

## AI-ASSISTED DIGITAL STORYTELLING FOR LEARNING ISLAMIC CIVILIZATION HISTORY; HOW AI-ASSISTED DIGITAL STORYTELLING ENHANCES LEARNING

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**Abstract** : Artificial intelligence (AI) opens up new opportunities for learning Islamic history in higher education. However, its use remains largely limited to information retrieval, failing to fully optimize support for students' historical thinking processes. This study aims to analyze the role of AI-assisted digital storytelling in helping students construct historical narratives, verify sources, compare historiographical perspectives, and revise historical interpretations. A qualitative approach with a case study design was employed. Data were collected through interviews, classroom observations, and analyses of students' digital storytelling projects, then analyzed using the Miles and Huberman interactive model. The results indicate that AI-assisted digital storytelling supports learning through four key processes: historical narrative construction, source verification, comparison of historiographical perspectives, and revision of historical interpretations. AI functions not merely as a source of information but also facilitates historical exploration, analysis, evaluation, and reflection. These findings demonstrate that integrating AI into digital storytelling can strengthen students' digital literacy, historical thinking, and interpretation skills within the context of Islamic history education.

**Keywords** : AI-Assisted; Digital Storytelling; Islamic Civilization History.

**Abstrak** : Kecerdasan buatan (AI) membuka peluang baru dalam pembelajaran sejarah Islam di pendidikan tinggi. Namun, pemanfaatannya masih cenderung terbatas pada pencarian informasi sehingga belum optimal dalam mendukung proses berpikir historis mahasiswa. Penelitian ini bertujuan menganalisis peran penceritaan digital berbantuan AI dalam mendukung mahasiswa membangun narasi sejarah, memverifikasi sumber, membandingkan perspektif historiografi, dan merevisi interpretasi historis. Penelitian menggunakan pendekatan kualitatif dengan desain studi kasus. Data dikumpulkan melalui wawancara, observasi pembelajaran, dan analisis proyek penceritaan digital mahasiswa, kemudian dianalisis menggunakan model interaktif Miles dan Huberman. Hasil penelitian menunjukkan bahwa penceritaan digital berbantuan AI mendukung pembelajaran melalui empat proses utama, yaitu konstruksi narasi sejarah, verifikasi sumber, perbandingan perspektif historiografi, dan revisi interpretasi sejarah. AI tidak hanya berfungsi sebagai penyedia informasi, tetapi juga mendukung eksplorasi, analisis, evaluasi, dan refleksi historis. Temuan ini menunjukkan bahwa integrasi AI dalam penceritaan digital dapat memperkuat literasi digital, berpikir historis, dan keterampilan interpretasi mahasiswa dalam pembelajaran sejarah Islam.

**Kata Kunci** : Berbantuan AI; Penceritaan Digital; Sejarah Peradaban Islam.

## INTRODUCTION

The rapid development of Artificial Intelligence (AI) has transformed learning practices in higher education by expanding opportunities for personalized, interactive, and inquiry-oriented instruction. In history education, AI is increasingly employed to support information retrieval, content generation, and learning assistance. However, history learning requires more than access to information. It demands historical thinking, including the ability to analyze evidence, evaluate the credibility of sources, interpret multiple perspectives, and construct coherent historical narratives (Bovey et al., 2025). These competencies are particularly important in Islamic history education, where students are expected to understand historical events within their broader religious, social, political, and cultural contexts (Ms & Muhith, 2026; Taufiqurrahman, 2025). Despite these demands, AI is still predominantly used as a search engine or answer-generating tool, encouraging information consumption rather than fostering critical historical reasoning. This mismatch creates a significant gap between constructivist learning principles, which emphasize active knowledge construction, and current AI-supported learning practices.

One pedagogical approach with the potential to address this challenge is digital storytelling. By integrating text, images, audio, and multimedia narratives, digital storytelling enables students to reconstruct historical events through reflection, interpretation, and evidence-based reasoning. When combined with AI, this approach has the potential to move beyond technological efficiency toward supporting higher-order cognitive processes. Rather than merely generating historical content, AI can facilitate students in organizing ideas, examining historical evidence, comparing competing interpretations, and refining their understanding through continuous reflection. Consequently, AI-assisted digital storytelling offers an opportunity to reposition AI from an information provider to a cognitive partner that supports historical inquiry.

Previous studies have demonstrated the educational value of AI and digital storytelling across different learning contexts. Hauashdh et al., (2024) reported that the integration of AI with digital storytelling enhances learning quality through more interactive and engaging instructional experiences. Rayfansyah & Hamzah, (2026) argued that AI contributes to personalized learning, adaptive feedback, information exploration, and increased student engagement. Research by Muriyanto et al., (2026) further highlighted that digital storytelling improves creativity, communication skills, digital literacy, and conceptual understanding through multimedia-based narrative production. Although these studies confirm the pedagogical benefits of AI and digital storytelling, they primarily evaluate learning outcomes, technological effectiveness, or student acceptance. Limited attention has been devoted to understanding how AI mediates students' cognitive processes during historical inquiry, particularly in constructing historical narratives, verifying

sources, comparing historiographical perspectives, and revising historical interpretations within Islamic history learning.

This study addresses these limitations by examining AI-Assisted Digital Storytelling as a pedagogical process rather than merely a technological product. The novelty of this research lies in conceptualizing AI as a cognitive partner that supports historical thinking throughout the entire process of knowledge construction. Instead of focusing solely on the effectiveness of digital storytelling or students' acceptance of AI, this study investigates how AI facilitates four interconnected dimensions of historical reasoning: historical narrative construction, source verification, historiographical comparison, and interpretative revision. By emphasizing these cognitive processes, the study extends existing scholarship on AI in education from technology-centered perspectives toward a constructivist understanding of human-AI collaboration in history learning. This perspective also contributes to Islamic history education by demonstrating how AI can strengthen reflective interpretation while maintaining students' central role in constructing historical knowledge.

Based on these research gaps, this study aims to explore how students utilize AI-assisted digital storytelling in learning Islamic history in higher education. Specifically, it investigates how AI supports students in developing historical narratives, critically evaluating historical evidence, comparing diverse historiographical perspectives, and refining interpretations through iterative reflection. This study argues that the educational value of AI should not be measured solely by its capacity to generate information, but by its ability to facilitate historical reasoning and evidence-based inquiry. Accordingly, the study proposes that AI-assisted digital storytelling represents a constructivist pedagogical approach in which AI functions as an intellectual partner that strengthens students' critical, reflective, and interpretative engagement with Islamic history, thereby contributing a new perspective to AI-supported history education.

## **METHOD**

This study used a qualitative case study design to investigate how AI-assisted digital storytelling improves students' historical thinking in Islamic history classes. The study was conducted in an Islamic History course at a university in Situbondo, Indonesia, where AI-assisted digital storytelling was included into classroom instruction. A qualitative case study was deemed appropriate because it allowed for a thorough analysis of students' learning experiences and the cognitive processes that underpin their engagement with AI in a genuine educational setting.

The participants included one lecturer in charge of delivering the course and undergraduate students who engaged in AI-assisted digital storytelling activities. The

lecturer shared insights into instructional design, pedagogical objectives, and strategies for incorporating AI into history education, while students discussed their experiences using AI-supported digital storytelling to construct historical narratives, evaluate historical evidence, compare historiographical perspectives, and revise historical interpretations.

Data were gathered using classroom observations, semi-structured interviews, and document analysis. Classroom observations were carried out to investigate how AI was incorporated into learning activities and how students engaged with AI during historical research. Semi-structured interviews were conducted to gather participants' viewpoints on the learning process, the role of AI, and the evolution of historical reasoning. Document analysis was conducted on students' digital storytelling projects, AI-generated outputs, reflective learning logs, and accompanying instructional documents to offer proof of the knowledge-construction process.

Data were analysed using Miles et al., (2014), which included data reduction, data display, and conclusion drafting. Interview transcripts, observation notes, and documentary material were coded and categorised based on common themes such as historical narrative building, source verification, historiographical comparison, and interpretative revision. The categorised data was then organised into themed presentations to reveal connections between students' learning experiences, AI use, and the development of historical thinking. The study combines thematic analysis to find trends in AI-supported learning with qualitative content analysis to look at students' digital storytelling outputs and AI-generated materials. To increase the credibility of the findings, data sources, collection procedures, and observation time were triangulated. The findings were then interpreted to explain how AI-assisted digital storytelling works as a cognitive learning strategy in Islamic history education by facilitating historical inquiry, critical source evaluation, reflective interpretation, and evidence-based knowledge construction.

## RESULT AND DISCUSSION

### 1. Results

#### a) AI-Assisted Digital Storytelling Supports Historical Knowledge Construction

The findings indicate that AI-assisted digital storytelling supports students in constructing historical narratives through an integrated process of narrative development and historical source verification. Rather than merely facilitating access to historical information, AI functions as a cognitive partner that assists students in organizing chronological events, generating preliminary narrative structures, and identifying relationships among historical actors and events. Students actively transform fragmented historical information into coherent digital narratives while simultaneously evaluating the credibility of AI-generated information through

academic sources. Consequently, the construction of historical narratives becomes an evidence-based learning process in which AI supports cognitive organization, whereas students remain responsible for historical interpretation and source validation.

This finding was consistently reflected in interviews with both lecturers and students. The lecturer explained that AI was intentionally positioned as a pedagogical support tool for developing historical narratives rather than replacing scholarly references.

*"AI helps students when starting to compose historical stories. Usually, students have difficulty determining the plot of a historical event, so AI can be used to provide an initial picture. However, students are still directed to use academic sources so that the narrative they create has a strong historical basis." (Lecturer)*

Students similarly described AI as facilitating idea generation while emphasizing that every AI-generated response required verification before being incorporated into their digital storytelling projects.

*"When creating digital storytelling about Islamic history, AI helped me generate ideas for characters, events, and relationships between them. However, the AI results weren't immediately usable; they had to be compared with books and journals used in lectures." (Student 1)*

Another student explained that AI-assisted digital storytelling encouraged students to reconstruct historical understanding instead of merely memorizing historical facts.

*"I think this method makes learning history more engaging. We don't just read the material, but rather understand the events and then reassemble them into a digital story with a clear plot." (Student 2)*

The interview findings also revealed that students gradually developed greater awareness of the limitations of AI-generated information and became accustomed to validating every historical claim through academic references.

*"The use of AI has made us more aware that information appearing in technology isn't always accurate. So we've learned to check sources before incorporating them into digital stories." (Student 2)*

These interview data demonstrate that AI-assisted digital storytelling transforms historical narrative construction from a content-generation activity into a knowledge-construction process. Students do not simply reproduce AI-generated information but actively organize, verify, and reinterpret historical evidence before producing digital narratives. This interaction positions AI as a cognitive scaffold that

supports historical inquiry while preserving students' intellectual agency throughout the learning process.

**Table 1: AI-Assisted Historical Narrative Construction in Islamic History Learning**

| Main Aspects                     | Field Findings                                                                                                                                                                   | Meaning/Interpretation                                                                                                                               |
|----------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| Historical narrative development | Students utilized AI to organize chronology, generate story outlines, and connect historical events into coherent narratives.                                                    | AI functions as a cognitive scaffold that facilitates the organization of historical knowledge during the initial stage of narrative construction.   |
| Historical source verification   | Students consistently compared AI-generated information with academic books, journal articles, and other scholarly references before incorporating it into digital storytelling. | Historical knowledge is constructed through evidence-based validation rather than direct acceptance of AI-generated information.                     |
| Student cognitive agency         | Students independently selected historical evidence, evaluated source credibility, and interpreted historical events before finalizing their narratives.                         | AI supports learning without replacing students' historical reasoning, allowing students to remain the primary constructors of historical knowledge. |

Table 1 demonstrates that AI-assisted historical narrative construction consists of three interconnected cognitive dimensions. *First*, historical narrative development, illustrates that AI primarily assists students during the early stages of organizing historical knowledge. Students employed AI to generate preliminary ideas, arrange chronological sequences, and establish logical relationships among historical events before constructing complete narratives. This finding suggests that AI reduces the cognitive burden associated with organizing complex historical information while leaving decisions regarding historical relevance, causality, and narrative coherence entirely to students.

*Second*, historical source verification, indicates that students did not accept AI-generated information uncritically. Instead, AI functioned as an initial source of exploration that required systematic verification through scholarly books, journal articles, and classroom discussions. This verification process strengthened students' abilities to evaluate historical evidence critically and reinforced the understanding that historical narratives should be grounded in credible academic sources rather than technological outputs alone.

*Third*, student cognitive agency, demonstrates that students maintained interpretative authority throughout the learning process. Although AI generated suggestions for historical events, explanations, and narrative structures, students

remained responsible for selecting evidence, evaluating historical accuracy, and determining how historical events should be represented within their digital stories. This finding confirms that AI operated as a collaborative cognitive partner rather than an authoritative producer of historical knowledge.

These three dimensions reveal that AI-assisted historical narrative construction is fundamentally an evidence-based knowledge construction process. The educational contribution of AI lies not in accelerating content generation but in facilitating students' organization of historical knowledge, strengthening source evaluation practices, and supporting independent historical reasoning. Consequently, students remain the central agents in constructing meaningful and academically grounded historical narratives while AI serves as cognitive support throughout the learning process.

b) AI-Assisted Digital Storytelling Enhances Historical Reasoning

The second finding reveals that AI-assisted digital storytelling enhances students' historical reasoning by facilitating historiographical comparison and reflective interpretation. Beyond constructing historical narratives, students developed a deeper understanding that Islamic history is not a fixed collection of facts, but a body of knowledge shaped by evidence, historical context, and the perspectives of historians. AI expanded students' access to multiple explanations of historical events, enabling them to examine diverse viewpoints before constructing their own interpretations. However, AI-generated information was not treated as historical truth. Instead, students critically compared AI outputs with scholarly literature, evaluated differences in historical accounts, and continuously refined their interpretations through discussion and reflection. Consequently, AI-assisted digital storytelling fostered a learning process in which historical understanding evolved through inquiry rather than information acceptance.

The findings further indicate that students' historical reasoning developed through an iterative process of comparing historiographical perspectives and revising historical interpretations. During digital storytelling activities, students frequently encountered differences between AI-generated information and academic references regarding historical figures, political events, and the development of Islamic civilization. Rather than selecting one explanation without reflection, students were encouraged to investigate the reasons behind these differences by considering the historical context, the background of authors, and the evidence supporting each interpretation. This process enabled students to recognize that historical narratives are interpretative constructions rather than objective reproductions of past events.

These findings demonstrate that AI-assisted digital storytelling encourages students to engage in reflective historical inquiry rather than passive information consumption. Students continuously compared historical perspectives, evaluated supporting evidence, reconsidered their initial assumptions, and reconstructed historical interpretations based on stronger academic arguments. As a result, AI functioned not as a producer of historical knowledge but as a cognitive partner that stimulated historiographical awareness, reflective thinking, and evidence-based interpretation.

**Table 2: AI-Supported Historical Interpretation and Historiographical Reflection**

| Interview / Observation Data                                                                                                                                                                                                                  | Description                                                                                                                                                           | Code                                   |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|
| Lecturer: <i>"When students create digital storytelling, I ask them to look at more than one source to understand that a historical event can have different explanations."</i>                                                               | The lecturer encourages students to investigate multiple historical sources and recognize diverse historiographical perspectives before constructing interpretations. | Multi-Perspective Inquiry              |
| Student (M1): <i>"AI helps us find information about an event, then we compare it with books or journals to see differences in perspective."</i>                                                                                              | Students compare AI-generated information with scholarly references to evaluate differences in historical explanations.                                               | Comparative Historiographical Analysis |
| Student (M2): <i>"Initially, we thought history only contained facts, but after using AI and comparing sources, we understood that historical writing is also influenced by the perspectives of its authors."</i>                             | Students recognize that historical knowledge is constructed through evidence, context, and authors' interpretations rather than objective facts alone.                | Historiographical Awareness            |
| Student (M1): <i>"Initially, we created a story based on information obtained from AI, but after reviewing several references, we discovered that some sections were inaccurate or incomplete. From there, we revised the story."</i>         | Students revise their historical narratives after evaluating additional evidence and identifying weaknesses in their initial interpretations.                         | Reflective Interpretation Revision     |
| Student (M2): <i>"Through the revisions, I have come to better understand that in history, it's not enough to simply know the events; we also need to understand the reasons, conditions, and perspectives that influenced those events."</i> | Students deepen their historical reasoning by connecting historical events with causality, context, and competing interpretations.                                    | Contextual Historical Reasoning        |



Table 2 illustrates that AI-supported historical interpretation is characterized by five interconnected learning practices that collectively strengthen students' historical reasoning. The first, Multi-Perspective Inquiry, demonstrates that lecturers intentionally designed learning activities that encouraged students to investigate multiple historical explanations instead of relying on a single source of information. This pedagogical approach enabled students to appreciate the diversity of historiographical perspectives and to understand that historical events may be interpreted differently depending on the available evidence and the historians' viewpoints. While, the second and third, Comparative Historiographical Analysis and Historiographical Awareness, indicate that students no longer perceived historical narratives as unquestionable representations of the past. By comparing AI-generated information with scholarly books and journal articles, students identified differences in historical explanations and gradually recognized that historical writing is influenced by evidence, context, and interpretative perspectives. This comparative process strengthened students' ability to evaluate historical claims critically and encouraged more sophisticated historical reasoning. On the other hand, the fourth and fifth, Reflective Interpretation Revision and Contextual Historical Reasoning, reveal that historical understanding developed through continuous revision rather than one-time content production. Students systematically re-examined AI-generated narratives, incorporated additional historical evidence, and reconstructed their interpretations to produce more accurate and contextually grounded digital stories. Revision therefore became an intellectual activity that refined students' understanding of historical causality, contextual relationships, and competing interpretations instead of merely correcting factual inaccuracies.

These findings demonstrate that AI-assisted digital storytelling promotes historical reasoning by integrating historiographical comparison with reflective interpretation. The educational value of AI lies not in providing definitive historical explanations but in expanding opportunities for inquiry, facilitating evidence-based comparison, and encouraging continuous refinement of historical understanding. Accordingly, AI functions as a cognitive partner that supports students in developing reflective, critical, and contextually informed interpretations of Islamic history while maintaining students' central role in constructing historical knowledge.

## **2. Discussion**

The findings of this study demonstrate that AI-assisted digital storytelling transforms Islamic history learning from a technology-supported activity into a process

of historical knowledge construction in which students actively organize, evaluate, interpret, and reconstruct historical understanding. Rather than functioning merely as an information retrieval system, AI serves as a cognitive partner that facilitates students' engagement in higher-order historical thinking (Jarkawi et al. 2026; Zynuddin et al., 2023). This transformation is evident through two interconnected learning processes identified in this study: AI-assisted historical narrative construction and AI-supported historical interpretation through historiographical reflection. Together, these processes illustrate that the educational value of AI lies not in generating historical information but in supporting students' intellectual engagement with historical inquiry. Students remained the primary agents responsible for selecting evidence, evaluating source credibility, comparing competing historical perspectives, and reconstructing interpretations based on academic reasoning (Crompton et al., 2024). Consequently, AI complements students' cognitive activities without replacing their historical judgment, reinforcing the constructivist principle that knowledge is actively constructed through interaction among learners, learning resources, and technological tools.

The process of historical narrative construction observed in this study extends previous research that primarily positioned AI as a technological aid for content generation or learning personalization (Alomoush, 2026; X. Wei et al., 2025). While earlier studies emphasized AI's efficiency in supporting learning activities, the present findings reveal that AI contributes more substantially when integrated into inquiry-based learning that requires students to organize chronology, establish causal relationships, and synthesize historical evidence into coherent narratives. This finding supports constructivist learning theory, which argues that meaningful learning occurs when students actively construct understanding through interaction with cognitive tools and learning environments (Khoiroh et al., 2025; Y. Yu et al., 2025; Zulfa et al. 2025). Within this study, AI functioned as such a cognitive tool by reducing students' cognitive burden during the initial organization of historical information while preserving students' responsibility for determining historical relevance and interpretative coherence. The integration of digital storytelling further strengthened this process because students transformed fragmented historical information into meaningful multimedia narratives, requiring continuous reflection on historical context and evidence. This finding is consistent with Chen (2024), who argue that digital storytelling integrates creativity, communication, and critical thinking into a single learning experience. However, this study extends previous work by demonstrating that AI-assisted digital storytelling does not simply improve digital product quality but fundamentally supports evidence-based historical knowledge construction.

Another important contribution of this study concerns students' development of historical reasoning through systematic source verification, historiographical comparison, and reflective interpretation. The findings indicate that students no longer accepted AI-generated information uncritically but instead compared it with scholarly books, journal articles, and classroom discussions before incorporating it into their digital narratives. Such practices demonstrate the application of core historical thinking competencies, particularly sourcing, contextualization, corroboration, and interpretation, which have been widely recognized as fundamental dimensions of historical inquiry (Fernandes et al., 2024; Mitsikopoulou, 2026). AI therefore functioned not as an authoritative producer of historical truth but as an exploratory resource that stimulated students to question evidence, identify inconsistencies, and evaluate competing explanations. This finding supports L. Wei, (2023), who argue that the educational effectiveness of AI depends not on technological sophistication but on learners' ability to evaluate and interpret AI-generated information critically. In this regard, AI-assisted digital storytelling strengthened students' digital literacy and historical literacy simultaneously by encouraging responsible use of digital information while reinforcing academic standards of historical validation.

The findings further reveal that students gradually developed historiographical awareness by recognizing that Islamic history is not represented through a single objective narrative but is constructed through multiple perspectives influenced by historical evidence, authorial positions, and socio-political contexts. AI broadened students' opportunities to access diverse historical accounts, while digital storytelling required them to compare, negotiate, and synthesize these perspectives into coherent historical narratives. This finding aligns with the concept of multiperspectivity in history education, which emphasizes that historical understanding develops through engagement with competing interpretations rather than memorization of factual information (Z. Yu et al., 2022). Hossain, (2024) argues that comparing multiple historical sources strengthens students' ability to evaluate credibility and understand the complexity of historical explanation. Nevertheless, the present study contributes beyond these perspectives by demonstrating that AI accelerates access to historiographical diversity, whereas students' historical reasoning remains essential for evaluating the validity, relevance, and contextual appropriateness of competing interpretations. Accordingly, AI expands opportunities for historical inquiry but does not replace the interpretative role traditionally performed by learners.

An equally significant finding concerns students' reflective revision of historical interpretations throughout the digital storytelling process. Rather than viewing digital

storytelling as a final learning product, students continuously refined their narratives after identifying inconsistencies, discovering additional historical evidence, and engaging in classroom discussion. This iterative revision demonstrates that historical understanding developed through continuous evaluation instead of linear knowledge acquisition. Such findings support reflective learning theory, which emphasizes that meaningful learning occurs when learners reconsider initial assumptions and reconstruct understanding based on critical reflection (Munawwaroh & Putri, 2024; G. Liu & Ma, 2024). Similarly, transformative learning theory suggests that conceptual change emerges through critical examination of prior beliefs followed by reconstruction of more comprehensive perspectives (G. L. Liu et al., 2025). Within this study, AI stimulated reflective learning by exposing students to alternative historical explanations that required further evaluation and reinterpretation. Consequently, students' revisions involved not only factual corrections but also deeper consideration of historical causality, contextual relationships, and interpretative complexity. This finding confirms Soyoof et al., (2023), who argue that AI contributes most effectively to education when it enhances critical reflection rather than automating intellectual tasks.

Taken together, these findings propose a broader conceptual understanding of AI-assisted digital storytelling in history education. Instead of viewing AI as an intelligent content generator, this study conceptualizes AI as a cognitive partner that supports a cyclical process of historical inquiry encompassing narrative construction, evidence evaluation, historiographical comparison, reflective interpretation, and knowledge reconstruction. This process demonstrates that AI contributes to the development of historical thinking by facilitating students' interaction with historical evidence rather than replacing their analytical reasoning. The principal contribution of this study therefore lies in extending current scholarship on AI in education from technology-centered perspectives toward a constructivist model of human-AI collaboration in historical learning. Specifically, the study proposes that AI-assisted digital storytelling provides an evidence-based pedagogical framework capable of simultaneously strengthening historical thinking, digital literacy, historiographical awareness, and reflective interpretation within Islamic history learning in higher education.

## CONCLUSION

This study concludes that AI-assisted digital storytelling supports Islamic history learning by positioning AI as a cognitive partner that enhances students' historical thinking rather than replacing their intellectual role. The findings reveal two interconnected learning processes. First, AI-assisted historical narrative construction enables students to organize

historical events, develop coherent narratives, and validate historical evidence through academic sources, thereby promoting evidence-based knowledge construction. Second, AI-supported historical interpretation and historiographical reflection encourage students to compare multiple historical perspectives, evaluate competing interpretations, and continuously refine their historical understanding through reflective revision. These interconnected processes demonstrate that AI contributes to history learning by facilitating inquiry, critical evaluation, and interpretation instead of simply providing historical information.

This study contributes to the growing body of research on AI in education by proposing AI-assisted digital storytelling as a constructivist pedagogical framework that integrates historical inquiry, digital literacy, historiographical awareness, and reflective interpretation within Islamic history learning. Unlike previous studies that primarily emphasize the effectiveness or acceptance of AI technologies, this research demonstrates how human-AI collaboration supports the cognitive processes underlying historical knowledge construction and historical reasoning. Although the findings provide important theoretical and pedagogical insights, the study was conducted within a single higher education context, limiting the transferability of the findings. Future research is therefore recommended to examine the implementation of AI-assisted digital storytelling across diverse educational settings and disciplines and to explore its long-term impact on students' historical thinking and higher-order cognitive development.

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