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From Viewing To Learning Interest In Islamic Cultural History: A Madrasah Case Study

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Abstract

This study examined how visual media were used in Islamic Cultural History lessons and how students expressed viewing interest and learning interest at MTs Nurrahman Ciparay, Indonesia. A qualitative single-case study drew on interviews with three teachers and 15 students in Grades 7–9, with the principal and vice principal for curriculum serving as supplementary informants. The study also used participant observation and lesson documents. Interview, observational, and documentary evidence was analyzed through data condensation, display, and conclusion verification. Initial attention to videos and other visual materials was widespread in the student accounts. A smaller group described how visual materials helped them explain historical events or consider their significance. Teachers used guiding questions before viewing, selected materials in accordance with the school's religious expectations, adapted media to grade-level demands, and followed viewing with discussion and reflection. Limited projector access and unstable internet connectivity constrained implementation. The case suggests that visual media can prompt initial interest and that follow-up tasks provide opportunities for students to engage with historical content. It also proposes ibrah, the practice of drawing a lesson from a historical account and considering its relevance to present conduct, as a context-specific educational aim for Islamic history instruction

Keywords: visual media, viewing interest, learning interest, Islamic Cultural History, ibrah

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INTRODUCTION

Islamic Cultural History (Sejarah Kebudayaan Islam, hereafter SKI) asks students to understand how events unfolded, explain why they occurred, and consider what can be learned from them. In Indonesian Islamic junior secondary schools (madrasah tsanawiyah), video, maps, and illustrations can make historical settings, journeys, and sequences of events easier to examine. Their educational value depends partly on what students do with the representations they encounter. Research on historical reasoning emphasizes contextualizing events and constructing explanations from evidence. Interpreting a visual representation of the past also requires attention to how that representation was produced and what it can tell us (van Drie & van Boxtel, 2008; Wineburg, 1991).

The implementation of Indonesia's madrasah curriculum is guided by Ministerial Decree No. 450 of 2024, as amended by Ministerial Decree No. 1503 of 2025. SKI also has a normative purpose. The Qur'an describes accounts of earlier peoples as a source of ibrah, or lessons to be drawn through reflection (Al-Qur'an dan terjemahannya, 2019, 12:111). In this study, drawing ibrah involves identifying a lesson from a historical account and considering its significance for present conduct. This purpose makes it important to examine what students take from a presentation after it ends, including how they explain the events portrayed and what meaning they attach to them.

The four-phase model of interest development provides a framework for interpreting students' responses to visual media. Hidi and Renninger (2006) distinguish triggered situational interest, maintained situational interest, emerging individual interest, and well-developed individual interest. Here, viewing interest refers to attention directed primarily toward features of the presentation, including its story, imagery, or movement. Learning interest refers to interest in the historical content, which may be expressed through questions, efforts to explain events, or a willingness to revisit and reflect on what was learned. These orientations can coexist in the same student. Ainley et al. (2002) linked interest with affect and persistence, while Durik and Harackiewicz (2007) showed that learners' prior individual interest shapes how they respond to features intended to make a task engaging.

Visual media can support learning when students' attention is directed toward material they need to understand. Mayer and Moreno (2003) explain how multimedia design can reduce unnecessary cognitive load. Fiorella and Mayer (2018) identify instructional features such as segmenting videos and prompting learners to explain what they have seen. Brame (2016) likewise

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emphasizes combining video design with opportunities for active learning. These principles are relevant to SKI because a visually compelling account can hold attention while leaving historical relationships unexplored. Rey's (2012) meta-analysis found that interesting but instructionally irrelevant details can hinder learning, underscoring the importance of distinguishing the appeal of a presentation from engagement with its content.

Previous studies provide evidence of the benefits of multimedia while leaving questions about how students' interest develops. Rumainur and Razak (2020) reported higher learning outcomes among students taught SKI using interactive multimedia at the senior madrasah level. In higher education, Noetel et al. (2021) found that adding video to existing instruction generally improved learning outcomes, and Szpunar et al. (2013) showed that brief tests inserted into online lectures reduced mind wandering and improved learning. Rotgans and Schmidt (2011) further showed that situational interest can change during an active-learning session. These studies make the activities surrounding a video relevant to the analysis and raise a question about what happens when students in a junior secondary SKI classroom are asked to explain and reflect on the history they have viewed.

At MTs Nurrahman Ciparay in Bandung Regency, teachers incorporate visual materials into SKI lessons through illustrated narratives, historical maps, and images of buildings and other features of past societies. Limited projector access and unstable internet connectivity constrain how consistently teachers can use these materials. The practical question is what students do with historical content once a presentation has caught their attention. In a lesson on the Hijrah, for example, a route map can serve as a memory aid or provide a starting point for explaining the difficulties of the journey and reflecting on its significance.

The research gap concerns how viewing interest and learning interest are expressed within the same SKI lessons and how teachers support engagement with historical content. The studies reviewed above illuminate multimedia design, academic outcomes, and situational interest. They offer a more limited account of how junior secondary students use visual representations to explain historical events and draw ibrah from them. This study addresses that gap by examining lesson planning, students' responses to visual materials, and the activities through which teachers guide students before and after viewing.

The study's original contribution is to examine viewing interest, learning interest, and reflection on ibrah within a single qualitative case. It uses the four-phase model to interpret how interest in historical content may develop and proposes ibrah as a context-specific educational

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extension for SKI. This extension concerns whether students can draw a reasoned lesson from an account of the past and connect it to a present situation. The case provides a basis for formulating this proposition, which would require evidence over time to establish a developmental sequence.

The study aims to describe how teachers plan and use visual media in SKI lessons at MTs Nurrahman Ciparay, compare how students express viewing interest and learning interest, and examine the pedagogical and institutional conditions associated with these responses. It contributes to research on interest development by examining how attention to a presentation relates to engagement with its historical content and reflection on ibrah. It also offers a basis for teachers to connect visual media with guiding questions, historical explanation, and post-viewing reflection.

RESEARCH METHODOLOGY

Research Design and Setting

This study employed a qualitative single-case study design to examine how students expressed viewing interest and learning interest in the context of visual-media-based SKI lessons (Creswell, 2014; Yin, 2018). The case was bounded by SKI instruction in Grades 7–9 at MTs Nurrahman Ciparay, Bandung Regency, West Java, Indonesia. Lessons and participants across the three grades were examined as part of the same case.

Participants

Purposive selection identified 18 primary informants: three SKI teachers and 15 students in Grades 7–9. Teachers provided accounts of media selection, classroom use, and follow-up activities. Students described what attracted their attention and how they used the presentations to understand the lessons. The principal and vice principal for curriculum were listed as supplementary informants for the institutional context. The comparison of student responses was based on the 15 student accounts.

Data Collection

Data were collected through semi-structured interviews, participant observation, and document review. Interviews explored experiences with visual media and participants' interpretations of students' responses. Classroom observation addressed what students did during presentations and how they participated in subsequent activities. Documents included

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lesson plans, the SKI syllabus, and curriculum materials. The planning evidence discussed in the findings included a review of materials for 12 lessons in Grades 7 and 8. The broader case also included Grade 9 teacher and student perspectives.

Data Analysis

Data were analyzed through the interactive process of data condensation, display, and conclusion drawing and verification (Miles et al., 2014). The analysis organized evidence around three objectives: the planning and use of visual media, expressions of viewing and learning interest, and conditions that supported or constrained either orientation. Evidence from interviews, observations, and documents was compared in narrative summaries and matrices. The comparison considered how interest was expressed, including attention to presentation features, recall, historical explanation, and reflection on lessons from the past.

Trustworthiness

Credibility, transferability, dependability, and confirmability provided the framework for trustworthiness (Lincoln & Guba, 1985). The study used source and method triangulation, prolonged observation, and member checking with key informants, to support the interpretation of the data. Lesson plans established what teachers intended to use, classroom observations addressed what occurred during instruction, and interviews captured how participants interpreted the experience. Contextual descriptions support assessments of transferability, while reporting the basis for comparisons makes the link between evidence and interpretation visible (Shenton, 2004).

RESULTS AND DISCUSSION

Planning and Use of Visual Media

The review of lesson plans covering 12 meetings in Grades 7 and 8 showed that nearly all included video or moving images. The plans also included maps and illustrations selected for particular topics. This documentary evidence showed that visual media were incorporated into lesson preparation and linked to specific historical content.

Grade 7 plans included illustrated narratives and videos on the Prophet Muhammad's early life and the Isra Mi'raj, as well as route maps for the migration to Yathrib. Grade 8 plans included images and videos of architecture and depictions related to the House of Wisdom and

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the civilization of Baghdad. The examples show a progression from materials used to follow a narrative or journey to materials used to examine institutions and features of a historical period.

Teachers reported asking guiding questions before presenting videos. The questions directed students to look for specific events, ideas, or relationships during the presentation. Teachers also described screening visual materials for consistency with the school's religious expectations, particularly in relation to depictions of prophets and companions. Maps, diagrams, and calligraphy were among the alternatives described in their accounts.

Teachers differentiated media by grade and by the demands of the topic. Illustrated narratives were used when students needed to follow an event sequence, while maps and diagrams could highlight locations or relationships. The Grade 7 teacher described visual media as an established part of their teaching practice. This account was consistent with the inclusion of visual materials in the lesson plans reviewed for Grades 7 and 8.

Teachers described using group discussion and reflective tasks after presentations. These activities asked students to revisit the content and explain what they had taken from it. In the accounts, the full sequence of use included a guiding question, a selected visual representation, and an opportunity to respond. The documentary review covered Grades 7 and 8, while the interview evidence included all three grades. Classroom observation addressed how presentations and follow-up activities were carried out. The lesson plans provide the clearest evidence of planned media, and teacher interviews provide the most detailed accounts of how those materials were used.

Patterns of Viewing Interest and Learning Interest

Student interviews indicated that interest in watching was widespread at initial exposure. Students described preferences for short videos, documentaries or simulations, historical comics, and reenacted conversations. Some accounts emphasized the story or the visual presentation as the main reason for attending to the material.

Other students emphasized that visual materials made information easier to remember for a test. Infographics were one example. These accounts showed that visual media could have a purpose for students beyond entertainment, especially when they were preparing to recall facts. The examples did not establish how much students understood about the relationships among those facts.

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Approximately seven of the 15 student accounts contained more explicit examples of interest in understanding historical content. For example, a student used a map of the Hijrah route to consider the distance and difficulty of the journey. Another described an interest in how the Prophet's Mosque was built. These accounts concerned the process or circumstances of an event and gave more detail about what the students wanted to understand.

Some students expressed both kinds of interest. They could enjoy a presentation and also use it to think through a historical question. A Grade 9 teacher reported that students appeared to follow event sequences and causal relationships more readily after visually supported instruction. The teacher's account offered a classroom perspective alongside student examples of historical explanation. The teacher's account reflects perceived performance. Classroom observations covered behavior during viewing and subsequent learning activities. The available observation summary gives limited detail about individual episodes, so the comparison of students' reasons draws primarily on their interviews.

The strongest student examples concerned chronology, difficulties encountered during historical events, or the processes by which events unfolded. The available accounts gave more limited evidence that students consistently articulated a lesson from those events and connected it to present conduct. The case therefore documents a range of responses, from attention and recall to historical explanation and initial reflection, with different degrees of evidence across those responses.

Conditions Supporting and Constraining Learning Interest

Teachers described using pre-viewing questions, group discussion, and reflective responses to connect presentations with the lesson. The questions gave students something to look for during a video, while follow-up tasks gave them an opportunity to explain what they had found. These practices were reported alongside student accounts that focused on aspects of the historical content.

Teachers' accounts identified religious suitability and grade-level demands as considerations in media selection. In topics where depictions were restricted, teachers described using symbolic or spatial representations such as maps and diagrams. The lesson plans illustrated how some of these formats were incorporated into particular topics.

Teachers identified their experience with visual media, curricular support for its use, and student enthusiasm as enabling conditions. The reported examples showed how teachers drew

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on these conditions to select materials and organize follow-up. Student enthusiasm was most readily apparent in accounts of initial attention, while examples of substantive learning interest were more concentrated.

Interviews and facilities documentation identified limited access to projection equipment as a recurring constraint. The reported constraints included one projector shared across three classrooms, limited laptop availability, and unstable internet access. These conditions affected how consistently teachers could implement visually supported lessons.

Teachers also identified long presentations and visual distraction as challenges, particularly when lessons offered few opportunities to pause and discuss the content. These challenges concerned the way materials were used in addition to access to the equipment itself. Table 1 summarizes the evidence and findings for the three research objectives.

Table 1.Summary of Findings on Visual Media and Student Interest

Research objective	Main finding	Evidence described in the study	Boundary of interpretation
Describe planning and use	Teachers planned visual media by topic and grade, screened materials for religious suitability, and reported using questions and follow-up tasks.	Review of plans for 12 Grade 7–8 lessons and teacher interviews across Grades 7–9	The 12-lesson documentary review covers Grades 7 and 8.
Compare viewing and learning interest	Initial viewing interest was widespread. Approximately seven student accounts provided more explicit examples of engagement with historical content.	Interviews with 15 students and a Grade 9 teacher. Classroom observation addressed behavior during and after viewing.	The approximate count is based on student interview accounts.
Identify supporting	Guiding questions, differentiated media,	Teacher interviews, lesson plans, and	The findings identify conditions associated

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and constraining conditions	and reflection supported engagement. Equipment and connectivity limited implementation.	facilities documentation	with the responses described in this case.

DISCUSSION

The findings distinguish initial interest in a presentation from interest in the historical content it conveys. Many students described being drawn to a story, an image, or a moving sequence, while a smaller group used visual materials to explain events or consider their significance. Harackiewicz et al. (2016) distinguish interest elicited by a situation from a more enduring orientation toward a topic and describe how instruction can support its development. At Ciparay, the pattern suggests that viewing interest can provide an entry point for further inquiry, while historical engagement depends on what students are invited to do with what they see.

The students' uses of visual materials varied in the intellectual work involved. An infographic could support memorization for an assessment, whereas interpreting a route map in terms of the distance and difficulty of the Hijrah required students to infer something about the experience of the journey. Chi and Wylie's (2014) framework distinguishes forms of engagement according to the cognitive activity reflected in what learners do. This distinction clarifies why students who are similarly attentive to a presentation can be doing different kinds of learning. Enjoyment and historical explanation can coexist, and either may be expressed more clearly at different moments of the same lesson.

Pre-viewing questions were one way teachers connected visual attention to historical inquiry. A question about the circumstances of a journey gives students a reason to look for details that may support an explanation. Ploetzner's (2024) meta-analysis found that features requiring learners to interact with video content can support learning and that the timing of those interactions matters. Although the Ciparay teachers used classroom prompts rather than embedded video features, the comparison helps explain the importance of making time for a question and a response. It also helps account for teachers' concerns about long presentations with few opportunities to pause or discuss the material.

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Post-viewing discussion and reflective tasks gave students opportunities to put their interpretations into words. Lawson and Mayer (2021) found that writing explanations during pauses in multimedia lessons could support learning. Their experiments examined a different topic and learning setting, but the underlying process is relevant to SKI. When students explain how an event unfolded or why a particular circumstance mattered, they bring together details that may have remained disconnected during viewing. The case suggests that questions about ibrah can build on that explanation by asking what lesson follows from the account and why.

Media curation also shaped the kinds of historical reasoning that a lesson could invite. When teachers selected maps, diagrams, or calligraphy in line with the school's religious expectations, students encountered forms of representation with different demands from a dramatized scene. A map can make distance or spatial relationships available for interpretation, while a diagram can direct attention to how elements of an event are connected. In terms of Chi and Wylie's (2014) framework, the educational value of these forms depends on the activity students undertake with them. The case illustrates how religious suitability and historical inquiry can inform the same decision about media selection.

Differences between the materials planned for Grades 7 and 8 also suggest that teachers adapted representations to the work required by particular topics. Illustrated narratives can support the reconstruction of a sequence, while images of architecture or representations of institutions can support discussion of a historical setting. Harackiewicz et al. (2016) identify multiple ways of supporting interest, including connecting material to a purpose that learners can recognize. In this case, the match between a representation and a historical question helps explain why two equally appealing materials may differ in their usefulness for learning. The lesson plans establish differences in planned use across the two grades. They provide a more limited basis for attributing differences in student interest to grade level.

Access to equipment and the way teachers designed lessons imposed different constraints. A shared projector, limited laptop access, and unstable connectivity affected whether planned activities could be delivered consistently. The duration of presentations and the availability of time for discussion affected what students could do with the content once it was presented. Ertmer (1999) distinguishes external barriers to technology integration from barriers tied to teachers' beliefs and practices. The case provides clear examples of external barriers and shows why infrastructure and instructional design should be considered separately when interpreting variability in the use of visual media.

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The available evidence provides a stronger basis for identifying situational engagement and examples of historical explanation than for establishing a stable individual interest. Approximately seven student accounts offered explicit examples of engagement with the substance of historical content. Establishing whether those students voluntarily returned to the subject would require evidence over time. A teacher's account of improved understanding likewise provides a perspective on classroom performance. The distinction between situational and enduring interest described by Harackiewicz et al. (2016) helps explain why these observations support a qualitative interpretation of the responses in this case rather than a claim about lasting development.

The proposed role of ibrah concerns the educational purpose for which historical understanding is used. A student may be interested in how the Hijrah unfolded and may explain the difficulty of the journey. Drawing ibrah would involve identifying a lesson grounded in that account and explaining its relevance to a present situation. The evidence in this case is more detailed for historical explanation than for that further act of reflection. Ibrah is therefore best understood here as a context-specific educational extension that can be investigated through students' explanations, reflective work, and subsequent responses across lessons.

The academic contribution of this study is an account of how attention to a presentation, engagement with historical content, and reflection on ibrah can be distinguished in research on SKI. It connects those forms of response with four aspects of teaching observed or reported in the case: guiding questions, religiously informed media curation, selection of materials by grade and topic, and post-viewing reflection. This account gives researchers a basis for examining how instructional practices relate to different expressions of interest and for investigating whether students come to connect lessons from Islamic history with their own judgment and conduct.

CONCLUSION

Visual media at MTs Nurrahman Ciparay commonly attracted students' initial attention in SKI lessons. More explicit examples of learning interest emerged in accounts in which students used the materials to explain a sequence, reconstruct the circumstances of an event, or consider its significance. Teachers described combining guiding questions, religiously informed media selection, grade-level differentiation, and reflective follow-up. These practices gave students opportunities to move from following a presentation to working with its historical content. The

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case proposes ibrah as a context-specific educational aim that connects historical explanation with reflection on present conduct.

The study was limited to one madrasah, and the lesson-plan review discussed in the findings covered Grades 7 and 8. The available evidence provides a stronger account of classroom practices and immediate student responses than of sustained interest or the application of ibrah beyond the lesson. Teachers can connect short, purposeful presentations to tasks that ask students to explain an event and justify a lesson drawn from it. Schools can support these practices through reliable access to projection equipment and offline materials. Future studies could follow students across several lessons and compare madrasahs to examine how learning interest and reflection develop over time.

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