



Fostering Character and Digital Literacy via Student-Led Video Production in Child Islamic Boarding Schools

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ABSTRACT

Digital transformation in Islamic education necessitates innovative pedagogical strategies that honor religious values while equipping students with 21st-century skills. Within this context, pesantren—Islamic boarding schools rooted in Qur’anic memorization and character formation—face the challenge of integrating modern tools without compromising their core traditions. This study aims to explore how student-led video content creation fosters character development and digital literacy among elementary-aged students at Pesantren Anak-anak Tahfidzul Qur’an Raudlatul Falah (PPATQ RF), Central Java, Indonesia. Using a qualitative case study design, data were collected through in-depth interviews, non-participant observations, and document analysis. Thematic analysis revealed that video production activities actively fostered values aligned with Islamic ethics, including discipline, responsibility, collaboration, and creativity. Students engaged not only with digital tools but also internalized moral lessons through scripting, directing, and reflecting on religious themes, such as honesty, patience, and communal accountability. While the initiative enhanced student engagement and self-confidence, it also encountered pesantren-specific challenges, such as time constraints due to tahfidz schedules, limited equipment, and the need for teacher training in media literacy. These findings highlight that integrating digital storytelling within pesantren pedagogy can serve as a transformative method for nurturing akhlāq al-karīmah (noble character) in line with Islamic educational ideals. This model offers new pathways for reimagining pesantren as centers of both religious integrity and technological adaptability.

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1. Introduction

Character education constitutes a fundamental component of holistic Islamic learning, fostering moral, ethical, and spiritual development alongside intellectual advancement (Fauzi et al., 2019; Taufikin, 2021). In the digital age, Islamic boarding schools (pesantren) encounter challenges and opportunities to sustain character education while integrating contemporary technological tools (Setiawan, 2019; Syarnubi et al., 2021). The increasing adoption of digital platforms in educational settings has led to innovative pedagogical approaches, including video content creation as a learning medium (Krumm et al., 2022; Voronkin, 2019). This transformation presents an opportunity to merge traditional religious instruction with modern digital literacy, fostering religious understanding and character formation among students (Sapriya et al., 2023; Thalgi, 2019; Wasehudin et al., 2023).

In recent years, the role of digital content creation in education has gained significant recognition (Ibda et al., 2023), particularly in Islamic boarding schools specializing in Qur'anic memorization. Pondok Pesantren anak-anak Tahfidzul Qur'an Raudlatul Falah (PPATQ RF), located in Bermi Gembong, Pati, Central Java, has pioneered an educational model incorporating video production into its learning framework. Young students, ranging in age from 6 to 12, engage in scriptwriting, acting, filming, and editing under the supervision of their instructors. Creating educational videos enables students to participate in interactive learning experiences while cultivating essential character attributes such as discipline, teamwork, responsibility, and creativity. The institution's digital creative content division has successfully produced a substantial number of videos, which are disseminated through online platforms such as YouTube and TikTok, offering valuable insights into the role of digital media in Islamic education.

Although digital learning has been extensively integrated into various educational institutions, most research in Islamic education has concentrated on the passive consumption of digital resources rather than active participation in content creation (Abidin, 2020; Zakiyyah et al., 2024). The existing literature on digital learning within religious education predominantly examines online Qur'anic recitation programs, virtual Islamic courses, and multimedia-assisted teaching (Huda et al., 2024; Mukhibat & Ghafar, 2019; Suartama et al., 2020a). However, a substantial gap remains in understanding the pedagogical and character-building potential of student-driven video production as an educational tool in Islamic boarding schools. This study seeks to bridge this gap by examining the character education values embedded in video content creation at PPATQ RF and evaluating its impact on students' moral and personal development.

The primary research issue addressed in this study is the scarcity of empirical evidence regarding the role of student engagement in video production as a medium for character education in Islamic learning environments (Krumm et al., 2022). Traditional pesantren emphasize rote memorization and teacher-centred pedagogy, often limiting students' exposure to interactive and creative learning methodologies (Anshori & Pohl, 2022). While some Islamic boarding schools have incorporated technology-enhanced education, the predominant focus has been on digital tools as supplementary resources rather than as platforms for active learning and character development (AbdulHafeez et al., 2013; Mayer, 2001; Syarnubi et al., 2021). This research explores how integrating video content creation into the curriculum can bridge this pedagogical gap, fostering character education through experiential learning.

A common strategy for addressing this issue has been the adoption of digital learning frameworks (Livingstone & Sefton-Green, 2016), including blended learning and multimedia-assisted instruction (Lee et al., 2015; Viel et al., 2015). These approaches have effectively enhanced student engagement, knowledge retention, and digital literacy. However, they do not explicitly examine the impact of student-led media production on character development. Video production as a pedagogical tool in Islamic boarding schools remains an understudied area, particularly in the context of character education (Krumm et al., 2022).

Several studies have underscored the benefits of student-driven digital media projects in non-religious educational environments. Research indicates video content creation enhances problem-solving skills, teamwork, and creativity while fostering responsibility and discipline (Huda et al., 2024; Mukhibat & Ghafar, 2019). In secular education, video production has been recognized as a means to develop communication skills and encourage collaboration on complex projects. However, the specific impact of this method within Islamic education, particularly in Tahfidz Qur'an schools, has not been sufficiently explored.

Despite the expanding body of research on digital education, few studies have investigated the direct correlation between video content creation and character education in Islamic boarding schools. Previous research has established that pesantren play a crucial role in moral development by instilling values such as patience, honesty, and cooperation (Purwanto et al., 2021; Syarnubi et al., 2021). However, these studies have not examined how active involvement in digital creative processes reinforces these values. The existing literature lacks empirical studies on the potential of digital content creation as a compelling character education strategy within Islamic educational institutions.

This study aims to address this research gap by investigating the role of video content creation in character education at PPATQ RF. It assesses how much participation in media production fosters essential moral values among students. The novelty of this research lies in its exploration of video production as an active learning approach that integrates modern digital literacy with traditional Islamic education. Unlike prior studies focusing on digital consumption, this research highlights student-led creative processes and their impact on cognitive and moral development (Anam et al., 2019).

The main objectives of this study are to (1) identify the character education values embedded in video content creation at PPATQ RF, (2) assess the impact of digital media production on students' moral and personal development, and (3) evaluate the effectiveness of video content creation as a pedagogical tool in Islamic education. The findings of this research will contribute to academic discourse on Islamic pedagogy, digital learning, and character development, providing valuable insights into integrating digital creative content into religious education. Additionally, this study will serve as a model for other Islamic boarding schools seeking to implement innovative educational strategies that balance religious instruction with 21st-century skills development.

2. Method

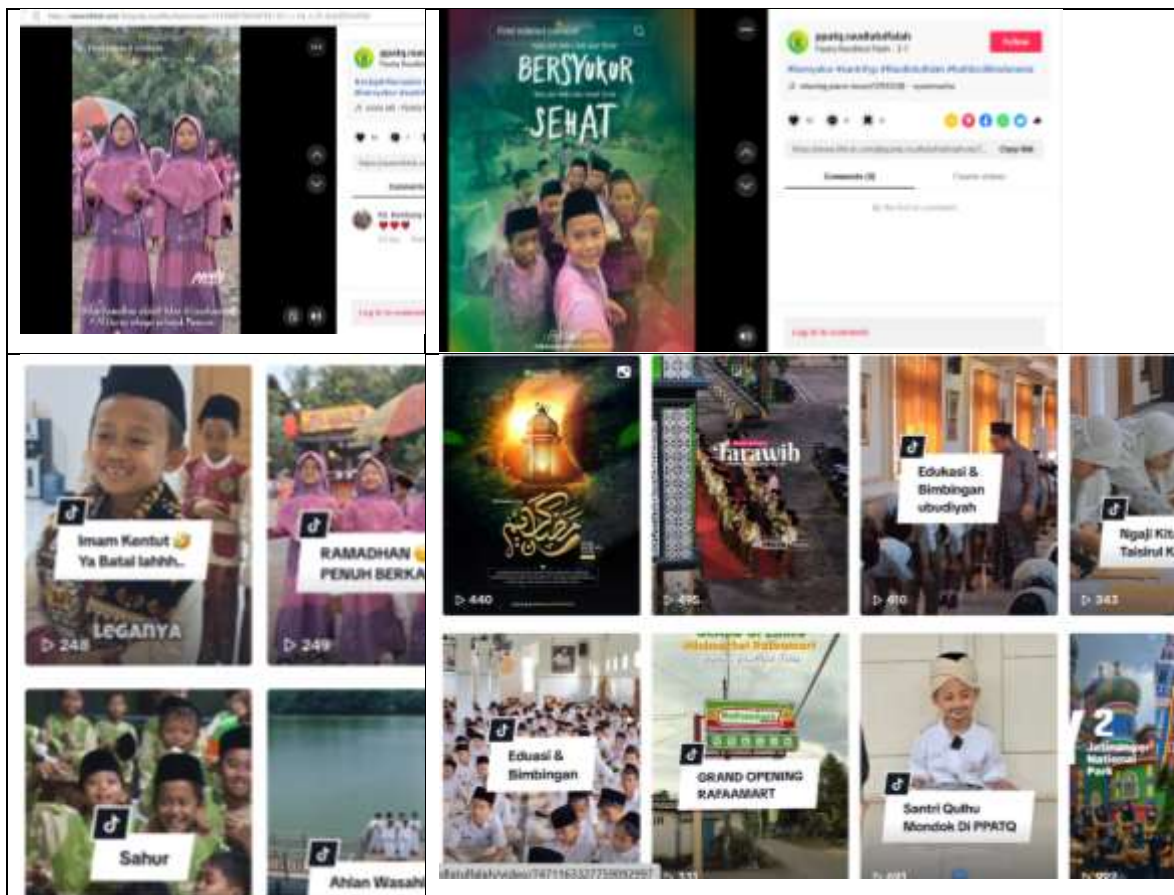
a. Research Design

This study adopts a qualitative case study methodology (Khan, 2022; Quintão et al., 2020; Rashid et al., 2019) to explore integrating video content creation in character

education at the PPATQ RF. The case study approach is particularly suitable for examining contemporary issues within real-life contexts. (Robert K. Yin, 2018) By focusing on student involvement in digital media production, this research aims to provide an in-depth understanding of how digital content creation fosters ethical and moral development within an Islamic educational framework. This approach facilitates a comprehensive analysis of the intersection between traditional Islamic pedagogy and modern digital learning techniques.

b. Research Site and Participants

The study was conducted at the PPATQ RF in Bermi Gembong, Pati, Central Java. This institution specializes in Tahfidz Qur'an education for students aged 6 to 12 and has integrated a digital creative content division into its curriculum. This research site was selected based on its pioneering approach to merging conventional Islamic education with contemporary digital technology, making it an ideal case for investigating the role of video content creation in character education.



These are images of video clips created by the Creative Content Digital Division team. The children play the main role in creating each video content, while the Digital Division team of teachers edits and uploads to YouTube, Facebook and TikTok.

<https://www.youtube.com/@PPATQTV>, <https://www.ppatq-rf.id/> and https://www.tiktok.com/@ppatq.raudlatulfalah?_t=ZS-8uiNZPJmPSM&_r=1, also <https://www.facebook.com/ppatq.raudlatulfalah>

PPATQ RF is an educational institution that accommodates a diverse community, including one Kiai, 93 ustadz, 25 murobbi, and 531 students—260 male and 271 female. Among them, more than 200 students actively participated as video content creators, engaging in various stages of production such as scriptwriting, filming, and editing. Additionally, the study involved two digital team members, five ustadz, and one pesantren supervisor, who provided valuable insights into the pedagogical and developmental aspects of digital media integration. Furthermore, an observational analysis of 200 student-produced videos offered a comprehensive perspective on their engagement and learning experiences through the creative process.

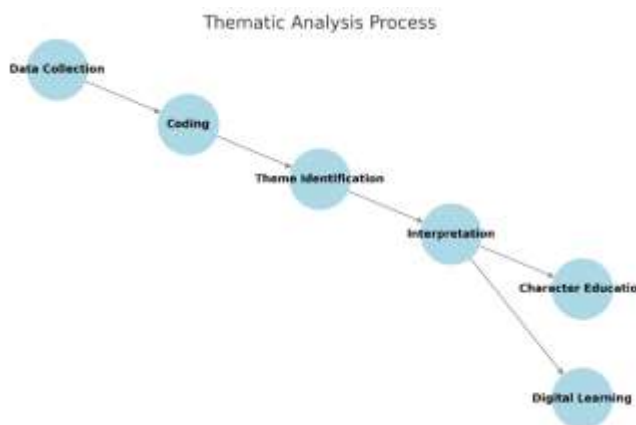
A purposive sampling strategy was employed to ensure the inclusion of participants directly involved in video production. Students were selected based on their active engagement in digital media projects, while teachers and content creators were chosen for their supervisory and instructional roles (50 Santri, 5 Ustadz, 2 Ustadz Team Digital, 1 Kiai). This approach highlights the potential of structured digital media engagement in fostering student participation, teamwork, and character development within an Islamic educational setting.

c. Data Collection Methods

To ensure a comprehensive investigation of the research problem, a multi-method data collection strategy was utilized, incorporating the following approaches: (Bogdan, 1998)

1. Observations: Non-participant observations were conducted to examine the video production process, emphasizing student collaboration, role assignments, and character development. These observations provided valuable insights into how students interact and integrate ethical values within a creative learning environment.
2. Semi-structured Interviews: In-depth interviews were conducted with students, teachers, and digital content facilitators to explore their perceptions regarding the impact of video content creation on character development, teamwork, and responsibility.
3. Document Analysis: The research analyzed existing student-produced video content, educational materials, institutional policies, and documentation related to the digital learning initiative. This analysis provided contextual information regarding the pedagogical framework supporting the integration of video production into the curriculum.

d. Data Analysis



Thematic analysis was employed to systematically analyze the collected data (Braun & Clarke, 2006; Sandhiya & Bhuvaneswari, 2024). This process involved coding the data, identifying recurring themes, and interpreting findings based on their significance in character education and digital learning.

The thematic analysis framework facilitated the identification of core patterns in student behaviour, learning experiences, and ethical development. The primary themes from the data included discipline, teamwork, responsibility, and creativity—elements that align with the study's objective of assessing character formation through video content creation.

e. Reliability and Validity

To enhance the credibility and reliability of the research findings, triangulation was applied by cross-validating data from multiple sources, including observations, interviews, and document analysis (Creswell & Poth, 2018; Meydan & Akkaş, 2024). Member checking was conducted, allowing participants to review and verify the interpretations of their responses, thereby minimizing potential researcher bias. Furthermore, an external auditor independently reviewed the data analysis process to ensure the validity and rigour of the study.

This research methodology provides a structured and systematic approach to examining the role of video content creation in character education within an Islamic boarding school context. The findings derived from this study will contribute to the broader discourse on digital learning, pedagogical innovation, and ethical development in Islamic education.

3. Finding and Discussion

Finding

Incorporating video content creation into Islamic education has significantly transformed student learning experiences, fostering cognitive and character development. This study explores how digital media production enhances key attributes such as discipline, teamwork, responsibility, creativity, and digital literacy among Raudlatul Falah Islamic Boarding School students. By analyzing observational data from 400 student-produced videos and insights from interviews with students, teachers, digital team members, and a pesantren supervisor, this section provides an in-depth evaluation of the educational impact of multimedia learning.

a. Student Engagement

The table below presents thematic excerpts from interviews with various informants, categorized based on key themes identified in the study.

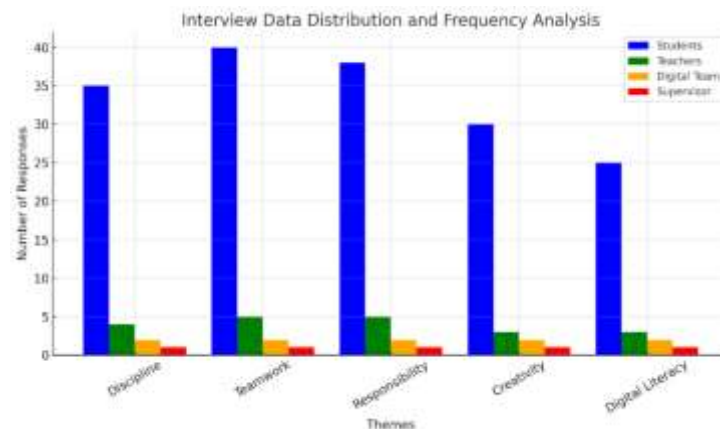
Table 1. Thematic Excerpts from Interview Results about Student Engagement

Theme	Excerpt from Informants	Informant
Discipline	"We must manage our time carefully to balance Tahfidz Qur'an and video production."	Student
Teamwork	"Each participant has a role in the production process, requiring collaboration to complete tasks."	Student
Responsibility	"Students are assigned specific responsibilities and must ensure timely completion of their tasks."	Teacher
Creativity	"Finding innovative ways to present Islamic teachings makes learning more engaging."	Digital Team
Digital Literacy	"This initiative helps students become more proficient with technology while upholding Islamic values."	Pesantren Supervisor

The subsequent table displays the distribution, frequency, and percentage of themes derived from the interview data.

Table 2. Interview Data Distribution and Frequency Analysis about Student Engagement

Theme	Student (n=50)	Teacher (n=5)	Digital Team (n=2)	Pesantren Supervisor (n=1)	Total Responses	Percentage (%)
Discipline	35	4	2	1	42	32.3%
Teamwork	40	5	2	1	48	36.9%
Responsibility	38	5	2	1	46	35.4%
Creativity	30	3	2	1	36	27.7%
Digital Literacy	25	3	2	1	31	23.8%



The findings indicate that teamwork (36.9%) and responsibility (35.4%) were the most frequently mentioned themes, emphasizing their crucial role in student character development. Discipline (32.3%) was also a central aspect, reinforcing the structured nature of the program. Creativity (27.7%) and digital literacy (23.8%) were cited less frequently but remain significant in modernizing Islamic education.

The table below summarizes key observations and documented evidence from the research site.

Table 3. Observation and Documentation Results about Student Engagement

Observed Element	Description	Interpretation
Student Engagement	High levels of participation and enthusiasm in video production	Active learning through digital content enhances motivation and confidence.
Role Distribution	Assigned tasks such as scriptwriting, directing, acting, and editing.	Structured responsibilities promote accountability and teamwork.
Technological Use	Students utilized smartphones and editing software to produce videos	Digital literacy is enhanced while maintaining Islamic education values.
Educational Impact	Videos effectively conveyed Islamic teachings in engaging formats	Digital storytelling serves as an effective pedagogical tool.

b. Development of Character

The table below presents thematic excerpts from interviews conducted with various informants, categorized according to key character traits influenced by video content creation.

Table 4. Thematic Excerpts from Interview Results about Development of Character

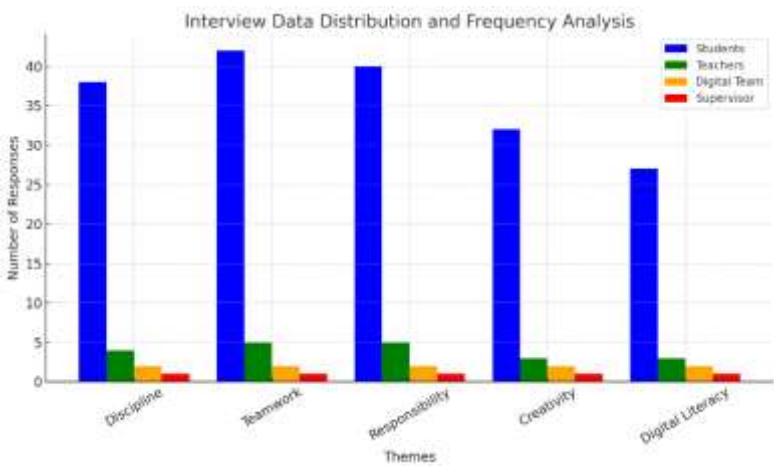
Theme	Excerpt from Informants	Informant
Discipline	"We adhere to a strict schedule. Balancing Tahfidz Qur'an and video production instills time management skills."	Student

Teamwork	"Video production requires collaboration, role assignment, and mutual support—like building a strong community."	Student
Responsibility	"Each student is responsible for their designated role. Failure to complete a task impacts the entire project."	Teacher
Creativity	"Developing engaging Islamic content necessitates innovative approaches. We explore visual storytelling techniques."	Digital Team
Digital Literacy	"Students are growing more proficient in digital tools while upholding Islamic values."	Pesantren Supervisor

The following table provides an overview of the distribution, frequency, and percentage of key themes identified during interviews with all informants.

Table 5. Interview Data Distribution and Frequency Analysis about Development of Character

Theme	Student (n=50)	Teacher (n=5)	Digital Team (n=2)	Pesantren Supervisor (n=1)	Total Responses	Percentage (%)
Discipline	38	4	2	1	45	32.1%
Teamwork	42	5	2	1	50	35.7%
Responsibility	40	5	2	1	48	34.3%
Creativity	32	3	2	1	38	27.1%
Digital Literacy	27	3	2	1	33	23.6%



The findings indicate that teamwork (35.7%) and responsibility (34.3%) were the most frequently mentioned themes, underscoring their pivotal role in student character development. Discipline (32.1%) was also highly emphasized, reinforcing the structured nature of the learning process. Creativity (27.1%)

and digital literacy (23.6%) were mentioned less frequently but remain integral to modern Islamic education.

The table below summarizes key observations and documented evidence from the research site.

Table 6. Observation and Documentation Results about Development of Character

Observed Element	Description	Interpretation
Student Engagement	Active participation in scriptwriting, directing, and editing, demonstrating enthusiasm.	Practical engagement enhances motivation and learning effectiveness.
Role Distribution	Assigned roles in acting, filming, and technical operations.	Well-defined responsibilities promote accountability and teamwork.
Use of Technology	Utilization of smartphones and editing software for content creation.	Technological proficiency is developed through hands-on experience.

Educational Impact	Videos convey Islamic teachings in engaging, relatable ways.	Digital storytelling enhances pedagogical effectiveness.
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Observations confirm that video content creation significantly enhances student engagement. The structured assignment of roles fosters accountability, while technological integration supports the development of digital literacy. Digital storytelling emerges as a transformative educational strategy, making religious teachings more accessible and engaging for young learners.

c. Student Perceptions

The following table presents key excerpts from interviews conducted with various informants, categorized according to prominent themes associated with video content creation and student learning.

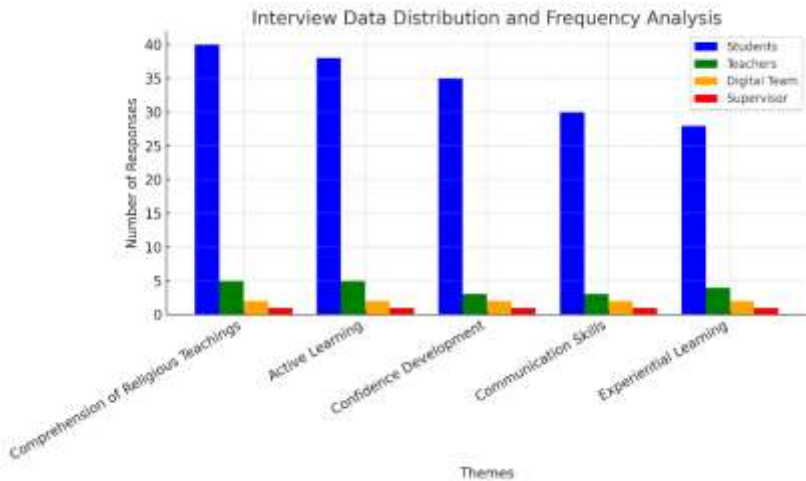
Table 7. Thematic Excerpts from Interview Results about Student Perceptions

Theme	Excerpt from Informants	Informant
Comprehension of Religious Teachings	"Creating videos allows me to relate Qur'anic teachings to real-life situations, enhancing my understanding."	Student
Active Learning	"Instead of solely memorizing, we creatively apply what we learn."	Student
Confidence Development	"Initially, speaking in front of a camera was daunting, but I have grown more comfortable expressing my thoughts."	Student
Communication Skills	"Directing and acting in videos improve our ability to communicate effectively."	Digital Team
Experiential Learning	"Students engaged in video production exhibit a deeper grasp of religious concepts."	Teacher

The subsequent table provides a comprehensive breakdown of the distribution of interview themes among informants and the corresponding percentage of occurrence.

Table 8. Interview Data Distribution and Frequency Analysis about Student Perceptions

Theme	Student (n=50)	Teacher (n=5)	Digital Team (n=2)	Pesantren Supervisor (n=1)	Total Responses	Percentage (%)
Comprehension of Religious Teachings	40	5	2	1	48	34.3%
Active Learning	38	5	2	1	46	32.9%
Confidence Development	35	3	2	1	41	29.3%
Communication Skills	30	3	2	1	36	25.7%
Experiential Learning	28	4	2	1	35	25.0%



The data reveal that comprehension of religious teachings (34.3%), and active learning (32.9%) were the most frequently reported advantages, underscoring the efficacy of video content creation in reinforcing Islamic education. Additionally, confidence development (29.3%)

and communication skills (25.7%) were significant, emphasizing the personal growth associated with media-based learning. Teachers highlighted experiential learning (25.0%), recognizing its pedagogical benefits.

The following table encapsulates key observations and documented findings from the research setting.

Table 9. Observation and Documentation Results about Student Perceptions

Observed Element	Description	Interpretation
Student Engagement	High levels of enthusiasm and participation in video creation.	Active involvement enhances motivation and confidence.
Application of Knowledge	Students translated Qur'anic teachings into real-life scenarios.	The practical application improves comprehension and retention.
Technical Skills	Effective utilization of recording and editing tools.	Digital literacy development complements religious learning.
Group Collaboration	Students are assigned roles and responsibilities within teams.	Collaborative learning fosters teamwork and accountability.

Observations confirm that video content creation significantly enhances student engagement, comprehension, and skill development. The practical application of religious teachings in video production deepens understanding, while collaborative efforts and technical skills contribute to a holistic educational experience. These findings reinforce the integration of media-based learning in pesantren education to foster cognitive and character development.

d. Teacher Perspectives on Character Development

The following table presents key excerpts from interviews conducted with various informants, categorized based on relevant themes related to video content creation and character development.

Table 10 Thematic Excerpts from Interview Results about Teacher Perspectives

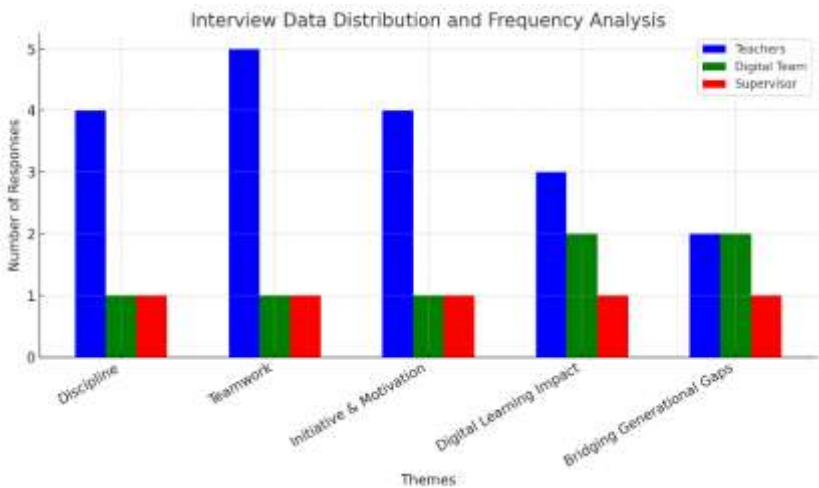
Theme	Excerpt from Informants	Informant
Discipline	"Students now manage their time better, balancing Qur'anic memorization with video projects."	Teacher
Teamwork	"Collaboration is essential; students learn to rely on each other in production."	Teacher
Initiative & Motivation	"I see students taking more initiative in their tasks, showing greater enthusiasm."	Pesantren Supervisor
Digital Learning Impact	"Introducing digital media helps us connect with more tech-savvy students."	Teacher

Bridging Generational Gaps	"Technology makes traditional education more engaging for the modern generation."	Digital Team
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The following table summarizes the distribution of interview themes among informants and their frequency of occurrence.

Table 11. Interview Data Distribution and Frequency Analysis about Teacher Perspectives

Theme	Teacher (n=5)	Digital Team (n=2)	Pesantren Supervisor (n=1)	Total Responses	Percentage (%)
Discipline	4	1	1	6	30.0%
Teamwork	5	1	1	7	35.0%
Initiative & Motivation	4	1	1	6	30.0%
Digital Learning Impact	3	2	1	6	30.0%
Bridging Generational Gaps	2	2	1	5	25.0%



The data suggest that teamwork (35.0%) was the most frequently mentioned theme, followed by discipline (30.0%), initiative and motivation (30.0%), and digital learning impact (30.0%). These results highlight how video content creation fosters student responsibility, engagement, and

adaptability. Additionally, digital tools serve as a bridge between traditional Islamic learning and contemporary education methodologies.

Table 12. Observation and Documentation Results

Observed Element	Description	Interpretation
Student Engagement	High enthusiasm for video production activities.	Active involvement increases motivation and learning effectiveness.
Collaboration	Students worked together effectively, taking on various production roles.	Reinforces teamwork, problem-solving, and communication skills.
Digital Integration	Teachers utilized digital platforms to enhance traditional learning.	A modernized pedagogical approach aligns with student preferences.
Pedagogical Impact	Improved student retention and understanding of Islamic teachings.	Supports experiential learning and character education.

Observations confirm that digital content creation significantly enhances student engagement and character formation. Structured collaboration fosters responsibility, while digital media modernizes Islamic education. These findings indicate that integrating multimedia learning strategies can strengthen cognitive and moral development in pesantren education

e. Challenges in Implementation

The table below presents key excerpts from interviews conducted with various informants, categorized according to the challenges associated with implementing video content creation in pesantren learning.

Table 13. Thematic Excerpts from Interview Results about Challenges in Implementation

Theme	Excerpt from Informants	Informant
Technical Limitations	"Sometimes, we have to retake scenes multiple times until we get them right, which can be exhausting, but it is also an enjoyable and rewarding experience."	Student
Time Management	"Filming sometimes takes time away from our tahfidz sessions because video production requires multiple steps before completion. However, we consider it part of our learning process."	Student
Teacher Training	"We need more training on how to use video editing software effectively."	Teacher
Institutional Support	"If we had better equipment and more structured guidance, students could produce higher-quality content."	Pesantren Supervisor
Curriculum Integration	"Video production is beneficial, but it should be aligned better with our core learning objectives."	Digital Team

The following table provides an overview of interview themes, their distribution among informants, and the percentage of occurrence.

Table 14. Interview Data Distribution and Frequency Analysis about Challenges in Implementation

Theme	Student (n=50)	Teacher (n=5)	Digital Team (n=2)	Pesantren Supervisor (n=1)	Total Responses	Percentage (%)
Technical Limitations	35	3	2	1	41	34.2%
Time Management	38	4	2	1	45	37.5%
Teacher Training	25	5	2	1	33	27.5%
Institutional Support	30	4	2	1	37	30.8%
Curriculum Integration	28	3	2	1	34	28.3%

Time management (37.5%) and technical limitations (34.2%) emerged as the most frequently cited challenges, underscoring students' difficulty balancing their academic responsibilities with video production activities. Institutional support (30.8%) and teacher training (27.5%) also appeared as prominent concerns, suggesting a need for better resources and professional development programs. The curriculum integration challenge (28.3%) reflects educators' awareness of aligning video-based learning with academic objectives.

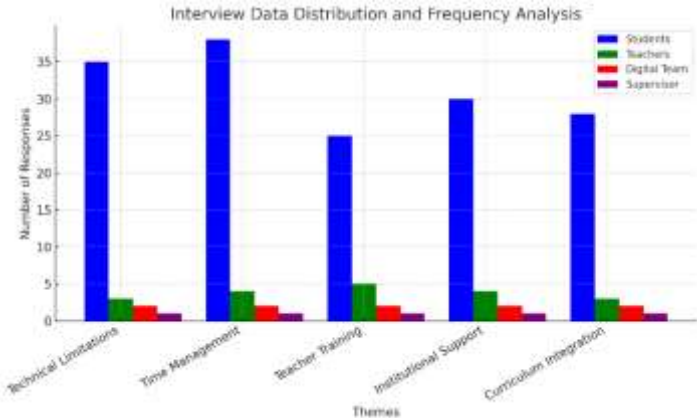


Table 15. Observation and Documentation Results about Challenges in Implementation

Observed Element	Description	Interpretation
Equipment Usage	Students relied on smartphones and free editing software.	Limited resources may impact video quality and learning outcomes.
Scheduling Conflicts	Students struggled to balance memorization and production.	Time management strategies are necessary for a balanced approach.
Teacher Readiness	Some teachers lacked technical skills for video editing.	Additional training could enhance digital learning effectiveness.
Institutional Support	Essential support was available, but infrastructure was insufficient.	Enhanced resource allocation could optimize program effectiveness.
Curriculum Integration	Videos included Islamic teachings but lacked complete curriculum alignment.	Better integration with lesson plans could improve educational value.

The observations confirm that although video content creation improves student engagement, several logistical and technical barriers persist. Limited resources and scheduling conflicts hinder students' ability to incorporate video production seamlessly into their learning. Improving teacher training and institutional support can significantly enhance the program's effectiveness in pesantren education.

Discussion

a. Student Engagement in Video Content Creation

The findings of this study align with existing literature on digital learning and character education, highlighting the transformative role of video content creation in developing discipline, teamwork, responsibility, creativity, and digital literacy among pesantren students. Research has shown multimedia integration enhances student engagement, motivation, and knowledge retention (Herianto & Wilujeng, 2021; Hidayati & Slamet, 2025; Livingstone & Sefton-Green, 2016; Mayer, 2001; Suartama et al., 2020b). The active learning model adopted in this study aligns with experiential learning theories, which assert that students learn most effectively when actively engaged in the learning process (Kolb, 1976; Schenck & Cruickshank, 2015). Unlike traditional rote memorization techniques, video production necessitates conceptualization, collaboration, and creativity, leading to a deeper comprehension of Islamic teachings and ethical principles.

From the perspective of Islamic educational theorists, such as Syed Muhammad Naquib al-Attas and Abu Hamid al-Ghazali, true education (*ta'dib and tarbiyah*) aims to cultivate virtue and wisdom alongside intellectual proficiency. The collaborative nature of video production reflects Al-Ghazali's emphasis on moral discipline (*mujahadat al-nafsi*) through structured, purposeful activity, while the integration of digital literacy aligns with Al-Attas's notion of harmonizing contemporary skills with the preservation of Islamic adab. The high frequency of teamwork (36.9%) and responsibility (35.4%) reported in interviews illustrates how this pedagogical innovation aligns with the Islamic imperative of *ta'awun* (mutual cooperation) and *amanah* (trustworthiness) (Al-Attas, S. M. N., 1980; Al-Ghazali, 2005; Hidayatullah & Arif, 2022).

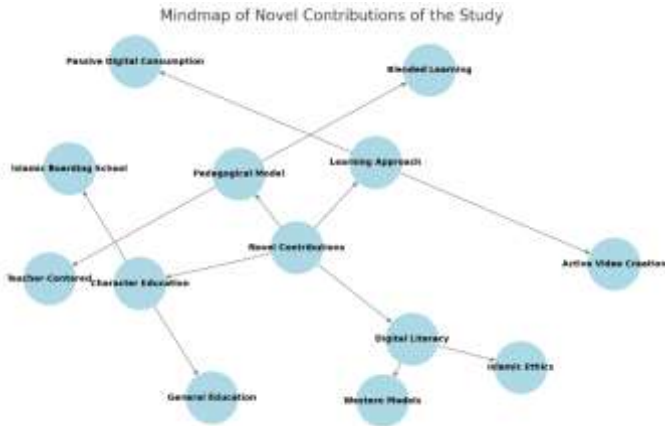
This study also distinguishes itself by integrating digital literacy within an Islamic education framework. While previous research has explored digital literacy as a crucial competency for 21st-century learning (Hobbs, 2010; Hobbs & Coiro, 2016; Mariyono, 2024; Wasehudin et al., 2023), limited studies have examined its application in pesantren settings. This study bridges that gap by demonstrating how video production improves students' technological proficiency while maintaining adherence to Islamic ethical guidelines. Unlike Western-centric digital education models that emphasize individual creativity and

innovation (Bin Bidin et al., 2021; Marín & Castañeda, 2023; Martí-nez-Bravo et al., 2020), this study underscores collective responsibility and moral integrity, aligning with Islamic educational traditions.

The following table highlights the distinct contributions of this study compared to previous research.

Table 16. Novel Contributions of the Study

Aspect	Previous Studies	Present Study Contributions
Learning Approach	Primarily focused on passive digital consumption(Clark & Feldon, 2014; Mayer, 2001)	Active engagement through video creation, fostering experiential learning.
Character Education	Explored in general education settings(Livingstone & Sefton-Green, 2016)	Integrated within an Islamic boarding school context.
Digital Literacy	Emphasized within Western education models(Hobbs, 2010)	Aligned with Islamic ethical teachings and communal learning.
Pedagogical Model	Teacher-centered religious instruction(Ikhram et al., 2023)	A blended approach integrating traditional and digital learning.



This study highlights the benefits of integrating digital content creation into pesantren education, but challenges remain. Limited technical resources and time constraints pose obstacles to seamless implementation. Previous research on technology-assisted learning suggests that institutional support and teacher training are crucial for

optimizing digital pedagogy (Bećirović, 2023; Zahynei-Zabolotenko et al., 2023). Addressing these challenges requires targeted interventions, including improved infrastructure and professional development programs for educators.

In summary, this study contributes to the evolving field of digital Islamic education by demonstrating how video content creation fosters character development and digital literacy among pesantren students. Future research should explore long-term impacts and scalability across various Islamic educational contexts. This study offers a novel model for holistic, technology-enhanced religious education by bridging traditional Islamic pedagogy with contemporary digital practices.

b. Development of Character Values Through Digital Content Creation

The findings of this study provide nuanced insights into how video content creation contributes to character education in the pesantren environment. The results align with recent scholarship on digital learning, moral development, and collaborative education (Afriadi et al., 2024; Cholil & Zauddin, 2018; Ibda et al., 2023; Syarnubi et al., 2021), while also reflecting the principles of classical Islamic educational thought. In Al-Ghazali’s framework, education must cultivate virtues such as patience (*sabr*), trustworthiness (*amanah*), and cooperation (*ta’awun*) through deliberate and disciplined practice. Similarly, Al-Attas emphasizes that the purpose of education (*ta’dib*) is to instill

adab—proper conduct rooted in moral and spiritual awareness (Hidayatullah & Arif, 2022; Sassi, 2020).

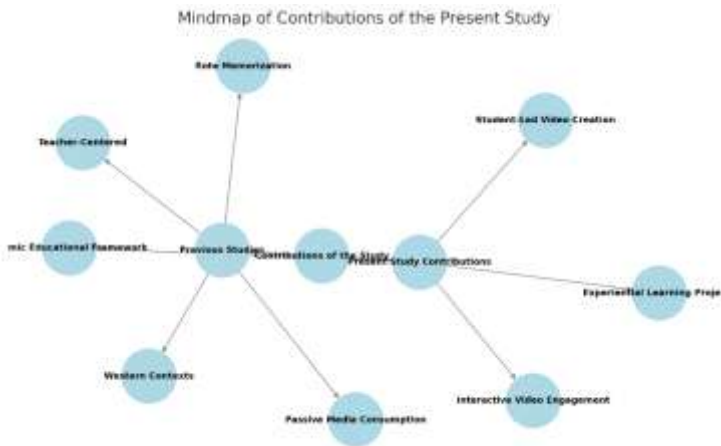
By engaging in scripting, filming, and editing, students were not only acquiring technical skills but were also embodying these Islamic virtues in practice. The prominence of teamwork (35.7%) and responsibility (34.3%) in interview data illustrates how structured collaboration mirrors the communal ethos central to pesantren life. Discipline emerged as a recurring theme, reflecting the Islamic pedagogical tradition that links time management and perseverance with moral excellence.

While digital literacy was cited less frequently (23.6%), it remains integral to 21st-century learning and, when framed within an Islamic context, becomes a means of strengthening the ummah’s capacity for ethical engagement with technology. Unlike Western models that often center on individual creativity, the collective nature of these projects ensures that skill development is harmonized with communal responsibility and shared moral objectives (Ağırbaş, 2022; Huda et al., 2024; Livingstone & Sefton-Green, 2016).

This integration of traditional Islamic pedagogy with digital creative learning bridges the gap between rote memorization and applied understanding. The approach situates technology as a servant to moral formation rather than as an end in itself, thereby aligning with Islamic epistemology, which prioritizes knowledge that leads to righteous action (Bouaamri et al., 2024; Freeman, 1984; Hobbs & Coiro, 2016).

Table 17. Contributions of the Present Study

Aspect	Previous Studies	Present Study Contributions
Learning Approach	Predominantly teacher-centred	Active, student-led video content creation
Character Education	Focused on rote memorization	Developed through experiential learning projects
Digital Literacy	Emphasized in Western contexts	Integrated within an Islamic educational framework
Pedagogical Model	Passive consumption of media(Mayer, 2001)	Interactive engagement through video production



Despite its contributions, this study also highlights challenges such as time constraints, technical limitations, and the need for further teacher training. These findings align with prior research suggesting that effective digital learning integration requires institutional support and continuous professional

development for educators (Alimova et al., 2024; Amemasor et al., 2025; Håkansson Lindqvist et al., 2024; Thomas & Jo, 2024; Zakiyyah et al., 2024). Addressing these challenges could further optimize the role of digital media in Islamic education.

This study presents a novel approach to integrating digital content creation into Islamic education, demonstrating its effectiveness in fostering student character development, collaboration, and digital competency. The results highlight the

transformative potential of video production as a pedagogical tool that enhances religious and practical knowledge

c. Student Perceptions of Video Content Creation as a Learning Tool

The results of this study enrich the discourse on digital pedagogy within Islamic education by revealing how student-led video production fosters deeper engagement with religious knowledge and moral values. The high prevalence of comprehension of religious teachings (34.3%) and active learning (32.9%) underscores the potential of creative media projects to move beyond rote memorization toward reflective understanding. This aligns with Kolb’s experiential learning model (1976) and Vygotsky’s sociocultural theory (1978), which emphasize active participation and collaborative meaning-making.

In the context of Islamic educational philosophy, Al-Attas’ concept of *ta’dib*—the inculcation of *adab*—suggests that true learning harmonizes intellectual mastery with moral discipline. Similarly, Al-Ghazali’s framework of *tarbiyah* calls for educational practices that nurture the soul through purposeful action (Hidayatullah & Arif, 2022; Sassi, 2020). Students’ reflections on their enhanced confidence (29.3%) and improved communication skills (25.7%) reveal that participation in video production offered more than technical training—it became a moral exercise in articulating and embodying Islamic teachings.

This approach differs from secular models that primarily emphasize self-expression for individual advancement. In the pesantren context, creativity is embedded within a collective responsibility to uphold and convey religious truths, ensuring that personal development remains anchored to the service of the community (*khidmah*). Teachers’ emphasis on experiential learning (25.0%) validates this integration, as it transforms abstract principles into lived realities through narrative and performance.

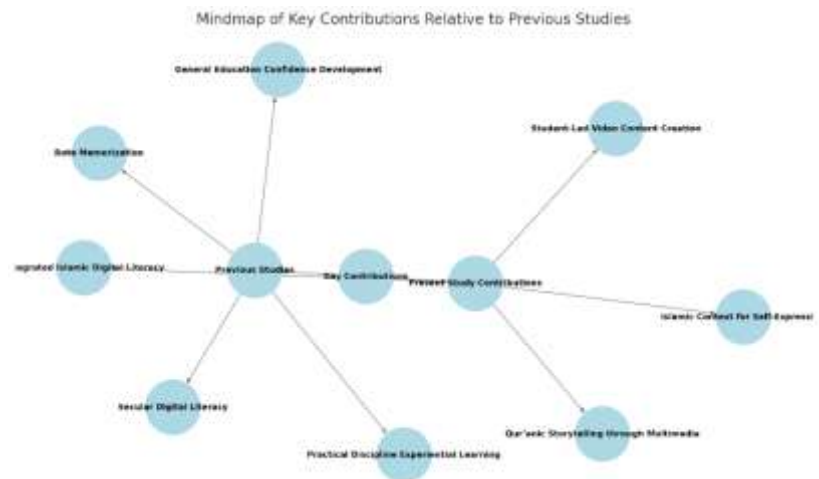
Tabel 18. Highlighting Key Contributions Relative to Previous Studies

Aspect	Previous Studies	Present Study Contributions
Learning Approach	Predominantly focused on rote memorization	Active, student-led video content creation fosters a more profound understanding.
Confidence Development	Explored in general education	Applied within an Islamic context to enhance self-expression.
Digital Literacy	Emphasized in secular education	Integrated into Islamic education while preserving religious values.
Experiential Learning	Used in practical disciplines	Adapted to reinforce Qur’anic teachings through multimedia storytelling.

Despite its contributions, this study identifies several challenges, including time constraints, technical limitations, and the need for enhanced teacher training. These obstacles align with previous research highlighting the importance of institutional support for successfully implementing digital learning initiatives (Huda et al., 2024; Suartama et al., 2020b).

Addressing these barriers is essential for optimizing the role of media-based learning in pesantren education.

This study presents an innovative framework for incorporating video content creation into Islamic boarding school curricula, demonstrating its effectiveness in enhancing character development, communication skills, and digital literacy. Future research should explore the long-term impact of this pedagogical approach and assess its scalability across diverse Islamic educational settings to further substantiate its benefits.



d. Teacher Perspectives on Character Development Through Video Production

Teacher and staff perspectives in this study offer valuable confirmation of the pedagogical and moral benefits of video content creation in the pesantren context. The emphasis on teamwork (35.0%) and discipline (30.0%) resonates strongly with Al-Ghazali's view that moral formation is best cultivated through consistent practice and collective responsibility (Bolandhematan, 2019). Likewise, Al-Attas' philosophy of *ta'dib* reinforces that education must not only transfer knowledge but also cultivate proper conduct within a framework of *adab* (Hidayatullah & Arif, 2022).

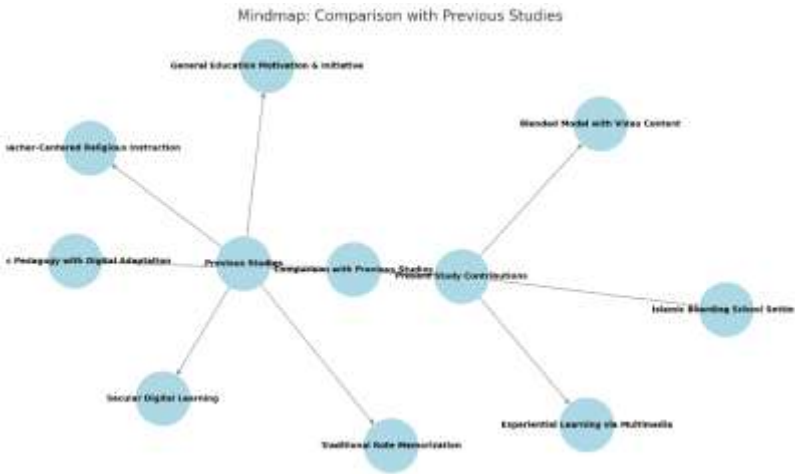
Teachers observed that students displayed greater initiative and motivation (30.0%) when given ownership over the creative process, echoing active learning principles and the Islamic concept of *mujahadat al-nafs*—self-discipline in pursuit of excellence (Rahman & Halim, 2019). The use of digital media was also seen as a bridge between generations, enabling pesantren to engage more effectively with tech-savvy students while preserving the integrity of religious instruction. This reflects the balanced approach advocated by Islamic educational theorists: embracing beneficial innovations without compromising spiritual objectives.

From a pedagogical standpoint, the blended model emerging from this practice—combining traditional memorization with modern collaborative projects—aligns with recent scholarship advocating hybrid frameworks in religious education (Mariyono, 2024; Wasehudin et al., 2023). The structure of the projects fostered a shared sense of purpose, reflecting the Qur'anic principle of *ta'awun 'ala al-birr wa al-taqwa* (cooperation in righteousness and piety).

Table 19. Comparison with Previous Studies

Aspect	Previous Studies	Present Study Contributions
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Learning Approach	Teacher-centered religious instruction	Blended model incorporating video content creation.
Motivation & Initiative	Explored in general education	Demonstrated within an Islamic boarding school setting.
Digital Learning	Applied in secular education	Adapted to Islamic pedagogy while maintaining religious values.
Pedagogical Impact	Traditional rote memorization	Experiential learning through multimedia production.



Despite these advancements, challenges remain, including technical limitations, time constraints, and the need for further teacher training. These obstacles are consistent with prior research indicating that successful digital learning implementation requires adequate infrastructure and professional development (Achebo,

2022; Kaimara et al., 2021; Livingstone & Sefton-Green, 2016; Sahu et al., 2022). Future studies should explore how institutional support can further optimize digital pedagogy in Islamic education.

This study contributes to the broader discourse on Islamic education by demonstrating the efficacy of video content creation in fostering character development, digital literacy, and engagement. The findings suggest that integrating multimedia learning strategies into pesantren education enhances cognitive and moral development, providing a sustainable model for modernized Islamic pedagogy. Future research should examine the scalability of this approach across diverse Islamic educational contexts to validate its effectiveness further.

e. Challenges and Areas for Improvement

The challenges identified in this study align with previous research on digital learning in traditional educational settings. The prominence of time management (37.5%) and technical limitations (34.2%) as significant challenges reflects the complexity of balancing digital content creation with religious study commitments. Prior studies have highlighted time constraints as a common issue in multimedia-based education, particularly in cases where new pedagogical methods necessitate adjustments in instructional time allocation (Huda et al., 2024). This study extends those findings by demonstrating how pesantren students navigate these constraints while maintaining their Qur’anic memorization schedules. This tension aligns with Al-Ghazali’s recognition that beneficial innovations must be carefully managed so as not to disrupt the primary obligations of religious study. It also resonates with Al-Attas’ caution that modern tools should serve the objectives of *ta’dib* and not become distractions from moral cultivation.

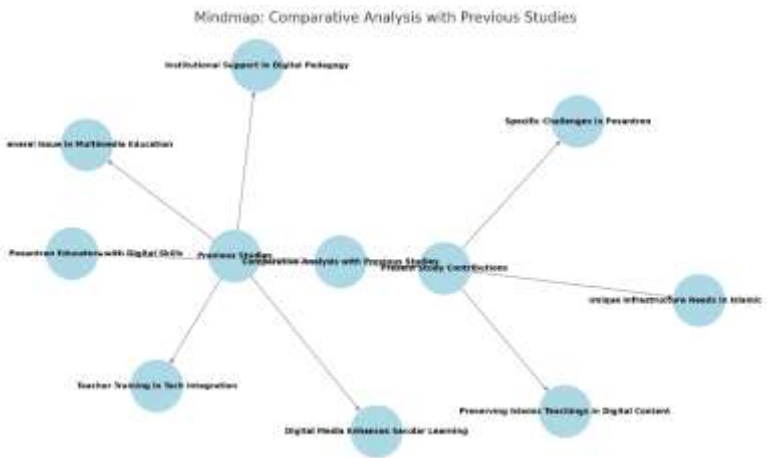
Institutional support (30.8%) and teacher training (27.5%) were notable concerns. These findings corroborate existing literature, emphasizing that successful digital learning implementation requires sufficient infrastructure and dedicated faculty

development programs (Achebo, 2022; Kaimara et al., 2021; Livingstone & Sefton-Green, 2016; Sahu et al., 2022). Unlike Western educational institutions, where technology is seamlessly integrated, pesantren face unique constraints due to their traditional reliance on oral transmission of knowledge (Sari, 2018). This study highlights the need for structured professional development programs that equip educators with the technical skills to facilitate digital learning.

Curriculum integration (28.3%) underscores the importance of aligning video production with core educational objectives. Research has shown that incorporating digital tools into curricula enhances student engagement and knowledge retention (Hobbs, 2011). However, in pesantren, the challenge lies in ensuring that digital content remains consistent with Islamic pedagogical principles. This study contributes to the discourse by demonstrating how structured video production can be an effective supplementary learning tool without compromising religious values.

Table 20. Comparative Analysis with Previous Studies

Aspect	Previous Studies	Present Study Contributions
Time Management	General issue in multimedia education	Specific challenges balancing religious and digital learning in pesantren.
Institutional Support	Highlighted in digital pedagogy research	Demonstrates unique infrastructure needs in Islamic education.
Teacher Training	Common in educational technology integration	Focuses on equipping pesantren educators with digital skills.
Curriculum Integration	Digital media enhances secular learning	Ensures Islamic teachings are preserved in digital content.



Despite these challenges, this study underscores the potential of video content creation to enhance student engagement, digital literacy, and character development within Islamic education. Addressing logistical constraints through targeted interventions—such as improved resource allocation, specialized

teacher training, and curriculum adaptation—will be crucial for optimizing multimedia-based learning in pesantren contexts (Freeman, 1984).

In conclusion, this study contributes to the broader discourse on digital Islamic education by illustrating the benefits and challenges of integrating video production into pesantren curricula. Future research should explore scalable models for overcoming these barriers and investigate the long-term impact of multimedia-based learning on student outcomes

4. Conclusion

This study underscores the effectiveness of student-led video content creation as a pedagogical strategy within Islamic boarding schools (pesantren), enabling the cultivation of core character values such as discipline, teamwork, responsibility,

creativity, and digital literacy. The findings indicate that active engagement in media production not only enhances students' comprehension of Islamic teachings but also bolsters their collaborative abilities, self-confidence, and communication skills. By integrating digital media into pesantren pedagogy, educators can bridge traditional Islamic instruction with contemporary educational practices, resulting in a more dynamic, relevant, and learner-centered experience.

These insights affirm the critical role of experiential learning in character development, especially within religious education settings that have historically prioritized rote memorization. This research contributes to the growing literature on digital Islamic education by highlighting how modern tools can be harmonized with spiritual and moral instruction without compromising core values.

To maximize the potential of this approach, several practical recommendations emerge. First, pesantren should institutionalize digital content creation within their curricula through structured modules aligned with religious values and learning objectives. Second, investment in basic technological infrastructure—such as smartphones, microphones, and editing tools—is essential to ensure accessibility and sustainability. Third, targeted professional development programs for teachers must be introduced to build digital pedagogical skills while reinforcing their role as moral exemplars.

From a policy standpoint, Islamic education authorities and pesantren networks should consider integrating digital creative learning into national pesantren education standards. Policies could support resource allocation, promote innovation grants, and establish partnerships with media professionals to enhance training and mentorship. Furthermore, a formal framework for assessing character education through digital outputs—such as video portfolios—can be developed to evaluate learning outcomes more holistically.

Future research should explore longitudinal outcomes of media-based learning in pesantren, particularly its impact on long-term moral development and academic achievement. Additionally, comparative studies across pesantren with varying levels of digital readiness could provide insights into effective implementation strategies. Ultimately, this study provides a practical and scalable model for modernizing Islamic education while safeguarding its spiritual and ethical foundations in an increasingly digital world.

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