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Developing Students' Attitudes of Responsibility through Islamic Cultural History (SKI) Learning Based on Story Narratives

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Abstract

Character education plays a critical role in fostering students' responsibility; however, instructional approaches capable of meaningfully integrating moral values into classroom learning remain essential. This study aims to analyze the development of students' responsibility through story-based Islamic Cultural History (SKI) learning, which presents exemplary values embodied by Islamic figures as models for students' everyday conduct. The study employed a qualitative descriptive method, with data collected through observations, interviews, and documentation and analyzed through data reduction, data display, and conclusion drawing. The findings indicate that story-based SKI learning facilitates the internalization of exemplary values and contributes to the development of students' responsibility. This development was reflected in greater discipline during learning activities, increased awareness of completing assignments on time, and more responsible behavior in both classroom activities and daily school life. Story-based learning also strengthened students' emotional engagement, enabling them to understand and apply moral values more effectively. The effectiveness of this approach was supported by teachers' ability

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to narrate stories engagingly, the use of varied instructional media, and a conducive school environment. Nevertheless, its implementation was constrained by limited instructional time, differences in students' characteristics, and insufficient supporting media. The study concludes that story-based SKI learning provides a relevant pedagogical approach to integrating historical knowledge with responsibility development. These findings offer practical implications for Islamic education teachers seeking to design engaging, value-oriented learning that connects exemplary historical narratives with students' everyday behavior.

Keywords: Character Education; Islamic Cultural History; Moral Internalization; Responsibility; Story-Based Learning

INTRODUCTION

Character education is a strategic issue in the global education system, including in Indonesia, because it is directly related to efforts to form a generation that is not only academically superior but also has strong moral and social integrity (Nurhabibah et al., 2025). Amidst technological developments, rapid information flows, and complex social changes, students face various challenges that can influence their attitudes and behavior. One important character trait that needs to be instilled from an early age is responsibility (Manap et al., 2025). The character of responsibility plays a vital role in developing a disciplined individual who is able to fulfill his or her obligations and possesses moral awareness of oneself, the environment, and society. In an educational context, students with a responsible character tend to demonstrate a greater commitment to learning, a high level of social awareness, and the ability to make wise decisions (Aopmonaim et al., 2026).

However, the reality on the ground shows that developing responsible character in students remains a challenge. The phenomena of low learning discipline, lack of awareness of tasks and obligations, cheating, late completion of assignments, and low concern for the school environment indicate that the value of responsibility has not been optimally internalized in students (Researcher observation, 20/05/2026). This situation indicates that education has not fully integrated cognitive, affective, and behavioral aspects into the learning process. Learning that remains solely oriented toward knowledge transfer leaves students without the reflective and contextual experiences that can shape their moral awareness.

In the context of Islamic education, character building is an integral part of the educational goal itself. Islamic education emphasizes not only the mastery of knowledge but also the development of morals and the formation of a noble personality. One subject with significant potential for character building is Islamic Cultural History (*Sejarah Kebudayaan Islam*/SKI). SKI not only provides historical information about the development of Islam but also embodies moral values, exemplary behavior, struggle, responsibility, leadership, and sacrifice, which can serve as sources for character education for students. Through the stories of Islamic figures, students can gain a concrete understanding of responsibility through historical experiences and the exemplary behavior of these figures (Putri & Wiranata, 2025).

Story-based learning is a relevant approach for SKI learning (Panggabean et al., 2024). Stories have pedagogical power because they can engage students' emotions, imagination, and reflection (Rukiati et al., 2024). In Islamic tradition, storytelling has long been used for moral and spiritual education, as seen in various stories from the Quran and the histories of the prophets and other Islamic figures. Through storytelling, abstract values can be conveyed in a more concrete, easily understood way to students. Furthermore, story-based learning can increase student engagement in the learning process by providing a more engaging, communicative, and meaningful learning experience (Manik et al., 2024).

Pedagogically, story-based learning allows for the internalization of values through character identification, moral reflection, and learning from the events recounted (Neniyati et al., 2024). Students not only passively receive information, but are also encouraged to understand the consequences of their actions, the meaning of struggle, and the importance of responsibility in life. When students hear stories about Islamic figures who demonstrate responsibility toward religion, family, community, and leadership, they gain behavioral models they can emulate in their daily lives. Thus, story-based Islamic education has great potential to shape responsible character more effectively (Hanafi et al., 2025).

Several relevant prior studies consistently show that SKI learning is effective in shaping students' sense of responsibility at both the madrasah and elementary school levels. First, a study by Ridho et al. (2025) at MAN 2 Bogor found that SKI teachers used narrative-reflective methods and role models to instill a sense of responsibility, which increased students' discipline and willingness to complete assignments on time. Second, a study by Yuniati (2025) at MTs Hidayatullah Lubuk Dalam Siak also confirmed that story-based learning strategies in SKI fostered a sense of responsibility through trustworthiness and

moral consequences, leading students to be more proactive in group assignments and to avoid evading responsibility. Third, Selvia et al. (2025) in a study on "storytelling based on local wisdom to improve the character of responsibility" showed that the storytelling method significantly increased the completeness of the character of responsibility of group A children, from 33% in the pre-cycle to 67% in cycle III. Fourth, research from Adzkia and Muthi (2025) on the implementation of the storytelling method in listening learning concluded that stories can instill the value of responsibility more meaningfully, because narratives allow students to connect concrete examples in the story with responsibilities in their real lives. Collectively, these four studies confirm that the story-based approach in SKI not only presents historical knowledge but also serves as a transformative vehicle for shaping students' character of responsibility through the internalization of affective, reflective, and contextual values.

Given these issues, this research is crucial for examining how SKI learning can foster responsible character development in students. This research is expected to provide theoretical contributions to the development of character education studies in Islamic education, particularly through a narrative approach in SKI learning. Furthermore, this research is also expected to provide practical contributions for teachers and educational institutions in designing learning strategies that are not only oriented towards academic achievement but also towards the holistic development of student character.

METHODS

This study uses a qualitative, descriptive approach to gain an in-depth understanding of the process of developing a sense of responsibility through story-based Islamic Cultural History (*Sejarah Kebudayaan Islam*/SKI) learning. The qualitative approach was chosen because it focuses on the meaning, process, and context of learning, which are complex and contextual (Satori & Komariah, 2017; Sugiyono, 2022). The descriptive approach focuses on empirical descriptions of learning activities, teacher-student interactions, and the manifestation of the value of responsibility that emerges during the internalization process through stories of Islamic figures. The research setting is a madrasah/school that explicitly implements SKI-based SKI strategies as part of its curriculum and daily learning practices. The location was selected purposively because it was representative of the practices being analyzed.

The research subjects were SKI teachers and students, purposively selected based on their roles and direct involvement in implementing SKI-based learning. Selection criteria included teaching experience (for teachers), level of participation in SKI activities (for students), and class/grade variation to capture cross-group dynamics. Data collection techniques included structured participant observation to capture process aspects (lesson plans, storytelling strategies, interactions, and student responses), semi-structured in-depth interviews with teachers and students to explore understanding, subjective experiences, and narratives of value internalization, and documentation (lesson implementation plans, teaching materials, student assignments, and behavior records) to complement and verify field findings (Adlini et al., 2022; Purnama et al., 2025). The collection procedures are described chronologically: obtaining institutional access permission, conducting an initial observation, conducting repeated interviews if necessary, and collecting documentary artifacts.

Data analysis was conducted using interactive analysis techniques consisting of data reduction (selection, focusing, and simplifying raw data into relevant themes regarding responsibility), data presentation (thematic descriptions, selected narrative excerpts, and inter-subject comparison matrices), and conclusion drawing and verification (establishing patterns of relationships between story-based learning practices and indicators of responsibility). To ensure the validity of the findings, the study employed source triangulation (teachers, students, documents) and technical triangulation (observation, interviews, documentation), as well as member checking of key findings summaries and a documentary audit trail for analytical transparency. Ethical considerations include informed consent, data anonymization, and sensitive treatment of participant confidentiality; all of these steps are designed to enhance the credibility, dependability, and transferability of research findings (Kusumastuti & Khoiron, 2021; Rijali, 2019).

RESULTS

Internalization of the Value of Responsibility through Character Stories in SKI Learning

Story-based Islamic Cultural History (*Sejarah Kebudayaan Islam*/SKI) learning has been shown to positively influence students' responsible character development. The learning process, which uses stories about Islamic figures such as the Prophet Muhammad Saw, his

companions, and Muslim scientists, can instill moral values more deeply than traditional lecture methods. According to Thomas Lickona, character education is a conscious effort to help students understand, love, and implement good values in their daily lives. In this context, stories have an emotional power that can touch students' affective aspects, enabling the value of responsibility to be understood not only theoretically but also experienced personally (Virdayasa et al., 2026).

Story-based learning in SKI provides students with a platform to understand the value of responsibility through the experiences of Islamic figures recounted. These stories serve not only as a medium for conveying historical material but also as a means of instilling moral values relevant to students' lives (Nirmalasari et al., 2026). When teachers explain the Prophet Muhammad's struggles in fulfilling his missionary mandate, or the stories of his companions who upheld their trust with full responsibility, students gain a clear understanding of the importance of diligently fulfilling their obligations. It makes learning more meaningful because students not only hear the material but also understand the moral message it contains (Fatmawati & Aini, 2025).

This opinion is supported by Albert Bandura's social learning theory, which explains that individuals learn through observation and imitation of models. Figures in Islamic history serve as behavioral models, providing concrete examples of trustworthiness, discipline, and responsibility. When teachers convey stories with a reflective approach, students tend to connect the characters' behavior to their own lives, thus fostering an internal drive to emulate these positive attitudes. This modeling process becomes more effective because students see that responsibility is not just an abstract concept, but a concrete behavior that can be applied in everyday life (Tukang, 2025).

Furthermore, storytelling methods can increase students' emotional engagement in the learning process. Students appear more enthusiastic when teachers present stories in a communicative and interactive style. The classroom atmosphere becomes more lively as students actively provide responses, express opinions, and ask questions about the characters discussed. This interaction demonstrates that story-based learning can build an emotional connection between the subject matter and students' learning experiences. With this emotional engagement, the value of responsibility is more easily instilled in students than through purely theoretical learning (Nirmalasari et al., 2026).

The research results showed that students gained a better understanding of the meaning of responsibility after participating in story-based SKI learning. This was evident in the changes in students' attitudes toward completing assignments on time, maintaining classroom order, and fulfilling learning obligations without constant teacher reminders. Most students also reported understanding moral messages more easily when the material was presented through stories rather than theoretical explanations. SKI teachers stated that the use of stories enabled students to focus more, ask questions actively, and learn lessons from the historical events they studied.

During the learning process, the teacher also provided opportunities for students to retell the story they had learned, along with the values of responsibility that can be applied in everyday life. This activity helped students develop self-reflection skills while strengthening their understanding of the importance of being responsible. Several students began to demonstrate an awareness of carrying out tasks without delay and were more serious about participating in classroom learning activities. It demonstrates that story-based SKI learning not only provides historical knowledge but also fosters positive attitudes and behaviors among students.

Furthermore, story-based learning creates a more communicative and enjoyable classroom atmosphere. Students not only listen to the material but also engage in discussions about the values it conveys. This process helps students gradually develop moral awareness. Thus, story-based SKI learning can be an effective means of internalizing the character of responsibility in students.

Changes in Students' Responsible Behavior in Learning Activities

The responsible character formed through learning is evident not only in students' understanding of moral values but also in changes in daily behavior. According to the Ministry of National Education, responsibility is a person's attitude and behavior in carrying out their duties and obligations to themselves, society, the environment, the nation, and God Almighty. In education, responsibility is reflected in discipline, sincere learning, and the ability to complete tasks well (Nurul et al., 2023). Therefore, the development of responsible character in schools should be achieved through a learning process that provides students with real experiences (Marzukah, 2025).

Pedagogically, the use of stories in learning can build students' emotional engagement. Jerome Bruner stated that humans more easily understand reality through narratives or stories. Narratives enable students to develop moral imagination and understand the consequences of actions (Farid & Aziz, 2025). Therefore, when students hear stories about the Prophet Muhammad's exemplary conduct in upholding his mandate, or about his companions who fulfilled their duties, they gain a concrete understanding of the importance of fulfilling their obligations diligently. These stories indirectly shape students' mindsets regarding good behavior and behaviors to avoid (Juliandarini et al., 2023).

In story-based SKI learning, students not only listen to stories but are also encouraged to reflect on the values they contain. Teachers ask reflective questions about the characters' attitudes and relate them to students' daily lives at school and at home (Gaol et al., 2023). These reflection activities help students understand that responsibility is not only an academic obligation but also part of personality development. In this way, students begin to realize the importance of being disciplined, honest, and consistent in carrying out their duties (Jumahir et al., 2025).

Research indicates changes in student behavior following the implementation of story-based SKI learning. These changes are evident in increased student discipline in their learning and in their awareness of completing assignments without constant teacher reminders. Some students who previously often procrastinated began to demonstrate a more serious attitude and were punctual in submitting assignments. Furthermore, students appeared more responsible in maintaining classroom cleanliness and adhering to school rules during the learning process.

Behavioral changes were also evident in group work activities. Before story-based learning was implemented, some students tended to be passive and relied on their peers to complete group assignments. However, after continuous learning, students began to actively participate in discussions and complete tasks in accordance with the agreed-upon division of labor. This indicates that the value of responsibility learned from stories about Islamic figures is beginning to be applied in students' classroom social interactions.

Interviews with teachers also showed that story-based learning helps teachers more easily instill moral values because students feel connected to the stories. Students tend to remember the moral messages from stories and use them to motivate their behavior. Some students even stated that they felt ashamed if they were irresponsible after hearing the

exemplary behavior of Islamic figures in carrying out their mandates. This demonstrates that stories can foster moral awareness that grows from within students, not simply because of rules or punishments from teachers.

Furthermore, story-based learning also affects students' self-confidence in fulfilling their responsibilities. When teachers give students the opportunity to retell stories they've learned or to express their opinions about the lessons, they become more confident in speaking up and taking responsibility for assigned tasks. This activity trains students to fulfil their responsibilities and fosters independence in learning (Nurani & Nugraha, 2022). These behavioral changes demonstrate that character formation cannot be achieved instantly but requires continuous practice. Story-based SKI learning is an effective strategy because it simultaneously connects students' cognitive, affective, and behavioral aspects. Thus, a sense of responsibility can develop through a meaningful, contextual learning process that taps into students' emotional experiences (Wibowo et al., 2022).

DISCUSSION

Supporting Factors and Obstacles in the Formation of Responsible Character through Story-Based SKI Learning

The success of developing a responsible character through story-based SKI learning is influenced by several interrelated supporting factors. In character education, the success of the learning process is determined not only by the material taught but also by the learning strategy, the school environment, and the teacher's role in guiding students. According to Mulyasa, teachers have a role as educators, guides, role models, and motivators in shaping students' character. Therefore, the teacher's ability to convey stories in an engaging and communicative manner is a key factor in the success of story-based learning (Mulyasa, 2022).

In implementing learning, teachers use various approaches to help students more easily understand the story's content and the moral values it conveys (Suseno et al., 2025). Teachers not only read stories but also explain the moral, provide concrete examples, and relate the stories to students' daily lives. This approach makes it easier for students to grasp the concrete meaning of responsibility. When students hear stories about the Prophet Muhammad's trustworthiness or the discipline of his companions in fulfilling their duties, they gain concrete examples of responsible behavior they can apply in their own lives (Tukang, 2025).

In addition to teacher competence, the use of varied learning methods is also a supporting factor in increasing the effectiveness of story-based Islamic education. According to Hamalik, the use of appropriate media and methods can increase student motivation and attention in learning. In this study, teachers utilized learning media such as videos of Islamic history, images of figures, and group discussions to strengthen students' understanding of the material presented (Mutia, 2025). The use of this media makes the learning atmosphere more lively and less monotonous, thereby increasing students' enthusiasm for participating in the learning process (Abdullah & Azis, 2019).

The research results showed that students were more active and enthusiastic when learning was delivered through stories compared to traditional lecture methods. Students appeared focused on listening to the stories, actively answered the teacher's questions, and were able to reiterate the lessons learned from the stories. Student enthusiasm was also evident when they were asked to relate the stories to personal experiences or life in the school environment. This situation indicates that story-based learning can increase student engagement, both emotionally and intellectually.

Other supporting factors include a conducive school environment and the inculcation of character in everyday life. A school environment that fosters a culture of discipline, cooperation, and responsibility helps reinforce the values students acquire during SKI learning. When the value of responsibility is not only taught in class but also practiced in school activities, students are more likely to develop positive habits. Support from other teachers and the school administration is also crucial to the success of student character development (Arifin & Ichsan, 2024; Ichsan, 2019; Ichsan, Basyari, et al., 2023; Ichsan, Samsudin, et al., 2023; Miftahurrohman et al., 2021).

However, this study also identified several obstacles in implementing story-based SKI learning. One of the main obstacles is limited learning time. Teachers often struggle to balance time between delivering historical material and reflecting on the character values embodied in the stories. As a result, not all stories can be discussed in depth, leading to a less-than-optimal internalization of the value of responsibility among some students.

Furthermore, differences in students' character and level of understanding also pose obstacles to learning. Not all students share the same level of attention and awareness of the moral messages in stories. Some students lack focus during learning and view stories as mere entertainment. This situation requires teachers to employ a more intensive approach to

certain students to ensure the value of responsibility is understood. Another obstacle is the limited availability of media and learning resources that support story-based learning. Not all teachers have the same ability to develop creative and interactive storytelling methods. Some teachers still use simple delivery methods, resulting in less engaging learning experiences for students. Therefore, teachers need training and competency development in storytelling methods to ensure more effective SKI learning.

Based on research findings, despite several implementation obstacles, SKI learning still makes a significant contribution to students' sense of responsibility. Stories about Islamic figures can be an effective medium for moral education because they convey exemplary values relevant to students' lives. Through learning that touches on emotional aspects, students not only understand historical material but are also encouraged to apply the values of responsibility in their daily lives, both in school, family and community environments.

CONCLUSION

Based on the study findings, story-based teaching of Islamic Cultural History (*Sejarah Kebudayaan Islam*/SKI) is effective in developing students' sense of responsibility; by presenting narratives of exemplary Islamic figures, students gain not only cognitive understanding but also affective internalization and observable behavioral change—evidenced by improved discipline, timely task completion, active participation in group work, and adherence to school rules—while this success is supported by teachers' narrative delivery skills, varied instructional methods and media, and a supportive school environment; however, implementation faces constraints such as limited instructional time, student character differences, and insufficient storytelling media, therefore strengthening teacher capacity, expanding appropriate media, and better time allocation are recommended to maximize the impact of story-based SKI on character education.

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