
Islamic Digital Storytelling Media Innovation: Developing the Story of the Prophet Yusuf to Cultivate the Value of Patience in Early Childhood

Inovasi Media Digital Storytelling Islami: Pengembangan Kisah Nabi Yusuf untuk Menumbuhkan Nilai Kesabaran Anak Usia Dini

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Article submitted: 24 February 2026

Review process: 26 February 2026

Article accepted: 07 April 2026

Article published: 23 April 2026

Abstract

Instilling the value of patience in early childhood is often difficult to understand due to its abstract nature. Therefore, interesting and concrete learning media are needed for children. This study aims to develop a storytelling learning media based on the story of the Prophet Yusuf to instill the value of patience in early childhood. This study adopted a Research and Development (R&D) model. The subjects were students of Al-Azhar Kindergarten in Langsa City, while the object was the storytelling media. The research instruments included observation sheets and expert questionnaires. Data were analyzed descriptively with qualitative and quantitative approaches. The results showed that digital animated storytelling media successfully increased children's understanding of the value of patience through activities such as watching stories, quizzes, and puzzles. Therefore, early childhood teachers recommend the use of digital storytelling media as an alternative learning medium to instill religious and moral values with a more interesting and effective approach.

Keywords: digital storytelling; early childhood; the story of the prophet yusuf; the value of patience

Abstrak

Menanamkan nilai kesabaran pada anak usia dini seringkali sulit dipahami karena sifatnya yang abstrak. Oleh karena itu, dibutuhkan media pembelajaran yang menarik dan konkret bagi anak-anak. Penelitian ini bertujuan untuk mengembangkan media pembelajaran bercerita berdasarkan kisah Nabi Yusuf untuk menanamkan nilai kesabaran pada anak usia dini. Penelitian ini mengadopsi model Penelitian dan Pengembangan (R&D). Subjek penelitian adalah siswa TK Al-Azhar di Kota Langsa, sedangkan objeknya adalah media bercerita. Instrumen penelitian meliputi lembar observasi dan kuesioner ahli. Data dianalisis secara deskriptif dengan pendekatan kualitatif dan kuantitatif. Hasil penelitian menunjukkan bahwa media bercerita digital animasi berhasil meningkatkan pemahaman anak tentang nilai kesabaran melalui aktivitas seperti menonton cerita, kuis, dan teka-teki. Oleh karena itu, guru TK merekomendasikan penggunaan media video animasi sebagai media pembelajaran alternatif untuk menanamkan nilai-nilai agama dan moral dengan pendekatan yang lebih menarik dan efektif.

Kata Kunci: anak usia dini; kisah nabi yusuf; membaca cerita digital; nilai kesabaran

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A. INTRODUCTION

Early childhood education (PAUD) is a very important phase in forming the basic foundation of child development. Referring to Article 1 Paragraph (14) of Law Number 20 of 2003 concerning the National Education System of the Republic of Indonesia, early childhood education can be interpreted as a development effort specifically aimed at children from birth to the age of six years. Stimulation during the age range of 0–6 years (Maisarah, 2018). Often referred to as the “golden age”, because children’s cognitive abilities develop rapidly, reaching around 80% of their potential (Zaini, H., & Dewi, 2017). Therefore, early childhood is a unique phase that only occurs once in a lifetime, so it requires appropriate stimulation to support children’s growth to the maximum (Mayar et al., 2022).

Early childhood development encompasses six main aspects based on the Child Development Achievement Standards (STPPA): religious and moral values, physical-motor skills, cognitive skills, language skills, socio-emotional skills, and the arts. All of these aspects are interconnected and play a role in shaping a child's overall personality, with religious and moral values serving as the primary foundation for character formation, which serves as the primary foundation for character development (Natari & Suryana, 2022). Spiritual and ethical education from an early age serves as an important foundation for character development and supports children's progress in subsequent stages (Salasiah, 2021). Therefore, instilling religious and moral values is among the most essential developmental elements to be instilled in early childhood (Rizqina & Suratman, 2020). Instilling these religious and ethical values fosters positive behavior, enabling children to grow into individuals with religious devotion and noble character (Karima et al., 2022). Religious and ethical values need to be instilled from an early age in a sustainable manner to foster a generation of faith and good morals (Netri, 2025). Learning values will only be sustained if students can personally experience both the activities and the process of meaningful exploration, challenges, and discovery (Veryawan et al., 2023).

Patience is a key character trait that should be instilled from an early age. It helps children manage their emotions, wait their turn, obey rules, and respect others. Cultivating patience should be an ongoing process in both the school and family environment to ensure that children's moral and social development reaches its full potential.(Silaban et al., 2023). Patience is a fundamental element in the social-emotional development of early childhood. Children who are patient generally demonstrate better self-control, are better at waiting their turn, and build harmonious relationships with their peers. Through routines in daily activities, such as waiting their turn when playing or talking, children can learn to behave in an orderly manner and respect others. Practicing patience repeatedly and consistently will facilitate children in developing self-control skills, thus forming good character that supports their social and emotional growth from childhood (Tihnik & Farida, 2023). As a result, adults and the surrounding environment instill positive values and norms while providing stimulation that arouses children's interests and explores their potential, thus enabling them to develop according to their developmental stage (Khodijah et al., 2023).

Technological developments have opened up broad access to various learning resources and supported the development of children's cognitive abilities through engaging visual and audio presentations (Nilapancuran et al., 2025). Technological advancements have brought children closer to gadgets and visual content that is not always educational. Therefore, storytelling can be utilized as a fun learning strategy while also instilling Islamic moral values (Nabihasnah et al., 2025). The use of digital technology in the learning process can create a more dynamic and interactive learning environment, while also contributing to increasing children's interest in learning (Simatupang et al., 2024). The characteristics of early childhood, who enjoy moving images, color, and sound, make digital media more effective than conventional methods. Therefore, *digitalstorytelling* can be used as an alternative learning tool that uses visual elements such as images, audio, animation, and video recordings to make the learning process more interesting, interactive, and help children understand the story content and moral values (Hafidhoh et al., 2023).

The narrative approach in Islamic religious learning helps students understand and remember the material (Almadanie et al., 2024). The stories in the Quran are rich in character-building values that are crucial for early childhood education, particularly in the instillation of moral and religious values (Agustin, 2025). One relevant story is the story of the Prophet Yusuf (Yusuf) in Surah Yusuf, which embodies the values of patience, steadfastness, and integrity (Pohan, 2021). Yusuf was known as a figure of extraordinary patience, especially when he forgave his brothers who had wronged him (Cahyono, 2025). The story of the Prophet Yusuf also teaches the value of forgiveness as a basis for character formation that can create a harmonious environment in schools and society (Humaira & Pasaribu, 2022).

Previous studies have shown that digital storytelling is very effective in internalizing the value of patience in early childhood. According to (Ariqoh et al., 2022), the value of patience in the story of the Prophet Yusuf shows that Islam teaches persistence and patience through formal and informal education. (Munir, 2023) states that the story of the Prophet Yusuf contains deep moral and spiritual values such as patience, compassion, and obedience to Allah. According to Cahyono, (2025) states that the history of the life of the Prophet Yusuf can be an important lesson in building a patient character in students.

This research differs from previous studies, particularly in its focus and methodological approach. Previous research generally emphasized analyzing the value of patience in the story of the Prophet Yusuf through interpretation or conventional teaching approaches, often applied to elementary school students. In contrast, this study develops digital storytelling educational media based on the story of the Prophet Yusuf, specifically for early childhood. This media takes the form of interactive animated video stories tailored to children's developmental stages. Furthermore, this study utilizes the ADDIE development model to produce high-quality educational media that effectively instills the value of patience.

Based on observations and interviews conducted at Al-Azhar Kindergarten in Langsa City, it was found that the learning process is still dominated by conventional methods, particularly through oral storytelling and the use of printed storybooks as the primary

medium for delivering material. Although these methods have educational value in supporting children's language development and imagination, in practice, this approach tends to be less effective in attracting attention and maintaining optimal learning focus. This is due to the characteristics of early childhood, which is more responsive to visual and audio stimuli and interactive activities that can stimulate their curiosity and active participation in the learning process.

In response to these conditions, innovative educational media are needed that are more flexible and tailored to the needs and learning characteristics of early childhood. One option that can be developed is digital media *storytelling* which combines visual elements, audio, animation, and engaging narrative in story presentation. In the context of early childhood education, storytelling plays a significant role in character formation and ethical values in children (Mahrizah et al., 2024). The development of digital storytelling media based on the story of the Prophet Yusuf is considered highly relevant as a learning tool that not only increases children's interest in learning activities but also serves as a medium for internalizing character values, particularly patience. Through interactive and contextual storytelling, it is hoped that children can grasp and understand the moral values in the story and integrate them into their daily routines as positive values.

The uniqueness of this research lies in the development of educational resources in the form of digital stories based on the story of the Prophet Yusuf, developed specifically for early childhood using the ADDIE model. This resource was created to instill the value of patience through story visualization in the form of interactive animation, thus distinguishing it from previous studies, which generally discuss the value of patience in the story of the Prophet Yusuf only theoretically or through traditional storytelling methods.

Based on the background description that has been presented, the problem formulation in this study is as follows: How can digital storytelling media that tells the story of the Prophet Yusuf be developed to instill the value of patience in early childhood? This study aims to create a digital storytelling media that is suitable for instilling the value of patience in early childhood at Al-Azhar Kindergarten in Langsa City. It is hoped that this research can contribute to the development of innovative and engaging digital learning media that are

rich in Islamic character education values.

B. RESEARCH METHODS

This research falls into the research and development (R&D) category, focusing on developing teaching materials and testing their feasibility and effectiveness in the learning process (Ariansyah et al., 2022). The development model used is the ADDIE model, which includes the stages of Analysis, Design, Development, Implementation, and Evaluation (Wati et al., 2023).

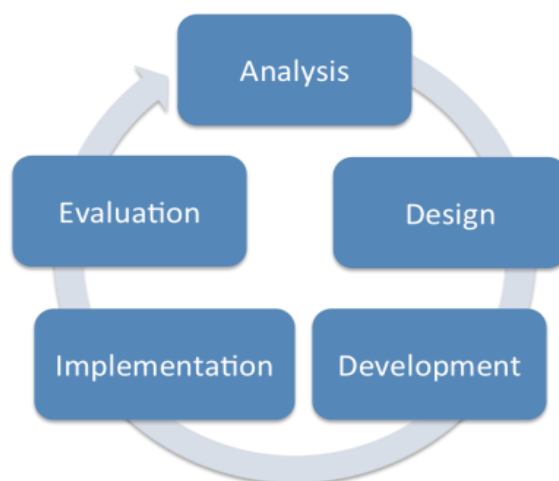


Figure 1. ADDIE Model Stages

These steps assist researchers in designing and producing effective learning aids tailored to the needs of early childhood (Nasution, 2025). The selection of this model is based on the consideration that each stage is suitable for use in the learning materials development process. Animated video-based learning. Through this model, researchers hope to produce high-quality learning materials that can enhance the creativity of young children.

This research was conducted at the Al-Azhar Kindergarten in Langsa City, Aceh. The subjects were 19 children in Group B3 aged 4–6 years. Data collection techniques included observation and a questionnaire for experts: observation was used to monitor the development of patience in early childhood in the context of implementing learning procedures using digital technology. *storytelling* from the story of the Prophet Yusuf.

Meanwhile, a questionnaire was used as an instrument to collect data regarding the level of media suitability based on assessments from material experts, media experts, and linguists.

C. FINDINGS AND DISCUSSION

This research resulted in an animated story video as a learning tool adapted from the story of the Prophet Yusuf, designed to instill the value of patience in children. The development process followed the ADDIE model, which includes five main stages: analysis, design, development, implementation, and evaluation (Nasution & Amelia, 2024).

Based on the researcher's initial observations of the learning process in Group B for children aged 4–6 years, it turns out that the instilling of the value of patience in children is not optimal. This is clearly seen during playtime, where some children still have difficulty waiting their turn, are easily irritated if their wishes are not immediately fulfilled, and have difficulty controlling their emotions when faced with situations that do not meet their expectations. Furthermore, observations of the teaching materials used by teachers indicate that these materials are limited to storybooks and oral narratives, which are unable to attract children's attention. This situation results in children having difficulty concentrating during storytelling sessions, and the moral lessons conveyed are not fully absorbed. Therefore, based on the needs analysis, more engaging and contextually relevant learning materials are needed. One potential option is an animated video about the story of the Prophet Yusuf, because this story is rich in the value of patience and can be presented through visual and auditory components that are more attractive to children.


During the design phase, the media concept was developed, the storyline was determined, and the digital platform for media production was selected. The design process began with developing an adapted storyline based on the story of the Prophet Yusuf (Yusuf) as found in the Qur'an, applying the use of communicative language that is easy to understand for children aged 4–6 years. The story focuses on important events that highlight the patience of the Prophet Yusuf, such as when he was thrown into a well by his brothers, when he was unjustly accused and imprisoned, and finally became a wise leader. These parts of the story were chosen so that children could understand the value of patience through the

character's example. Next, the researchers designed the visual elements by selecting attractive animations, bright colors, and characters appropriate for young children. The choice of colors, voice narration, and background music were also aligned with Islamic values to increase children's attention and interest in learning as they followed the story.

In the media production process, the researchers utilized several digital platforms, namely Canva AI, Microsoft PowerPoint, and CapCut. Canva AI was used to design visual elements such as animated characters, backgrounds, and images that supported the storyline. Microsoft PowerPoint was used to create interactive quizzes and simple puzzles to strengthen children's understanding of the story content. Meanwhile, CapCut was used in the video editing stage, such as adjusting image display duration, adding transition effects, inserting voice narration, and adding background music to make the video more engaging and interactive.

In the product development process, the initial draft of the animated video media product is finalized. *storytelling* The story of the Prophet Yusuf to instill the value of patience in children. The initial draft of the product is presented in Table 1:

Table 1. Display of the Animated Video Media Product "The Story of the Prophet Yusuf" for Cultivating the Value of Patience in Children

Display Product	Information
	<ul style="list-style-type: none"> • The story of Prophet Yusuf teaches patience • Prophet Yusuf was a very good, honest son, and was loved by his father because of his obedience to Allah.

Display Product

Information



- Prophet Yusuf's father loved him very much because of his noble character.
- Prophet Yusuf had brothers who were very jealous of him.



- Prophet Yusuf set off with his brothers, even though he did not know what would happen next.
- The Prophet Yusuf was thrown into a dark well by his brothers. Did he cry out in fear? Instead, he prayed and was patient.



- When the Prophet Yusuf was in the well, a group of travelers came who were looking for water.
- The travelers lowered a bucket into the well. They were surprised to see a boy rise up.



- Prophet Yusuf was then taken by the group to a distant country called Egypt.
- In a new place, Prophet Yusuf always remembered his father's face and advice. He kept this longing patiently in prayer.

Display Product

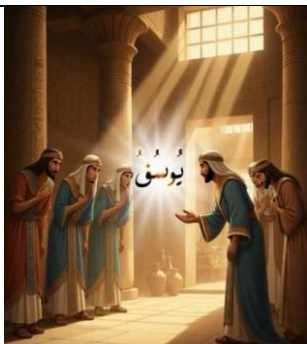
Information



- Prophet Yusuf finally lived in a large and beautiful luxury house. There, he worked very diligently, honestly and patiently.
- One day, there were people who spoke unkindly and accused the Prophet Yusuf of making a mistake that he had not done.



- Even though he was innocent, Prophet Yusuf had to go to prison.
- In prison, Prophet Yusuf continued to do good to other people, he continued to pray to Allah and was patient.



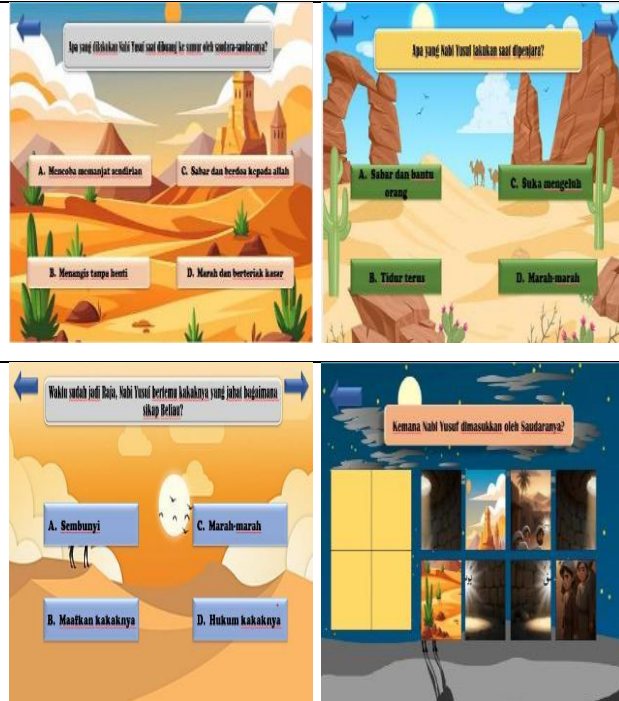
- After leaving prison, Prophet Yusuf became a great leader, he was kind and he was very patient.
- I am a patient child.



- Click the start button.
- Click on one of the menus.

Display Product

Information



- Read the question first, then choose the most appropriate answer according to the question asked.
- Read the question first, then choose the most appropriate answer according to the question asked.
- Read the question first, then choose the most appropriate answer according to the question asked.
- Now to the puzzle, read the question and then click on the correct answer.

Table 1 presents an animated video titled "The Story of the Prophet Yusuf," designed to instill the value of patience in children. After the video was developed, it was validated by media experts, related experts, and linguists to obtain assessments, suggestions, and feedback before being piloted with students. The results of the validation process are summarized in Table 2.

Table 2. Recapitulation of Validator Assessment Results Score (%)

Aspect	Average Score	Percentage	Category
Media	4,5	91 %	Eligible
Subject Matter	5,0	100 %	Eligible
Linguist	4,6	92 %	Eligible

After the validation process was carried out by media experts, content experts, and language experts, several constructive suggestions emerged from the experts, which resulted in a number of improvements. The suggestions received included: 1) The media expert suggested adding several quizzes; 2) The content expert recommended inserting verses from the Quran into the animated video as a source of content for the media product; 3) Linguists

requested revisions regarding the use of capital letters, spaces, and punctuation. Furthermore, after the revisions, the validation assessment results showed that this digital learning media was very suitable for teaching the value of patience to early childhood, according to the product suitability and revision criteria table.

During the implementation phase, a pilot study was conducted involving 19 children aged 4–6 years at Al-Azhar Kindergarten in Langsa City. On the first day, the researchers introduced the animated video "*Storytelling*" The Story of the Prophet Yusuf" using a projector. After the screening, researchers asked simple questions and guided follow-up activities to help children understand the story and the value of patience contained within. Observations showed that the children demonstrated a high level of enthusiasm in following the story and were actively involved in the activities. The children successfully waited their turn when answering questions and followed the rules throughout the session. This fact proves that digital media *storytelling* The developed methods can be easily applied in learning and are effective in instilling the value of patience.



Figure 2. Watching a video of the story of Prophet Yusuf

In the evaluation stage, an assessment of the feasibility and effectiveness of the animated video learning media, The Story of the Prophet Yusuf, was conducted through validators. Suggestions and feedback were sought from the validators. In addition to expert validation, the media feasibility test also involved empirical methods through a series of field trials. This experience-based evaluation included field trials conducted at Al-Azhar Kindergarten in Langsa City. At each stage, children aged 4-6 years old actively played a

role as the main participants, allowing for direct observation of participation levels, ease of use, and developmental responses to instilling the value of patience.

Table 3. Results of the effectiveness of digital media learning

Aspect	Score	Percentage Rate-rate	Category
Able to wait for turn when playing	76	100 %	Effective
Controlling emotions when having to wait for your turn	57	75 %	Effective
Willing to follow the rules during the activity	76	100 %	Effective
Accepting delays when having to wait for teacher assistance or waiting for one's turn	58	70 %	Effective
Total / Rate-rate	247	81,25 %	Effective

Overall, the analysis of the effectiveness of storytelling as a learning tool showed an average score of 247, with an average percentage of 81.25%, which is in the “effective” category. Therefore, the method *storytelling* which was developed is considered suitable for use as a learning medium.

DISCUSSION

The development of the digital storytelling educational media "The Story of the Prophet Yusuf" demonstrates that animation-based media can help young children understand the value of patience more concretely. The presentation of the story through a combination of visuals, audio, and simple narration makes children more enthusiastic and focused during the learning process. This finding confirms that digital media is an effective tool for conveying abstract religious and moral values to young children. Through digital storytelling, children can witness and understand examples of the Prophet Yusuf's patience. The animation format makes children more interested, focused, and able to digest the story's content. Easier than conventional storytelling methods. This finding is consistent with previous research showing that the use of digital media in early childhood education can increase learning motivation and facilitate optimal understanding of the material (Mayar et al., 2022).

The findings of this study are also in line with the implementation of digital *storytelling*

in early childhood education, which can improve children's literacy skills and their understanding of story content. This is because digital *storytelling* presenting stories in a more expressive and engaging way, making it easier for children to understand the messages contained within (Hendrica et al., 2023). From a learning theory perspective, the use of digital *storytelling* It can also be explained through Lev Vygotsky's constructivism theory, which emphasizes that children's learning processes take place through social interactions and support from the environment, including teachers and the learning media used. Digital *mediastorytelling* serves as a tool to support this interaction, as it provides children with a more interactive and contextualized learning experience (Vygotsky, 1978). After watching the video, children are asked to answer quizzes and complete puzzles related to the story's content and the value of patience. These values include waiting one's turn, following rules, controlling emotions, and accepting delays. This activity helps children gradually understand and cultivate patience.

Therefore, the development of a digital storytelling educational resource entitled "The Story of the Prophet Yusuf" demonstrates that animation media can be an effective means of instilling the value of patience in young children. This resource helps teachers convey abstract moral messages more realistically through engaging story visualizations that are easy for young children to understand at Al-Azhar Kindergarten, Langsa City. Research findings show that the application of digital narratives in delivering the story of the prophet is not merely seen as a technological breakthrough, but as a valuable experience that changes the interaction between teachers and children regarding the content of religious learning (Harefa & Nabi, 2025). The narrative-based teaching method supported by animation media proves that learning activities can be more engaging and efficient for young children (Putri et al., 2025).

Based on research findings, early childhood education teachers recommend the use of *storytelling* as an alternative learning medium for instilling religious and moral values in early childhood. Digital media, which combines stories, visuals, and audio, can help children understand morals more clearly, providing a more engaging and meaningful learning experience. This research shows that *storytelling* In early childhood education, it can increase

children's engagement in learning activities and make the learning process more enjoyable and interactive (Purnama et al., 2022).

D. CONCLUSIONS AND SUGGESTIONS

Based on the results of research and development at Al-Azhar Kindergarten in Langsa City, it can be concluded that the learning mediastorytelling for the story of Prophet Yusuf has been successfully created as a teaching tool that is designed in an interesting way and in line with the characteristics of early childhood development. This media is packaged in an animated video format that integrates visual, audio, and simple story lines so that children can easily understand it. The use of the story of Prophet Yusuf instorytelling presents examples of patience in various life situations. Research findings indicate that digital storytelling media is considered appropriate for the learning process and effective in helping teachers convey the value of patience in a more realistic and engaging manner. Through the animated format, children appear more concentrated, enthusiastic, and easily understand the moral message in the story. Furthermore, this media also helps develop children's patient behavior in school routines, such as waiting their turn, obeying rules, and managing emotions. Thus, the development of digital storytelling media for the story of the Prophet Yusuf can be a powerful technology-based innovation for integrating religious and moral values, especially patience, at an early age. This media also offers teachers the option of designing more lively and interactive learning that impacts children's character development.

Therefore, several recommendations are presented based on the research findings. Teachers are expected to utilize digital media depicting the story of the Prophet Yusuf as an alternative learning tool to internalize religious and moral values, particularly patience, at an early age. Schools support the implementation of digital learning media for improving the quality of teaching, making it more engaging and interactive. Furthermore, future researchers are expected to develop more diverse and interactive digital storytelling media and test them on a larger scale with other subjects and developmental aspects, thereby further enhancing their ability to build character at an early age.

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