ISLAMIC STORY BOOK-BASED DIGITAL STORYTELLING FOR CONTENT AND LANGUAGE INTEGRATED LEARNING

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Abstract

This research aims to explore the potential of using digital storytelling based on Islamic story books to enhance foreign language and topic education in a Content and Language Integrated Learning (CLIL) framework. The study focuses on three areas; (1) the effectiveness of digital storytelling in terms of collaboration, engagement and user friendliness (2) the integration of Islamic story book based digital storytelling, into CLIL perspective and (3) the advantages and limitations compared to traditional paper-based methods. To investigate these aspects, we conducted a case study in a school involving 18 students and two teachers. They utilized an artificial intelligent called Leonardo.ai to create digital picture within the CLIL framework. The findings indicate that using storytelling with narrative books can be a valuable instructional tool, for CLIL lessons. It has been observed that this approach, supported by Islamic Storybooks CLIL promotes student interest, ease of use instructional effectiveness and collaborative learning experiences.

INTRODUCTION

CLIL (content and language integrated learning) refers to an educational approach where students learn a subject in a second language, simultaneously developing language skills and acquiring knowledge in the content area (de Zarobe, 2017). CLIL is a dual-focused educational strategy in which an additional language is employed for both content and language learning and teaching (Marsh & Martin, 2012). This is achieved by instructing subjects such as science, history, or geography in a second language, typically English

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(Mehisto et al., 2008). CLIL emerged in the 1990s and has grown in popularity in European education during the last 14 years. Many countries have chosen it as a preferred paradigm for language instruction delivery (Hanesov 'a, 2015). Despite significant advances in teaching and learning strategies over the previous 19 years, there remains a need for research into novel ways to teacher education (Coonan, 2017; Karabassova & Oralbayeva, 2023). There is a particular emphasis on how to construct instructional tasks and structured teaching activities that are assisted by technology (Serragiotto, 2017; Dale & Bearns, 2023). In terms of the latter, teachers frequently rely on textbook exercises that emphasize content but lack variation and quantity in language learning activities (Coonan, 2009; Salvadori, 2017). In this setting, it is vital to provide educational tools for children to employ concepts taught during CLIL sessions while also practicing language use (Coonan, 2009; Salvadori, 2017). In this work, we examine at how digital storytelling, aided by an artificial intelligence technology called Leonardo.ai, has the potential to be used as a didactic resource for CLIL classes on transforming text to images. As a result, a case study was done to better understand the utility of digital storytelling in the form of storybooks in teaching CLIL.

In Muhalim's (2023) study on the significance of teaching English using Islamic content, the research underscored the transformative potential of incorporating religious discourses into the professional practices of English teachers in Indonesia. Muhalim (2023) argued that understanding these discourses as temporal occurrences challenges the prevailing perception of religiously inspired education as inherently dogmatic. Instead, Muhalim (2023) proposed that a pedagogy that integrates Islamic values into English language teaching can serve as a powerful means to resist dominant English ideologies and the dogmas they perpetuate. Despite this valuable contribution, a notable research gap persists in the realm of English language instruction with Islamic content, particularly within the context of Content and Language Integrated Learning (CLIL). To bridge this existing research gap, the current study concentrates on three primary dimensions: (1) appraising the efficacy of digital storytelling in aspects such as collaboration, engagement, and user-friendliness; (2) investigating the incorporation of Islamic storybook-based digital storytelling within a Content and Language Integrated Learning (CLIL) framework; and (3) assessing the advantages and limitations of this approach compared to traditional paper-based methods.

LITERATURE REVIEW
Digital Storytelling on English Language Teaching

Digital storytelling refers to narrative amusement delivered to its audience through digital technology and media (Miller, 2008). Digital storytelling has been progressively utilized in English language teaching in recent years. Bektiyan & Sandi (2023) investigated digital storytelling (DST) has emerged as a widespread alternative to traditional oral or written

storytelling, particularly in the context of English as a foreign language in the digital age. While existing literature extensively documented pedagogical interventions for teaching DST, this research specifically reviewed Storyboardthat.com as a tool for scaffolding students in the creation of digital storyboards, exploring its features, innovative applications, and gathering students' reflections on their experiences with the website in the digital storytelling process. Other authors (Lestariyana & Widodo, 2018) explored the implementation of digital storytelling (DST) as a pedagogical approach in an Indonesian primary school successfully engaged children in the creation of digital stories. Through collaborative efforts, students aged 10-12 actively participated in multimodal language learning experiences, utilizing linguistic resources and various technological tools. The project emphasized the potential of DST to enhance project-based language learning, allowing students to meaningfully express their experiences and stories in a digital format. Yang, Chen, & Hung (2020) examined the implementation of digital storytelling in an interdisciplinary setting significantly improved foreign language learners' proficiency in English speaking and enhances their creative thinking abilities.

Storybooks for Teaching English as a Foreign Language and CLIL

The use of storybook in education has some benefit for language learners and teachers. In this sense, many works (Yang, Sun, Kuang & Thomas 2022; Fan &Chen, 2023) focus on the benefits of storybooks' use in an educational environment for teaching English as a foreign language. Yang, Sun, Kuang & Thomas (2022) explored the effectiveness of improving English-as-Foreign-Language (EFL) learners' oral repetition in e-storybooks through perceptual intervention, finding a significant impact on long-sentence repeating rates and minor effects on phoneme recognition and memorization, with synchronized visual and auditory attention identified as crucial for intervention efficacy. Considering CLIL approach, Fan & Chen (2023) showed that a cooperative learning model within a CLIL framework improved elementary school students' skills in digital storytelling, English speaking proficiency, and financial knowledge. In these works, the beneficial use of storybooks is been highlighted; in our work we consider both the production and the use of story book based digital storytelling in the CLIL framework.

METHODS

The research employed a mixed-methods approach to investigate the integration of storybook-based digital storytelling, specifically using the Islamic Storybooks CLIL, in a CLIL (Content and Language Integrated Learning) context. Qualitative data was gathered through ethnographic observations, written interviews with children, their narrative compositions, and interviews with teachers. Ethnographic observations aimed to identify behavioural patterns during classes, while children's interviews covered their experiences with Islamic Storybooks CLIL, evaluation of graphical and textual

elements, the use of digital storybook in CLIL lessons, and the benefits and limitations of paper and digital-based storytelling. Pre- and post-questionnaires, utilizing a 5-point Likert scale, measured aspects like ease of use, engagement, collaboration, use of predefined textual elements, and willingness to use Islamic Storybooks CLIL in the future. Additionally, narratives produced by the children were analysed for evaluation and comparison of stories. Teachers' interviews focused on educational benefits, exploring their experiences with integrating storybook-based digital storytelling in the CLIL framework, differences between traditional paper-based CLIL approaches and storybook-based digital storytelling, and the specific use of Islamic Storybooks CLIL, with attention to graphical and textual elements. In summary, the study employed a comprehensive methodology, combining qualitative and quantitative approaches, to assess the impact and educational benefits of integrating storybook-based digital storytelling in the CLIL framework. Data was gathered from various sources, including student experiences, behavioural observations, and teacher insights.

Procedure

The study was done in Pontianak especially in Indonesia at a basic school called blind for review. The chosen class was a fifth-grade class with 18 students between the ages of 10 and 11 (M = 8, F = 10). All of the kids can speak English well enough to get by. We brought in a Islamic Education teacher and a teacher who specializes in CLIL. During the 2023–2024 school year, the study took place for two months. The whole plan to help the school was laid out in three steps.

Step 1 is designing the solution. To plan the study, we asked the teachers to meet with us twice. In the first one, Islamic Storybooks CLIL was shown to the teachers, and they could try it out both together and on their own on a single computer. In the second, we talked about the different ways the tool could be used in the classroom. They thought the tool was a fun and highly motivating way to get kids involved in CLIL lessons, so they agreed to use it in a module of five classes spread out over two months. In the CLIL framework, teachers chose to use the tool to teach Islamic Education in English about "The story of Prophets" Finally, they chose to teach children how to use Islamic storybooks CLIL using Leonardo.ai to make storybooks in pairs on a single laptop. There was also a plan for a single lesson where kids would use traditional storybooks on paper.

Step 2: The process of making content. Preparing the Islamic storybooks CLIL library, which includes both visual and textual elements, is a very important step. On the one hand, participants need to be able to find things they can use to tell stories about the chosen topic. On the other hand, there shouldn't be too much visual material that's hard for kids to understand and navigate. Two talks with the teachers wrapped up the process of making the content. In these meetings, the teachers chose visual and textual elements for

the Islamic storybooks CLIL library with the help of the researchers. They thought about backgrounds, items, characters, and predefined textual elements.

Step 3: Learn in class. There were six rounds of the intervention. During the first class, the kids learned about the project and how to use Islamic storybooks CLIL using Leonardo.ai. In addition, a form was given out. From the second meeting on, they were told to make an English storybook about a real or made-up experience. Still, students were put into pairs that would stay together for the whole project. In the second lesson, they were given paper and pens and told to draw a storybook-style story. During the other four meetings, they were asked to use Islamic storybooks CLIL and Leonardo.ai on a single laptop to write a story. Then, children were given a questionnaire and a written discussion to answer. In the end, almost 30 minutes were spent talking to the teachers.

Data Analysis

The analysis from the data collected in this case study is divided into three subsections: (1) Children's experience, (2) Teachers' experience, (3) Narrative Analysis. Analysis of 18 surveys, written interviews, and ethnographic observations are used to gather the data. Three researchers work together to code the data from the open-ended questions using the theme analysis with a deductive method (Braun & Clarke, 2006). At the end of the coding process, the three researchers got together to look over the data. Disagreements were talked over until they were resolved.

The initial stage involved transcribing the interviews. Subsequently, the interviews were subjected to individual examination by researchers employing thematic analysis with a deductive approach, as outlined by Braun and Clarke (2006). Ultimately, the researchers convened, thoroughly examined the findings, and reached a consensus, albeit with the emergence of some dissent. T1 and T2 serve as identification codes for the teachers. T1 denotes the instructor responsible for teaching Islamic education, whereas T2 signifies the educator who possesses expertise in Content and Language Integrated Learning (CLIL).

Thematic analysis, following Braun and Clarke's (2006) approach, is applied to 33 digital and 9 non-digital storybooks in a narrative analysis. Independently conducted by three researchers, the analysis focuses on identifying distinct patterns in narrative production across three dimensions. Firstly, the Structure of the narration is examined, encompassing the presence of a beginning with an opening scenario, a middle involving story development, and an end concluding the narrative. Secondly, Coherence and

Meaningfulness are explored, evaluating the story's logical connection to the task and its overall sense for the reader. Thirdly, narrative elements, including the number of words, objects, and characters, are considered. Additionally, in digital storybooks, attention is given to the utilization of pre-defined text.

Children's Experience

Enjoyable task, Islamic Storybook CLIL is a delightful and enriching task that captures children's interest through vibrant visuals. Using Leonardo.ai is user-friendly design fosters an enjoyable learning process, and personalization options, including a diverse set of backgrounds and characters, enhance engagement. Islamic Storybook CLIL caters to diverse preferences. Anticipation and excitement are evident pre-activity (M = 4.8, SD = 0.3) and sustain into the post-activity phase (M = 4.7, SD = 0.4), highlighting the enduring appeal of Islamic Storybook CLIL. The task's consistent engagement throughout the entire process makes it not only an educational tool but also a source of joy and inspiration, fostering a positive learning environment for children.

Historical and Islamic Terminology Learning: The educational significance of Islamic Storybook CLIL extends beyond language skills, encompassing a valuable exploration of Prophet history and Islamic terminology. Children actively immerse themselves in the learning process, as evidenced by a participant's testimonial: "Through this activity, I not only enhanced my English proficiency but also delved into the grammatically correct construction of sentences. Moreover, I discovered insights into the histories of various prophets and deepened my understanding of Islamic terminology" (C7). This dual learning experience highlights the multifaceted educational benefits of Islamic Storybook CLIL, emphasizing its role in fostering linguistic competence alongside a nuanced comprehension of historical and religious concepts within the Islamic context.

Narrative Facilitation: Within the context of Islamic Storybook CLIL, the task assumes a pivotal role in expediting narrative construction, accommodating diverse inclinations within the creative process. A majority of participants (n=13) express a perceived inadequacy in their drawing proficiencies, finding solace in the platform's user-friendly interface. As articulated by one participant, "The creation of Islamic Storybook CLIL through Leonardo.ai proves more accessible for me given my limited drawing skills" (C4). In contrast, a minority subset (n=3) values the autonomy to draw their own story, driven by a desire to personalize their graphical content. A participant from this subset elucidates, "I prefer crafting the pictures through traditional means as it allows me to depict characters precisely as envisioned" (C9). The adaptive nature of the task affords participants the flexibility to opt for either method—leveraging the platform's operational simplicity for generating visual elements or engaging in manual drawing to infuse a personalized touch into their narratives.

Ease of Use: Generally, Designing Islamic storybook CLIL using Leonardo.ai is widely perceived as user-friendly, as indicated by participants' responses in both the initial and subsequent questionnaires (M = 4.6, SD = 0.8 and M = 4.4, SD = 0.8). Throughout the activities, children encountered no challenges in utilizing Islamic Storybook CLIL, and remarkably, they did not seek assistance. A child emphasized this sentiment, stating, "It's remarkably easy to use for language; its integration in other schools is highly recommended!" (C15). The participants' seamless experience with the tool underscores its accessibility and intuitive interface.

Collaborative Engagement: There is a discernible increase in the children's appreciation for joint storybook creation, especially following extended usage, as indicated by higher post-questionnaire scores (M = 4.7, SD = 0.5) compared to pre-questionnaire scores (M = 4.2, SD = 1.0). In written responses, participants express a preference for collaborative work with peers, highlighting the advantages of joint efforts in designing storybooks. These benefits encompass the exploration of story plots, the enhancement of narrative structures, and active participation in collaborative point of view reassessment and compromise. One participant elucidates, "Collaborating with a friend enhances the enjoyment of the process and facilitates the exchange of valuable suggestions, contributing to the collaborative structuring of the storyline" (C7). This underscores the constructive influence of collaborative endeavours, not only enriching the learning experience but also enhancing the creative dimensions in the context of designing storybooks by students.

Teacher's Experience

Initial Procedure, the transcription of interviews marked the primary step, followed by individual thematic analysis employing a deductive approach (Braun & Clarke, 2006). Subsequently, collaborative sessions were conducted among researchers to review and reconcile analysis outcomes, acknowledging instances of disagreement. The identification labels T1 and T2 pertain to distinct educators, with T1 representing the Islamic teacher and T2 representing the CLIL-specialized teacher.

Engagement in Learning Activities: According to the teachers, a central challenge during the CLIL lessons revolves around crafting activities that seamlessly blend Islamic content with the English language, catering to the children's interests. Utilizing technology, especially Leonardo.ai, proved instrumental in capturing the full attention of the children. A teacher emphasizes, "Children often struggle with concentration during CLIL lessons, and Storybook CLIL task emerges as a significant tool to overcome this challenge, ensuring sustained focus on the activity" (T2).

Children's CLIL Proficiency: Teachers express astonishment at the adeptness of children in crafting English narratives related to Islamic materials using digital CLIL content. The children's ability to seamlessly combine CLIL content and language is highly valued. A teacher acknowledges, "They exhibit competencies in Islam and English that surpassed my expectations" (T1). Prior to the adoption of Islamic Storybook CLIL, teachers note that, when prompted, children would often create narratives primarily in Indonesia, rather than actively practicing English. This observed shift in behaviour within the activity signifies a notable engagement with the English language. A teacher elaborates, "Previously, children tended to resort to Indonesia when creating narratives, but with Islamic Storybook CLIL task, they are encouraged to actively use and experiment with English. One of the key goals of CLIL is to foster experimentation in English, even if grammatical perfection is not immediate. It's about establishing a familiarity and comfort with the language" (T2). This nuanced insight emphasizes the transformative impact of Storybook CLIL and lenardo.ai on language engagement and experimentation among the participating children.

Digital Storybook Support: Teachers express gratitude for the effective utilization of digital support, recognizing its role in enhancing the learning process. According to a teacher, "The use of digital tools, such as Leonardo.ai, is particularly valuable as it contributes to a more vibrant learning experience compared to traditional methods" (T1). The appreciation stems from the integration of graphical and textual elements, the incorporation of technology, and the enjoyable nature of the activities. In particular, the combination of these elements in digital story is identified as a stimulating factor that encourages students to craft narratives in English, specifically centered around Islamic education.

Ease of Technology Use: Teachers acknowledge the ease of using Storybook CLIL task, highlighting the positive response from children. They value the fact that minimal training is required, as children quickly grasp the tool's functionality. After an initial brief training session, children exhibit independence in using the tool such as Leonardo.ai without requiring further guidance. A teacher affirms,

> *Children readily adapted to Leonardo.ai and Ms. Words, demonstrating its user-friendly nature. They seldom sought assistance for tool operation, indicating its accessibility and ease of use (T1).*

Collaborative Narration: In collaborative sessions, children actively contribute ideas, share them with peers, and collectively decide on narrative plots and graphical structures. Occasionally, discussions involve negotiating among children to determine the inclusion of specific elements in the story, leading to compromises. A teacher observes,

> *While children often prefer individual work during narrative production, the collaborative aspect is crucial. They must function as a team, deciding the storyline with a cohesive beginning, middle, and end (T2).*

This collaborative spirit extends to the relationship between children and teachers. A teacher says:

With instances where children seek assistance when facing challenges in reaching a consensus among themselves (T1).

Narrative Analysis

The analysis of narratives involves studying 30 digital and 5 non-digital storybooks with images, employing the thematic analysis method (Braun & Clarke, 2006). Two researchers independently review and identify unique patterns in the narrative creation process. The examination focuses on three aspects of the composed narratives. Firstly, the Structure of the narration is assessed, considering the presence of a beginning (1) with an opening scenario, a middle (2) depicting the story's development, and an end (3) concluding the narrative. Secondly, the analysis explores Coherence, examining both the coherence with the task and the Meaningfulness of the story to ensure its comprehension for the reader. Thirdly, various Narrative elements, such as the number of storybook pages, objects, and characters, are also taken into account.

Structure of the narratives: Concerning digital narratives, 30 stories exhibited a beginning, 23 a middle, and 12 an end. In contrast, among non-digital stories, 3 out of 5 presented a beginning, 2 a middle, and 2 an end. This analysis reveals that child crafting stories in a digital format frequently produced narratives with a comprehensive structure, showcasing a more complete storytelling approach.

Meaningfulness: Meaningfulness is defined by the clarity and coherence of the story, gauged by the integration of suitable images, objects, text, and characters. In the digital realm, children predominantly composed meaningful stories (20), whereas only 10 stories lacked coherence. Non-digitally, children generated 2 stories devoid of sense, with only 3 exhibiting meaningfulness. It is evident that while digital stories were perceived as meaningful by readers, individual comprehension varied among the readers.

Coherence: The narrative coherence centers on a clear topic that is introduced, developed, and eventually concluded, often involving an adventure around the story. Digitally, children crafted 20 stories that exhibited coherence with the task, specifically portraying an adventure in English. In contrast, non-digital stories included only 3 narratives that were coherent with the proposed task. Additionally, it is noteworthy that the digital medium allowed for a more consistent representation of the specified adventure theme in English.

RESULTS

This study focused on examining the impact of storybook-based digital storytelling, with the support of Islamic Storybooks CLIL, on the ability of children and teachers to engage with Content and Language Integrated Learning (CLIL) lessons. In this section, we present an analysis of the results in relation to each study topic.

Research Question 1 (RQ1): How does storybook-based digital storytelling perform in terms of collaboration, engagement, and convenience of use?

Previous research had examined the concept of collaboration within the realm of digital storytelling, specifically in relation to the collaborative sharing of online stories (Bonsignore et al., 2013), as well as its potential for enhancing creativity and digital literacy (Rubegni & Landoni, 2014). This study revealed that students possess the necessary skills to effectively collaborate with their peers in the creation of Islamic storybooks-based narratives within the Content and Language Integrated Learning (CLIL) framework.

According to educators, youngsters demonstrated the capacity to collaboratively determine and negotiate the storyline and structural elements of a narrative. When conflicts arose during these discussions, they exhibited the ability to reach compromises. From the standpoint of children, collaboration offered them the opportunity to construct the narrative framework through compromise. In relation to the topic of engagement, scholarly literature had previously acknowledged the potential of digital storytelling as a means of supporting engagement (Choi, 2018; Faruk Islim et al., 2018; Rubegni & Landoni, 2014). Even within the Content and Language Integrated Learning (CLIL) framework, children exhibit high levels of engagement when utilizing storybooks as a medium for creating digital narratives. It was evident that children did not experience a decline in focus, which was commonly observed during traditional Content and Language Integrated Learning (CLIL) sessions, when they engaged in collaborative activities with their classmates utilizing digital tools. Ultimately, both educators and students did not have any challenges when engaging in the utilization of Islamic Storybooks CLIL. Following the initial session, during which educators and students utilized the tool in collaboration with a researcher, subsequent assistance became unnecessary.

Research Question 2 (RQ2): The Integration of Islamic storybook-based Digital Storytelling inside the Content and Language Integrated Learning (CLIL) Framework.

According to the teachers, digital storytelling and Islamic storybooks CLIL appear to be efficacious methods for developing instructional resources for Content and Language Integrated Learning (CLIL) classes. Typically, the process of preparing educational materials is time-consuming and requires significant exertion. However, it is worth noting that the outcome may not always meet the expectations of the children (Coonan, 2017; Mehisto et al., 2008; Salvadori, 2017). The production of graphical and textual components

for Islamic storybooks CLIL involved a consultation with the instructor and spans a duration of five sessions, or five weeks, without any additional expansion on the content.

Children derived pleasure from utilizing Islamic Storybooks CLIL, an educational tool that is widely regarded as captivating for enhancing vocabulary acquisition in a foreign language. This application provided targeted assistance to teachers in directing their narratives towards certain subjects and relevant terminology. The utilization of pre-established textual expressions enabled children to effectively employ them in the creation of on-topic and relevant narratives. However, the incorporation of these elements for the purpose of enhancing vocabulary instruction was not as prevalent as initially anticipated. The utilization of pre-determined material appeared to be beneficial for initiating the activity, but its relevance diminishes over time. It has been observed in previous studies (Choi, 2018) that children demonstrate enthusiasm in integrating graphical and textual components to construct storylines, despite their lower-than-anticipated proficiency in storybook production. Nevertheless, the individuals assert that they may have preferred to upload alternative visual content, including novel settings and characters.

Research Question 3 (RQ3): A Comparative Analysis of Islamic Storybooks-Based Digital Storytelling and Paper-Based Versions.

Teachers expressed their appreciation for the use of technology, namely the use of Islamic CLIL, as a means of facilitating Content and Language Integrated Learning (CLIL) classes. This inclusion was valued for various reasons. Initially, the users expressed their appreciation for the ability to choose and refine the information, since this feature serves as a supportive tool for scaffolding practices that would be more challenging to implement in a traditional paper-based format. Furthermore, it has been noted that children, who are prone to experiencing difficulties with maintaining focus, exhibit higher levels of motivation and engagement when utilizing computers as opposed to engaging with paper-based materials. It has been seen that the utilization of technology has facilitated teachers in engaging youngsters in the educational process, as shown by Llull (2014). A majority of the participants, namely 12 children, shown a preference for utilizing the digital-based iteration as opposed to the traditional paper-and-pen format.

The participants expressed a preference for the availability of a pre-established assortment of backdrops, objects, and characters that could be selected from the library. The individuals came to the realization that the process of altering their perspectives on narratives and rectifying errors was significantly more convenient when utilizing the digital instrument. In contrast, a smaller number of individuals expressed a preference for creating their own storybooks, citing a desire to customize their visual content. However, it has been suggested that incorporating visual aspects into tales can aid in structuring the story and prevent the occurrence of 'blank page syndrome' (Joyce, 2009).

In relation to the development of storybooks, it has been observed that digitally generated stories exhibit greater structural organization, meaningfulness, and coherence compared to their non-digital counterparts. However, it is evident that children have the ability to construct tales that often have a coherent structure, encompassing a clear beginning, middle, and finish. According to Rubegni and Landoni (2014), it is possible that the use of technology into educational curriculum is crucial for fostering student motivation, engagement, and attentiveness during classroom activities.

CONCLUSION

This study delved into the effectiveness of Islamic storybook-based storytelling, facilitated by Storybooks Tool such as Leonardo.ai, in supporting primary school children and teachers in their CLIL lessons. The findings suggested that employing storybook-based digital storytelling, particularly with tools like Leonardo.ai, held promise for enhancing CLIL lessons. Storybook Tool, characterized by its engaging and user-friendly nature, emerges as an educational asset that fosters collaboration. The study emphasized the positive impact of storybook-based digital storytelling, including the collaborative creation of stories among children, highlighting its benefits in mediating peer interactions within the classroom setting.

The comparison between digital and traditional paper-based narrative approaches reveals insights into the use of storybooks to support the CLIL framework. While the functionalities of the digital tool, such as the image library and predefined textual elements, contribute to structuring and supporting the narrative task, there is a slight limitation in creativity perceived by some children. Pre-defined textual elements aid in overcoming the initial challenges of story creation, yet their usage is not as extensive as anticipated. In contrast, graphical and textual elements are widely embraced in storybooks strips, facilitating the CLIL approach, particularly in Islamic education in English topics. In conclusion, this case study provides preliminary evidence affirming the potential benefits of integrating digital storytelling, in the form of storybooks, as a didactic approach within the CLIL framework.

The study's focus on storybook-based digital storytelling within the CLIL framework may not fully consider the cultural nuances of Islamic education. The content and themes presented in the digital tool may not align seamlessly with the values and sensitivities embedded in Islamic storybooks, potentially limiting the applicability of the findings to a diverse cultural context. The study acknowledges that predefined textual elements might somewhat limit creativity. In the context of Islamic storybooks, this limitation may be more pronounced, as these narratives often require a high degree of customization to align with specific religious and ethical teachings. The challenge of balancing pre-established elements with the need for tailored content might impact the effectiveness of the digital tool in teaching Islamic values. While

the study explores digital storytelling in English, it may not fully address the linguistic aspects crucial for Islamic education. Islamic storybooks often employ specific religious terminology and language nuances that might not be adequately captured in the English language, potentially affecting the accuracy and resonance of the digital narratives.

Future research should delve into the development and integration of Islamic content within digital storytelling tools. This involves creating a tool that aligns with Islamic values, incorporates culturally sensitive themes, and facilitates the seamless inclusion of Islamic teachings in the CLIL framework. Enhancing the tool to allow greater customization without compromising ease of use is critical. This could involve incorporating features that enable educators and students to tailor narratives to specific Islamic contexts, ensuring that the digital tool becomes a versatile and adaptable resource for Islamic story-based education.

Recognizing the linguistic diversity within Islamic education, future work could explore the incorporation of multilingual capabilities within digital storytelling tools. This would ensure that the tool accommodates various languages used in Islamic storybooks, making it more accessible and relevant to a wider audience. Future studies should extend beyond the tool's technical aspects to assess its impact within actual Islamic educational settings. This involves evaluating its effectiveness in enhancing understanding, engagement, and collaborative learning specifically within the context of Islamic story-based education. Addressing these limitations and pursuing these avenues for future research will contribute to the development of digital tools that are not only technologically effective but also culturally and linguistically sensitive in the realm of Islamic storybook education within the CLIL framework.

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