamic education, including Islamic Cultural History subjects, provides significant opportunities to enhance student engagement and learning relevance in the digital era.

Islamic Cultural History (Sejarah Kebudayaan Islam/SKI) is a crucial subject at the Madrasah Tsanawiyah level because it plays a vital role in shaping students' understanding of the journey of Islamic values, the dynamics of Islamic civilization, and the contributions of Muslims to world civilization. However, in practice, SKI learning is often perceived as monotonous, academic, and uninteresting by students when delivered through traditional methods without adequate media support. This condition impacts the low learning motivation and active student engagement in the learning process. As a response to this challenge, various technology-based learning media

innovations have become important alternatives to bridge the need for more contextual, engaging learning that can enhance students' understanding of complex material.

SKI learning at MTs Al Huda Tulung Balak has conventionally relied on lecture methods and static printed textbooks. Preliminary observations indicate that students often struggle to comprehend the narrative and chronological aspects of Islamic history because material is presented in a linear, text-heavy format without visual support or interactivity. Students find it difficult to connect historical events, understand cause-and-effect relationships, and internalize the values embedded in Islamic cultural history. This condition is exacerbated by the limited variety of learning resources available at the madrasah, which is located in a rural area with moderate technology infrastructure.

In the Islamic perspective, seeking knowledge is an obligation for every Muslim, as emphasized in the Qur'an: "Read in the name of your Lord who created; He created man from a clot of blood. Read, and your Lord is the Most Generous, who taught by the pen, taught man what he did not know" (QS. Al-'Alaq: 1-5). The Prophet Muhammad (peace be upon him) also stated: "Seeking knowledge is an obligation upon every Muslim" (HR. Ibn Majah, no. 224). These scriptural foundations underscore the importance of reading, learning, and developing knowledge, including utilizing modern tools and means such as digital technology. The use of e-books as a digital learning medium can be understood as part of the effort to fulfill this obligation while responding to contemporary educational needs.

One digital learning technology that is increasingly popular is the e-book (electronic book), which not only transforms printed book text into digital format but also enables the integration of multimedia, hyperlinks, interactive quizzes, and navigation features that facilitate access to learning content. E-books offer various advantages such as portability, interactive capabilities, and flexibility in delivering learning materials that can be adapted to students' learning abilities. Previous research has shown that the utilization of e-books as learning media can enhance digital literacy and learning engagement, as students not only read but also interact with information-rich digital content.

Several previous studies have examined the use of digital media in Islamic education. Pitriyanto (2025) demonstrated that interactive e-books using Book Creator significantly influenced students' critical thinking abilities in SKI, with N-Gain test results showing improvement in the high category (0.84) in the experimental class. Annisa, Rosyidah, and Bashith (2025) conceptually analyzed the integration of interactive digital media such as Canva in SKI learning, emphasizing its potential to enhance learning effectiveness through concept visualization and digital project collaboration while integrating spiritual values. Amalia, Pratami, and Khairurrijal (2025) developed Flipbook-based e-modules for eighth-grade SKI to increase learning interest, achieving very high validity (87.37% from material experts) and practicality (85.9% from student responses).

Research by Nisa et al. (2025) explored the use of Artificial Intelligence (AI) in SKI learning at the MA level, using applications such as Capcut, Lumen5, and Edpuzzle to produce historical videos and animations, which were proven to enhance student understanding and learning interest. Relevant to the phenomenological approach used in this research, Norhidayah, Ajahari, and Anshari (2025) applied a phenomenological approach to examine teacher innovation in overcoming learning laziness in SKI, finding that innovations such as technology use, video

screening, and ice-breaking effectively addressed learning apathy, confirming that qualitative phenomenological approaches are highly appropriate for exploring the subjective experiences of teachers and students in SKI learning.

Despite these positive findings, a research gap remains in the literature. Most of the aforementioned studies tend to focus on media development (R&D) or quantitative effectiveness measurements (experiments), without deeply examining the subjective experiences (lived experience) of students and teachers in using digital media like e-books in the classroom. Furthermore, research specifically examining e-book implementation in SKI learning at the Madrasah Tsanawiyah level using a qualitative phenomenological approach remains limited. This approach is essential for deeply exploring the meanings, obstacles, and adaptation strategies experienced by participants in real-world contexts.

The novelty of this research lies in its comprehensive examination of e-book implementation in SKI learning through a phenomenological approach that captures the lived experiences of both teachers and students. Unlike previous studies that primarily measured effectiveness quantitatively or focused on media development, this research explores the process, experiences, and meaning-making involved in e-book-based SKI learning. Additionally, the study situates itself in a rural madrasah context with specific challenges related to infrastructure and digital literacy, providing insights applicable to similar educational settings.

This research is strategically positioned to fill the identified gaps by examining e-book implementation in SKI learning at MTs Al Huda Tulung Balak through three key aspects: planning, implementation, and evaluation. The study aims to provide a comprehensive understanding of how e-books are integrated into the learning process, how they impact student engagement and understanding, and what factors support or hinder their successful implementation. By employing a phenomenological approach, this research seeks to uncover the subjective meanings and experiences that shape the effectiveness of e-book-based learning in Islamic Cultural History.

The contribution of this research to knowledge lies in developing a contextual model of e-book-based digital media implementation aligned with the SKI curriculum at Madrasah Tsanawiyah, while enriching academic discourse on technology utilization in Islamic religious education. Practically, the findings can provide strategic recommendations for teachers, curriculum developers, and policymakers in Islamic education to develop and implement effective digital learning media that are responsive to digital literacy challenges and relevant to the profile of contemporary learners. Ultimately, this research aims not only to offer operational solutions to the problems of learning motivation and student understanding in SKI but also to serve as a foundation for digital media integration policies in Islamic educational institutions more broadly.

## 2. RESEARCH METHODS

---

This research employs a qualitative approach with a phenomenological method, aiming to explore and understand the implementation of e-book media in Islamic Cultural History (SKI) learning at MTs Al Huda Tulung Balak. The qualitative approach was selected because the research seeks not merely to describe what occurs in e-book-based SKI learning but to uncover how the process

unfolds, how students experience the learning, and how meaning is constructed through interaction between students, teachers, and learning media. In the methodological perspective, the qualitative approach positions social reality as complex, dynamic, and full of meaning, consistent with Creswell's view that qualitative research aims to explore and understand meanings derived from social or human problems.

The research is classified as field research (field research), conducted directly in the natural setting where the phenomenon occurs. Field research places reality as inseparable from its context, requiring understanding through direct interaction with the natural environment. This approach enables researchers to interact directly with research subjects, capturing the learning dynamics holistically and contextually. As Moleong stated, qualitative research is conducted in natural conditions with the researcher as the key instrument, yielding data that is deep, holistic, and reflects actual reality. The research was conducted at MTs Al Huda Tulung Balak, located on Jalan Kayangan, Dusun II, Tulung Balak Village, Batanghari Nuban District, East Lampung Regency, from January to February 2026.

The phenomenological method, philosophically rooted in Edmund Husserl's thought, emphasizes that the essence of a phenomenon can only be understood through the conscious experience of individuals who directly experience it (lived experience). Phenomenology seeks to "return to things themselves" (*zu den Sachen selbst*)—understanding phenomena as they are, without excessive prejudice or theoretical construction. In this research context, phenomenology is used to explore the learning experiences of students and teachers using e-books in SKI learning, focusing on how students experience learning, how they interpret interaction with e-book media, and how responses emerge during the learning process. Thus, the research focus extends beyond observable empirical data to the subjective consciousness underlying these experiences.

Informants were selected using purposive sampling, a technique based on specific considerations aligned with research needs and objectives. Key informants included the SKI teacher (as the primary implementer of learning), eighth-grade students who directly experienced e-book-based SKI learning, and the madrasah principal who provided information on institutional policies and support. The SKI teacher, the key informant, was interviewed about lesson planning, e-book usage strategies, teaching methods, and challenges encountered during implementation. Students were interviewed about their learning experiences, interaction with e-books, level of engagement, and understanding of SKI materials. The principal provided information on infrastructure conditions, support for digital learning innovation, and institutional perspectives on e-book implementation.

Data collection employed three integrated techniques: observation, in-depth interviews, and documentation. Observations were conducted during SKI learning sessions to directly observe teacher activities, student engagement, and learning dynamics. Semi-structured in-depth interviews were conducted with teachers and students to explore their experiences, perceptions, and meaning-making regarding e-book usage. Documentation included Rencana Pelaksanaan Pembelajaran (RPP), e-book materials, teaching modules, and other relevant archives. The interview guides were developed based on key aspects: for teachers—planning, implementation strategies, experiences with e-books, student responses, and effectiveness evaluation; for students—learning experiences, comprehension ease, engagement levels, perceptions, and reflections on e-book usage.

Data validity was ensured through several techniques: (1) source triangulation—comparing data from teachers, students, and documents; (2) technique triangulation—comparing observation, interview, and documentation results; (3) member check—confirming data with informants; (4) prolonged engagement—extending time in the field for deeper understanding; and (5) persistent observation—continuous and repeated observation to identify consistent patterns. Data analysis followed Miles and Huberman's interactive model through three stages: data reduction (selecting and categorizing relevant data), data display (presenting data in descriptive narratives and thematic matrices), and conclusion drawing (deriving meaning and verifying findings through continuous reflection). The analysis was conducted iteratively throughout the research process until data saturation was achieved.

### **3. RESULTS AND FINDINGS**

---

#### **3.1 Description of the Research Site**

MTs Al Huda Tulung Balak is located on Jalan Kayangan, Dusun II, Tulung Balak Village, Batanghari Nuban District, East Lampung Regency, Lampung Province. The madrasah is situated in a relatively quiet rural environment, away from urban noise, which supports a conducive, comfortable, and religious learning atmosphere. The school is within the same complex as the Al Huda Foundation and Islamic Boarding School, creating an educational environment that combines formal learning with strong religious activities, supporting character formation. The boundaries of MTs Al Huda Tulung Balak include: the north bordering residential areas, the south bordering the village road (Jalan Kayangan) as the main access route, the east bordering community rice fields, and the west bordering the Al Huda Foundation and Islamic Boarding School complex.

The madrasah was established in 2012 through the initiative of the Al Huda Foundation leadership and community figures to accommodate graduates from Madrasah Ibtidaiyah Al Huda and surrounding areas, as well as students residing in the Al Huda boarding school. Initially, the madrasah operated with 3 classrooms, one office building, one prayer room, 2 restrooms, and a sports field. The vision of MTs Al Huda Tulung Balak is "Knowledgeable and Possessing Noble Character" (Berilmu Pengetahuan dan BerAkhlakul Karimah), with missions including developing reading habits and critical thinking, training skills in various fields, and cultivating a religious and polite madrasah environment. The school is led by Fatkhur Rozaq, M.Pd, with 70 students across grades VII, VIII, and IX, and 9 teachers with S1 qualifications.

#### **3.2 Planning E-Book Implementation in SKI Learning**

Based on in-depth interviews with the SKI teacher, the planning of e-book-based learning was designed systematically, structured, and intentionally integrated into the Rencana Pelaksanaan Pembelajaran (RPP) as the primary learning medium. The teacher explained that the e-book usage plan was documented in the RPP, which served as a guide for each class meeting. A distinctive feature of this planning was the gradual and hierarchical organization of materials within the e-book—starting from presenting broad concepts and general overviews before gradually directing students toward more specific, detailed, and in-depth discussions. The teacher intentionally chose

this approach based on pedagogical considerations to prevent students from being overwhelmed by specific details before understanding the overall historical context.

**Table 1.** E-Book Planning Aspects in SKI Learning

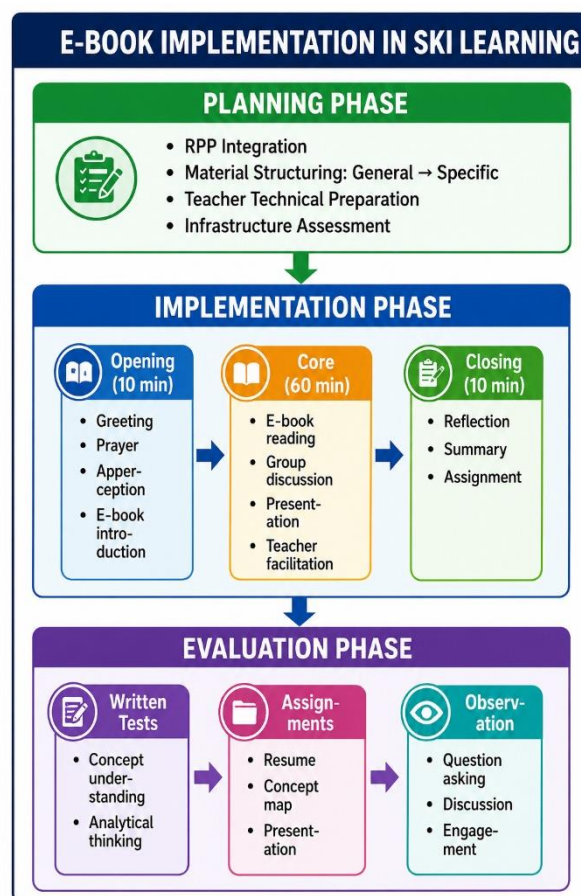
| Aspect                 | Description                                       | Implementation                                   |
|------------------------|---------------------------------------------------|--------------------------------------------------|
| RPP Integration        | E-book usage integrated into RPP as primary media | Documented in RPP with specific indicators       |
| Material Structure     | Gradual organization from general to specific     | General concepts → Specific events → Values      |
| Learning Objectives    | Cognitive understanding and active engagement     | Explain, identify, understand values, use e-book |
| Teacher Readiness      | Technical preparation for e-book operations       | Able to demonstrate features, guide students     |
| Infrastructure Support | Facilities and digital learning environment       | Limited computer lab, some students have devices |
| Group Strategy         | Collaborative learning for limited devices        | One device shared by 2-3 students                |

Documentation of the RPP revealed that learning objectives extended beyond cognitive mastery to actively facilitate student engagement. Indicators included students' ability to explain material in their own words, actively ask questions, participate in discussions, and chronologically connect historical events. The e-book used in learning was equipped with comprehensive supporting components: not only narrative text explaining historical events but also relevant illustrative images and structured, user-friendly navigation features enabling quick switching between chapters, supporting independent learning at individual pace.

The observation results indicated the teacher possessed adequate technical readiness in operating digital devices and guiding students during e-book usage. The teacher could demonstrate important features, help students experiencing technical difficulties, and direct discussions to remain focused on learning materials. However, a significant constraint emerged: limited ownership of personal digital devices among students, as not all students brought devices due to family economic constraints. To address this challenge, the teacher implemented group learning strategies where one digital device was shared by two to three students, ensuring all students could access and utilize e-books despite infrastructure limitations.

### 3.3 Implementation of E-Book Media in SKI Learning

The implementation of e-book-based learning in class VIII SKI at MTs Al Huda Tulung Balak proceeded through three main stages: preliminary activities, core activities, and closing activities. In the preliminary stage, the teacher opened with a greeting and led a collective prayer, creating a religious atmosphere while preparing students' psychological and mental condition. The teacher then conducted an apperception activity by asking questions connecting prior material with the new topic, serving as a knowledge bridge. The teacher specifically introduced the e-book, explaining access methods, available features, and navigation procedures, demonstrated through a projector so all students could see clearly.



**Figure 1.** E-Book Implementation Model in SKI Learning

In the core activities, the teacher divided students into small groups of three to four, each provided with one digital device containing the e-book. The teacher instructed students to read materials independently within their groups while observing illustrative images in the e-book to reinforce visual understanding. During this process, the teacher did not dominate the discussion but acted as a facilitator, moving between groups to help those experiencing difficulties, whether technical or conceptual.

Observation results showed the classroom atmosphere became more dynamic compared to conventional teacher-centered methods. Students appeared more active in asking questions, both to teachers and within group discussions, more confident in expressing opinions, and showed higher enthusiasm when completing tasks available in the e-book. One eighth-grade student interviewed revealed feeling that understanding historical material was easier because the e-book presented events chronologically, systematically, and with supporting images that helped visualize the context. The student noted that the engaging visual presentation prevented boredom and increased interest in reading and exploring materials.

Another advantage was the gradual material organization from general concepts to specific discussions, which significantly helped students understand the historical flow holistically.

Students could see connections between events and causal relationships within a broader temporal and socio-cultural framework rather than merely memorizing isolated historical facts. One student expressed: "In my opinion, it's more fun because it's not boring, and the pictures make it easier to understand the story. I understand better and don't feel like it's difficult."

In the closing stage, the teacher and students collaboratively summarized the learned material through interactive discussion, with students asked to summarize using their own words. The teacher provided brief but meaningful reflection on the values and lessons from the historical material. As follow-up, the teacher assigned both individual and group tasks designed to measure understanding and apply concepts. These tasks were collected at the following meeting.

### 3.4 Evaluation of E-Book Implementation in SKI Learning

Evaluation of e-book implementation in SKI learning was conducted through three complementary approaches: written tests, assignments, and observation. Written tests were designed not only to measure factual recall but also to assess higher-order thinking skills in connecting events and analyzing causal relationships. Assignments, both individual and group, included resume creation, concept mapping, and presentations allowing students to apply material. Observation focused on student engagement aspects including frequency of questions, participation in discussions, and diligence in exploring e-book materials.

**Table 2.** Evaluation Aspects and Student Engagement Indicators

| Evaluation Type    | Focus                             | Indicators                                | Outcomes                       |
|--------------------|-----------------------------------|-------------------------------------------|--------------------------------|
| Written Test       | Concept understanding             | Analytical question answering             | Improved test scores           |
| Assignment         | Material application              | Resume, concept map, presentation         | Creative output                |
| Observation        | Active engagement                 | Question asking, discussion participation | Enhanced participation         |
| Overall Assessment | Cognitive, Affective, Psychomotor | Understanding, motivation, skills         | Positive impact across domains |

**Table 3.** Comparison of Learning Outcomes before and after E-Book Implementation

| Aspect               | Before E-Book | After E-Book     | Change               |
|----------------------|---------------|------------------|----------------------|
| Average Class Score  | Moderate      | Higher           | Significant increase |
| Student Engagement   | Low           | High             | Dramatic improvement |
| Analytical Ability   | Limited       | Enhanced         | Improved reasoning   |
| Learning Motivation  | Low           | High             | Increased enthusiasm |
| Independent Learning | Dependent     | More independent | Greater autonomy     |

Evaluation results revealed several positive findings. Most students demonstrated significantly improved understanding of SKI materials, evident in their ability to answer analytical questions requiring reasoning rather than merely factual recall. Motivation and active learning increased substantially; students came to class better prepared and participated with greater enthusiasm. The

SKI teacher openly acknowledged that average student scores showed significant increases compared to periods when e-books were not used. The teacher also noted positive attitude changes—students became more enthusiastic, less easily bored, and showed greater curiosity toward Islamic history materials.

However, the evaluation process also revealed persistent challenges requiring serious attention. Limited personal digital devices prevented all students from accessing e-books independently outside class hours. Variations in digital literacy among students created disparities, with some adapting quickly while others required extra time and assistance. Technical issues such as file compatibility problems and internet connectivity instability also hindered optimal e-book utilization. A student acknowledged: "Sometimes it's difficult if the signal is bad or I don't bring my phone. Usually I study with friends or ask the teacher."

## 4. DISCUSSION

---

### 4.1 Planning E-Book Implementation in SKI Learning

The research findings demonstrate that the SKI teacher at MTs Al Huda Tulung Balak has shown maturity in planning e-book-based learning. The systematic integration of e-books into RPP and teaching modules, along with the purposeful organization of materials from general to specific, provides concrete evidence that the teacher possesses sound pedagogical awareness in designing the learning process. This finding aligns with Sanjaya's assertion that systematic, structured planning grounded in pedagogical thinking is a fundamental prerequisite for successful learning. Without proper planning, regardless of how sophisticated the media or technology utilized, significant improvement in learning quality cannot be achieved.

The pedagogical strategy of structuring materials from general historical frameworks to specific events and figures is particularly noteworthy. This approach, intentionally chosen by the teacher, reflects an understanding of how students construct historical knowledge—they need to first grasp the broader context and "big picture" before they can meaningfully comprehend specific details. This finding supports research by Suseno, Vebrianto, and Anwar (2025), who identified that students' difficulties in understanding SKI materials often stem from being presented with disconnected facts without adequate contextual framework. By providing the general framework first, teachers help students build mental schemas that allow specific information to be meaningfully integrated.

From the perspective of digital media learning theory as articulated by Suhada et al. (2025), the e-book in this research functioned not merely as a substitute for printed books but as a medium capable of enhancing accessibility and learning flexibility. The integration of informative text, illustrative images, and structured navigation features enabled students to learn beyond the classroom, supporting independent learning anytime and anywhere. These characteristics align with the demands of digital-era learning, which emphasizes flexibility, accessibility, and learner autonomy. The findings corroborate research by Riyanto (2025), who found that visual elements in digital media significantly enhance comprehension of historical concepts.

However, the research also revealed a significant gap between ideal planning documented in RPP and field realities. The limited availability of personal digital devices among students represents a crucial challenge. As Syafei (2025) emphasizes, technology-based learning planning must seriously consider infrastructure readiness and student digital literacy levels. When these fundamental aspects are not adequately addressed, even the most sophisticated media will be difficult to implement equitably and sustainably. The group learning strategy implemented by the teacher—where one device is shared by two to three students—represents a practical solution to this challenge, though it inevitably carries consequences for individual learning effectiveness.

The teacher's technical readiness demonstrated in this research, including ability to operate digital devices, demonstrate e-book features, and guide students experiencing difficulties, reflects adequate technology competence. This finding aligns with Ahsan's (2025) research emphasizing that teacher digital competence is a key factor in successful technology integration in Islamic education. However, the digital literacy gap among students presents an ongoing challenge, as highlighted by Solih and Julianto (2025) in their study of digital literacy in elementary schools, where variations in student technology competence require differentiated instructional approaches.

#### **4.2 Implementation of E-Book Media in SKI Learning**

The implementation phase findings clearly demonstrate that e-book usage successfully enhanced active student engagement in the learning process. Students transformed from passive recipients of information to active learning subjects who explored materials, asked critical questions, engaged in group discussions, and summarized material in their own words. This aligns with the essence of active learning or student-centered learning theory. According to Zainuri, Yudiarta, and Latif (2025), direct student involvement is a key factor in enhancing both understanding and motivation simultaneously and sustainably. This finding supports Septia's (2025) research on how media and learning models influence student outcomes, showing that active learning approaches significantly improve student engagement.

The phenomenological approach employed in this research provided crucial insights by capturing students' subjective experiences (lived experience) more deeply and authentically. Students genuinely felt that learning history with e-books was easier, more enjoyable, and more meaningful due to engaging visualizations and systematic material flow. One student expressed: "I understand better and don't feel like it's difficult." This finding aligns with Riyanto's (2025) assertion that e-books can visualize abstract historical concepts into more concrete, tangible forms that are easier for students to comprehend.

The three-stage implementation model—preliminary, core, and closing activities—provided a structured framework for integrating e-books effectively. The preliminary stage's focus on *apersepsi* (connecting prior knowledge) and e-book introduction helped students establish cognitive anchors for new material. The core stage's group-based exploration and discussion approach fostered collaborative learning, which Vygotsky's theory emphasizes as crucial for knowledge construction through social interaction. The closing stage's reflective summary and follow-up assignments reinforced learning and encouraged students to personalize their understanding.

The teacher's role as facilitator rather than dominant lecturer represents a significant pedagogical shift. By moving between groups, providing guidance, and allowing students to explore materials independently, the teacher created conditions for genuine discovery learning. This approach is consistent with Mea's (2024) research on teacher creativity and innovation in creating dynamic classrooms, where teacher facilitation rather than domination is key to effective learning. The observation that students became more active questioners, more confident opinion expressers, and more enthusiastic task completers provides strong evidence that this facilitative approach works effectively.

However, implementation was not without challenges. Technical obstacles such as varying digital literacy levels among students remained pronounced—some adapted quickly while others required more time and support. This condition demonstrates that success in digital media learning depends not only on media sophistication but also on user readiness and supportive environmental conditions. As Ghazy, Ghozali, and Wibowo (2025) noted, technology integration in education requires attention to both technical and human factors, with teacher competence and student readiness being equally important.

The gradual material organization from general to specific proved particularly effective in helping students understand historical flow holistically. Rather than memorizing disconnected facts, students could see interconnections between events and causal relationships within broader temporal and socio-cultural frameworks. This finding supports Thoyibah's (2024) analysis of SKI material characteristics, emphasizing that narrative and contextual understanding is more meaningful than factual memorization. Students who participated in the study demonstrated improved analytical abilities, as reflected in their ability to answer questions requiring historical reasoning rather than simple recall.

The finding that students came to class better prepared after e-book implementation suggests that the medium effectively supported independent learning outside formal classroom hours. This is consistent with Wahyuni et al.'s (2025) research on technology-based learning models for enhancing student digital literacy, where independent access to digital resources was associated with improved learning outcomes. The increased preparation level likely contributed to more productive in-class discussions and deeper engagement with material.

### **4.3 Evaluation of E-Book Implementation in SKI Learning**

The evaluation findings demonstrate that the teacher employed three complementary assessment forms: written tests, assignments, and observation. This combination reflects the teacher's effort to assess not only cognitive aspects but also affective dimensions (attitudes, motivation, interest) and psychomotor aspects (technical skills in using e-books). This aligns with Sudjana's principle of comprehensive evaluation, emphasizing that quality learning assessment should balance all three educational domains. The findings support Mustofa and Hakim's (2024) research on e-book utilization in PAI learning, which emphasized the importance of comprehensive assessment in measuring the full impact of digital media implementation.

The positive evaluation outcomes—improved test scores, enhanced analytical understanding, increased motivation and active learning—indicate that e-book implementation effectively

enhanced SKI learning quality. The teacher's acknowledgment that average student scores increased significantly compared to pre-e-book periods provides quantitative evidence supporting this conclusion. This finding is consistent with research by Fibrianti et al. (2025) on e-book usage in economics learning, which found significant positive effects on learning outcomes. Similarly, Suruambo (2025) found that interactive e-books effectively supported reading literacy in elementary schools.

The observation component of evaluation provided qualitative evidence of enhanced student engagement that quantitative tests might miss. Students' increased willingness to ask questions, participate in discussions, and explore materials reflected genuine interest development. This is consistent with Wulandari and Rachmadiarti's (2025) research on interactive e-books, which found that e-book media increased student engagement and critical thinking skills. The changes in student attitudes—becoming more enthusiastic, less bored, and more curious—represent the affective dimension of learning, which is particularly important in Islamic education where internalization of values is a key goal.

The teacher's use of varied assessment tasks—individual resumes, concept maps, group presentations, and case studies—provided multiple opportunities for students to demonstrate understanding in different formats. This approach aligns with differentiated assessment principles, accommodating diverse learning styles and preferences. The group presentation component, in particular, developed essential 21st-century skills including collaboration, communication, and presentation abilities, as emphasized by Firmansyah, Husni, and Fadhil (2025) in their research on SKI learning effectiveness.

However, evaluation also revealed persistent structural and technical challenges requiring serious attention. Limited personal digital devices, varying digital literacy levels, and technical issues such as file compatibility and internet connectivity continue to hinder optimal e-book utilization. These challenges reflect broader issues identified by Yudiana et al. (2024) in their research on e-book and Quizizz usage for literacy improvement, where infrastructure limitations often constrain digital learning implementation. The findings align with Jufri's (2025) research on digital literacy's role in improving SKI learning outcomes, which emphasized that technology access disparities can limit the effectiveness of digital learning interventions.

The challenges uncovered through evaluation point to the need for systemic solutions: infrastructure development, teacher and student digital literacy training, and supportive policies. As Rahmi (2026) emphasizes, technology in education requires attention to infrastructure, human resources, and pedagogical approaches simultaneously. Similarly, Abas (2025) stressed that contextual and relevant digital resource development in PAI learning depends on addressing both technical and pedagogical factors.

## 5. CONCLUSION AND SUGGESTIONS

---

This research examined the implementation of e-book media in Islamic Cultural History (SKI) learning at MTs Al Huda Tulung Balak, analyzing three key aspects: planning, implementation, and evaluation. The findings demonstrate that e-book integration has been systematically

incorporated into lesson planning through RPP and teaching modules, with materials structured progressively from general historical frameworks to specific events, figures, and Islamic cultural values. This pedagogical strategy, intentionally designed by the teacher, helps students build comprehensive mental schemas before engaging with specific details, facilitating meaningful understanding rather than rote memorization. Teacher readiness in technical operations and facility support, though limited, has enabled effective e-book utilization.

The implementation phase reveals that e-book media significantly enhances student engagement, creating a more interactive and student-centered learning environment. Students transition from passive recipients to active learning subjects who explore materials independently, engage in group discussions, and express opinions confidently. The teacher's role as facilitator rather than dominant lecturer enables discovery learning and collaborative knowledge construction. The gradual material structuring from general to specific proves particularly effective in helping students understand historical flow holistically, with visual elements in the e-book making abstract concepts more concrete and accessible.

Evaluation through written tests, assignments, and observation shows positive impacts on student motivation and learning outcomes. Improved analytical understanding, higher average scores, and enhanced learning engagement demonstrate e-book effectiveness as a learning innovation. Students' increased willingness to ask questions, participate in discussions, and explore materials reflects genuine interest development. However, persistent challenges include limited personal device access, varying digital literacy levels, and technical issues such as file compatibility and internet connectivity, highlighting the need for systemic solutions.

In conclusion, e-book media implementation in SKI learning at MTs Al Huda Tulung Balak has proven effective as a learning innovation that enhances learning quality and is relevant to 21st-century digital literacy demands. This success depends on synergy between systematic planning, consistent implementation, comprehensive evaluation, and support from all stakeholders. The research contributes theoretically to developing digital media integration in Islamic education and practically provides guidance for teachers, madrasah administrators, and policymakers in implementing e-book-based learning innovations. Addressing infrastructure limitations, digital literacy disparities, and technical challenges through targeted interventions will further enhance e-book effectiveness, ensuring sustainable improvement in Islamic Cultural History learning quality.

## 6. REFERENCES

- 
- Abas, S. Z. B. (2025). Integrasi teknologi digital dalam pengembangan sumber belajar PAI yang kontekstual dan relevan. *At-Tarbiyah: Jurnal Penelitian dan Pendidikan Agama Islam*, 2(2), 391-402.
- Astuti, M., Suryana, I., Anggraini, N., Fitri, A., Fajar, M., & Astuti, P. W. (2024). Media pembelajaran sebagai pusat sumber belajar. *Journal of Law, Administration, and Social Science*, 4(5), 702-709.
- Creswell, J. W. (2016). *Research design: Pendekatan kualitatif, kuantitatif, dan mixed*. Pustaka Pelajar.

- Ghazy, A. C., Ghozali, G., & Wibowo, K. A. (2025). Transformasi pendidikan: Pengembangan metodologi dan media pembelajaran di era digital. *Action Research Journal Indonesia (ARJI)*, 7(4), 2974-2997.
- Handoko, Y., Wijaya, H. A., & Lestari, A. (2024). Metode penelitian kualitatif panduan praktis untuk penelitian administrasi pendidikan. PT. Sonpedia Publishing Indonesia.
- Inayati, I. N., Herlina, L., Muslih, I., Chodijah, S., & Harahap, S. D. (2025). Strategi pembelajaran di era digital. Yayasan Pendidikan Hidayatun Nihayah (Penerbit HN Publishing).
- Judijanto, L., Santika, T., Nurjanah, N., Suwandi, W., Sulaeman, S., & Rais, R. D. A. (2025). Transformasi pendidikan: Menghadapi era digital di ruang belajar. PT. Sonpedia Publishing Indonesia.
- Khasanah, U. (2020). Pengantar microteaching. Deepublish.
- Kusumajanti, K., Syarifuddin, S., Sanulita, H., & Gopur, G. (2025). Metodologi penelitian kualitatif: Teori dan paradigma baru bidang ilmu sosial. PT. Sonpedia Publishing Indonesia.
- Mashuri, S., & Syahid, A. (2024). Strategi pembelajaran pendidikan agama Islam perspektif multikultural. Penerbit Litnus.
- Moleong, L. J. (2017). Metodologi penelitian kualitatif (Edisi Revisi). PT. Remaja Rosdakarya.
- Nurhayati, N., Apriyanto, A., Ahsan, J., & Hidayah, N. (2024). Metodologi penelitian kualitatif: Teori dan praktik. PT. Sonpedia Publishing Indonesia.
- Paling, S., Makmur, A., Albar, M., Susetyo, A. M., Putra, Y. W. S., Rajiman, W., Djamilah, S., Suhendi, H. Y., & Irvani, A. I. (2024). Media pembelajaran digital. Tohar Media.
- Pramudia, J. R. (2025). Pendidikan sepanjang hayat di era digital: Membangun kompetensi dan literasi di tengah transformasi teknologi. Penerbit Widina.
- Rahman, A., & Ahsan, M. (2025). Literasi teknologi informasi dan pembelajaran. IAIN Parepare Nusantara (IPN) Press.
- Rahmi, U. (2026). Teknologi pendidikan: Konsep, praktik, dan inovasi. Indonesia Emas Group.
- Riyanto, O. R. (2025). Multimedia pembelajaran. CV. Zenius Publisher.
- Rorong, M. J. (2020). Fenomenologi. Deepublish.
- Sutisna, A. (2021). Metode penelitian kualitatif bidang pendidikan. UNJ Press.
- Syafei, I. (2025). Media pembelajaran. Penerbit Widina.
- Yudiana, K., Pebriani, P. W., Riani, P. E. V., Lestari, K. A. M., Utami, K. N. Y., & Asrini, P. I. (2024). Gemar membaca dengan e-book dan quizizz untuk meningkatkan literasi. Nilacakra.
- Journal Articles
- Ahsan, M. (2025). Pengelolaan manajemen pendidikan Islam berbasis digital untuk meningkatkan efektivitas pembelajaran. *Jurnal Tahsinia*, 6(8), 1151-1164.

- Ariyanti, N., & Anggerawati, N. L. (2024). Analisis problematika pembelajaran Sejarah Kebudayaan Islam (SKI) di Madrasah Aliyah. *Al-Jadwa: Jurnal Studi Islam*, 4(1), 67-77.
- Fahrurrosi, L., Siregar, M. T. I., Az-Zuhdy, A. H., & Muzedi, H. (2025). Analisis kewajiban menuntut ilmu dalam Islam perspektif Al-Qur'an dan hadis. *IHSAN: Jurnal Pendidikan Islam*, 3(1), 348-357.
- Fatimah, S., Zen, N. H., & Fitrisia, A. (2025). Literatur riview dan metodologi ilmu pengetahuan khusus. *Innovative: Journal of Social Science Research*, 5(1), 41-48.
- Fibrianti, T. A., Lestari, W. P., Nurfadilla, Y., Ginastuti, Z. Z., Fitrayati, D., & Yulia, H. (2025). Penggunaan media e-book dalam meningkatkan hasil belajar (Studi kasus: Pembelajaran ekonomi SMA). *Jurnal Pengabdian Masyarakat dan Riset Pendidikan*, 3(4), 1504-1512.
- Firmansyah, A., Husni, R., & Fadhil, K. (2025). Efektivitas penggunaan aplikasi Kahoot! terhadap hasil belajar pada mata pelajaran Sejarah Kebudayaan Islam. *Islamic Learning Horizons: Journal of Islamic Education*, 2(1), 1-6.
- Izzah, N. N. (2025). Pengaruh kinerja guru dan pemanfaatan media pembelajaran terhadap prestasi belajar Sejarah Kebudayaan Islam siswa kelas XI agama di MAN I Jombang. *Jurnal Sains, Sosial, dan Studi Agama*, 1(4), 376-390.
- Jufri, A. (2025). Peran literasi digital dalam peningkatan hasil belajar Sejarah Kebudayaan Islam siswa MA Al Mufid Teluk Pandan tahun pelajaran 2023/2024. *NABAWI: Jurnal Penelitian Pendidikan Islam*, 3(2), 80-92.
- Kalrina, R., Astuti, M., Hidayat, H., & Atika, N. (2023). Peran kompetensi manajerial kepala madrasah dalam meningkatkan kualitas pendidikan. *El-Idare: Jurnal Manajemen Pendidikan Islam*, 10(1), 1-15.
- Khoiriah, N., & Hude, D. (2025). Teknologi dan inovasi dalam pendidikan Islam: Perspektif etika Islam dan tantangan globalisasi di era digital. *Irsyaduna: Jurnal Studi Kemahasiswaan*, 5(3), 647-657.
- Mea, F. (2024). Peningkatan efektivitas pembelajaran melalui kreativitas dan inovasi guru dalam menciptakan kelas yang dinamis. *Inculco Journal of Christian Education*, 4(3), 252-275.
- Mustofa, Z., & Hakim, L. (2024). Pemanfaatan e-book sebagai bahan ajar pada pelajaran Pendidikan Agama Islam dan budi pekerti di SMP Negeri Satu Atap 6 Menthobi Raya Kabupaten Lamandau. *Syntax Idea*, 6(10), 6327-6339.
- Negara, T. N. (2026). Manajemen implementasi kurikulum berbasis cinta dalam pembelajaran Sejarah Kebudayaan Islam di Madrasah Tsanawiyah. *Al-Idarah: Journal of Islamic Education Management*, 1(1), 1-15.
- Nurjanah, D. S., Masithoh, U. D., & Zulfaidah, R. A. (2024). Literasi digital dalam dunia pendidikan di era revolusi society 5.0 termasuk pemanfaatan ICT pada pendidikan. *Jurnal Tonggak Pendidikan Dasar: Jurnal Kajian Teori dan Hasil Pendidikan Dasar*, 3(1), 99-109.
- Sakiah, N. A., & Effendi, K. N. S. (2021). Analisis kebutuhan multimedia interaktif berbasis PowerPoint materi aljabar pada pembelajaran matematika SMP. *JP3M (Jurnal Penelitian Pendidikan dan Pengajaran Matematika)*, 7(1), 39-48.

- Septia, G. (2025). Pengembangan media dan hasil belajar peserta didik melalui penerapan model pembelajaran problem based learning. *Arus Jurnal Pendidikan*, 5(3), 444-453.
- Shalehah, K. R., Ihsan, F. F., Hibrizi, M. A., Ramadhan, M. N., & Fadhil, A. (2025). Transformasi pendidikan Islam di era digital: Rekonstruksi nilai-nilai historis dalam menyongsong masyarakat virtual. *IHSAN: Jurnal Pendidikan Islam*, 3(3), 551-566.
- Solih, M. J., & Julianto, I. R. (2025). Mengeksplorasi literasi digital pada pembelajaran di sekolah dasar. *Jurnal Cahaya Edukasi*, 2(1), 35-39.
- Suhada, D., Riski, M., Anwar, S., & Jasiah, J. (2025). Studi literatur: Perkembangan dan dampak penggunaan e-book dalam dunia pendidikan. *Jurnal Pengabdian Masyarakat dan Riset Pendidikan*, 3(4), 5213-5221.
- Suhendi, S. (2023). Digitalisasi kurikulum pendidikan Islam: Optimalisasi teknologi untuk pembelajaran berbasis nilai Islam. *Journal of Social and Economics Research*, 5(2), 2274-2288.
- Sundari, L., Kamal, M., Aprison, W., & Iswantir, M. (2023). Implementasi sikap spiritual dalam pembelajaran Pendidikan Agama Islam bagi siswa SMAN 1 Tanjung Mutiara. *Jurnal Inspirasi Pendidikan (ALFIHRIS)*, 1(2), 45-58.
- Suruambo, J. (2025). Studi kasus implementasi e-book interaktif sebagai media pembelajaran literasi membaca di sekolah dasar. *Tarunateach: Journal of Elementary School*, 3(2), 93-104.
- Susanto, D., & Jailani, M. S. (2023). Teknik pemeriksaan keabsahan data dalam penelitian ilmiah. *QOSIM: Jurnal Pendidikan Sosial & Humaniora*, 1(1), 53-61.
- Suseno, S., Vebrianto, R., & Anwar, A. (2025). Problematika pembelajaran Sejarah Kebudayaan Islam kelas VII MTsN 1 Bengkalis: Analisis kesulitan siswa dalam memahami materi dan solusinya. *Jurnal Studi Guru dan Pembelajaran*, 8(2), 937-951.
- Syaifulloh, M., & Saepudin, A. (2025). Pengembangan pembelajaran Sejarah Kebudayaan Islam (SKI) melalui alat dan media berbasis digital. *Inovasi Pendidikan Nusantara*, 6(1), 1-12.
- Thoyibah, F. A. (2024). Analisis materi pembelajaran Sejarah Kebudayaan Islam di Madrasah. *Al-Ihda': Jurnal Pendidikan dan Pemikiran*, 19(1), 1427-1440.
- Wahyuni, T., Shakila, Z., Almatasya, S. A. P., & Halim, A. (2025). Model pembelajaran berbasis teknologi untuk meningkatkan literasi digital siswa. *Al-Hasib: Jurnal Manajemen Pendidikan Islam*, 2(1), 108-115.
- Wulandari, F., & Rachmadiarti, F. (2025). E-book interaktif PBL (Problem Based Learning) pada materi ekosistem untuk melatih keterampilan literasi sains siswa kelas X SMA. *Berkala Ilmiah Pendidikan Biologi (BioEdu)*, 14(3), 680-690.
- Yusanto, Y. (2020). Ragam pendekatan penelitian kualitatif. *Journal of Scientific Communication (JSC)*, 1(1), 1-10.
- Zainuri, H., Yudiarta, L. A., & Latif, B. (2025). Implementasi model pembelajaran aktif dalam PAI di era kurikulum merdeka. *Rabbani: Jurnal Pendidikan Agama Islam*, 6(1), 69-87.

Theses and Dissertations

- Adedo, E., & Deriwanto, D. (2024). Perkembangan media digital dan pemanfaatannya dalam pembelajaran Pendidikan Agama Islam [Makalah]. Institut Agama Islam Negeri Curup.
- Dhani, T. V. (2022). Pengembangan media pembelajaran e-book menggunakan aplikasi android pada mata pelajaran Sejarah Kebudayaan Islam di MI Sunan Giri Kota Malang [Skripsi]. Universitas Islam Negeri Maulana Malik Ibrahim.
- Eryulianti, D. (2026). Pengembangan e-book berbasis flip builder untuk mendukung hasil belajar kognitif siswa SMP kelas VII pada materi bumi dan tata surya [Skripsi]. Universitas Sultan Ageng Tirtayasa.
- Febiola, D., Susilawati, S., & Purna, H. P. (2025). Implementasi literasi digital pada pembelajaran IPAS kelas V SD Negeri 17 Rejang Lebong [Skripsi]. Institut Agama Islam Negeri Curup.
- Hamidah, N. (2024). Pengembangan media pembelajaran berbasis webseries pada mata pelajaran Sejarah Kebudayaan Islam di MTs Panyabungan Kabupaten Mandailing Natal [Tesis]. UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan.
- Hasan, M. S. (2025). Transformasi literasi pesantren di Nusantara: Dari kitab kuning ke e-book dalam perspektif peradaban Islam (Abad ke-16 hingga abad ke-21) [Tesis]. UNUSIA.
- Masrur, A. (2022). Penggunaan media pop-up book pada pembelajaran IPA untuk melatih belajar mandiri siswa kelas IV SDN 1 Borang [Skripsi]. STKIP PGRI Pacitan.
- MUHAMMAD, A. P. (2025). Pengembangan bahan ajar e-modul Pendidikan Agama Islam berbasis flipbook di tingkat SMP [Skripsi]. UIN Raden Intan Lampung.
- Novita, T., Nasutiom, A. R., & Amrillah, H. M. (2025). Analisis keterlaksanaan asesmen kompetensi madrasah Indonesia (AKMI) dalam meningkatkan literasi membaca siswa kelas V di MIS Muhammadiyah 14 Talang Ulu [Skripsi]. Institut Agama Islam Negeri Curup.
- Nugroho, J. D. (2025). Penggunaan media pembelajaran e-learning pada mata pelajaran Sejarah Kebudayaan Islam kelas X MAN 1 Blitar [Skripsi]. Universitas Islam Negeri Maulana Malik Ibrahim.
- Sarah, F. (2025). Pengembangan e-book berbasis digital berbantuan budaya materi teks anekdot kelas X SMK Madani Marindal 1 [Skripsi]. Universitas Islam Negeri Sumatera Utara.