

Story Journey Videos: Innovating Christian Education in Open University E-Learning

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Abstract: This study examines the use of *Story Journey* videos as an innovative strategy in Christian Religious Education learning on the Open University e-learning platform. In context education, distance far away, creating an enjoyable learning experience becomes challenging, especially for eye-catching lectures that contain spiritual values and understanding of theology. This study aims to evaluate how much video content is based on narrative to increase student involvement and awareness. With a qualitative approach through descriptive analysis, data were collected from the 63 undergraduate students who participated in this study through a survey and evaluation of the learning process. Video *Story Journey* was designed and integrated into eight e-learning sessions, with data collection carried out after students had followed four online tutorial sessions. Analysis results show that this video's implementation positively impacts quality learning. The majority of respondents state that the channel in which the story is presented in video helps them still focus, improve motivation in finishing tasks, and encourage discipline in accessing and gathering tasks routinely. They also assess that delivering explicit material through visual and narrative media has an impact on increasing the quality of collected assignments. Approach This contributes significantly to the digital-based religious teaching development method, especially in design experience, making learning more interesting and meaningful for students.

Keywords: education christian; digital storytelling; learning distance far; learning electronics; innovation education; mesh learning; religious education; journey story

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INTRODUCTION

Digital education has changed with fast and effective delivery of knowledge, especially in context learning, open, and distance learning. Distance education is a learning model where condition between learners and their teachers no each other face to face advance in a way direct. Learning model this utilizes technology information in the learning process (Gideon et al., 2023a). E-learning is a computer-based educational devices or system that enable you to learn anywhere and anytime (Dr. Muhammad Rusli et al., 2020). E-learning is based on the logical Development of technology, information, and communication. With E-Learning, learners do not need to sit in class to listen to every teacher's speech directly (Gideon et al., 2023b). Lecturers and students must keep going creatively and innovatively, changing their mindset and continuing study, often sharing their knowledge with other great lecturers and students. This online learning solution. It is not his online problem, but a user online (LISA SEPTIA DEWI BR. GINTING, n.d.). Temporary online education has increased access and flexibility for students. Online education has also introduced new challenges, especially involving students in courses that involve deep reflection, abstract reasoning, and personal transformation, such as Christian Religious Education. In learning theology, students must understand complex doctrinal content, internalize spiritual values, and relate them to daily life. Double expectations. This becomes more difficult to achieve in an asynchronous and dense online environment, where the interaction between humans and learning based on experience is often limited (Martin, 2018). Research results show a significant influence of video media on results and study participants' education (Faot & Hutapea, 2022).

One of the most critical constraints in learning electronics for Christian education is guarding against student involvement and encouraging effective learning. Research has noted that when theological content is served in a conventional format, such as a static PDF or a recorded lecture, participants often have trouble finding relevance and meaning in the material (Green, 2020). Asynchronous online system: no opportunity for narrative-rich and authentic learning that matters for the formation of religion. Although there is progress in system management learning, part of the big digital content remains impersonal and does not reflect characteristic biblical narrative and Christian pedagogy (Liu & Li, 2019). The pedagogical gap shows the need for innovation that transmits theological knowledge and arouses spiritual reflection and emotional engagement. As a university characterised by typical distance learning, it already has learning videos in every e- learning, including story journey videos.

The latest Developments in digital storytelling bring an interesting opportunity to overcome this gap. Video Story Journey— an educational video based on a designed narrative for merging Instructions and theology with a real story. It has appeared as a promising tool for increasing student involvement and understanding. Unlike traditional teaching methods, this video utilises characters, scenarios, and visual symbols to convey the idea of complex religion in a relevant format. Research about learning based on

narrative has shown its effectiveness in increasing knowledge, growing empathy, and strengthening conceptual understanding, especially among students in a learning distance context. (Liu & Li, 2019; Robin, 2016).

However, research on implementing narrative video only in online Christian education is still limited. No, empirical data exists about how tools influence students' participation, understanding, and motivation in a theological online learning environment. Most digital storytelling studies focus on education in secular or primary and secondary environments, leaving a gap in religious education at the higher level (Green, 2020). In addition, little is known about how to format narrative video harmoniously with holistic learning models such as MESH (Mental, Emotional, Social, and Holistic Learning), which is very important for pushing transformational personal and faith integration. Not yet. Once there is a special video learning for Christian religious education. For that, novelty in this research is application of video story journey to e-learning.

This study aims to explore the Implementation of Story Journey video in Christian Religious Education lectures at the Open University. Research investigates how narrative-driven media influences students' involvement and understanding in an online learning environment. With a focus on integrating digital storytelling and teaching theology, research contributes to the evolving discourse about innovative education in religious studies. It offers a practical outlook for design learning electronics in institutions with a spiritual base.

METHOD

This study uses qualitative methodology to explore the implementation and impact of Story Journey videos in online Christian Religious Education courses at the Open University. Methods qualitative by understanding complex education in context, especially involving participants' experience, perception, and involvement (Creswell & Poth, 2018). Research design covers content development, selecting participants, data collection, and data analysis, all structured to ensure replication.

Population and sample

Population in study: 100 Christian students who follow the semester 2025.1. The sampling technique used in the study is sampling convenience, in which researchers choose a sample from an easily accessible group, such as respondents who filled in a questionnaire via Google Form that was shared via WhatsApp, social media, or email.

A total of 63 students participated in this study. Participants chosen using purposive sampling have finished at least two online sessions before studying. This reflects familiarity with online learning. Consent was obtained from all students to participate in an interview and review analysis learning.

Travel Video Development Story

Video Story Journey was developed to blend narrative elements, like channel story, Development of character, and moral resolution, with a theological theme by Christian Religious Education Modules, presented in a module course. The video storyboarded, wrote the script, and produced the same with a media specialist. Use picture-engaging animation, a background behind the video that is not monotonous, and the story is told with varied voices. The Christian Religious Education Module produced the story in the video. So that students, without being aware, already watch while learning. Entertainment can be the lesson, No forgotten. Each video is 2 to 10 minutes long and is loaded into eight learning sessions.

Data collection

Data collected through an online survey, conducted at the end of courses, collected quantitative and qualitative data related to engagement, understanding, and perceived impact from the Story Journey video. For a moment, this survey was conducted in session 4 with various considerations. Survey results were analysed using descriptive statistics, including average, percentage, and frequency distribution. Participants are given knowledge about objective research, and Anonymity and confidentiality of data are maintained during the study.

RESULTS AND DISCUSSION

The story journey video has been made, uploaded to YouTube, and embedded into e-learning. The total videos produced is eight videos, customised with an amount of online tutorial sessions, which are also eight sessions. So in every session, there is 1 video story journey. Of course, this video was made and customised with the material contained in the Christian Religious Education module. Pay attention to the RAT (Design Tutorial Activity) provided (Table 1).

Table 1. Title of the story journey video in each session

S	SESSION	VIDEO TITLE (YOUTUBE LINK)
ESSI ON	THEME	
1	Almighty God, The Oneness and Trinity of God	Almighty God Esa (Trinity of God) (https://youtu.be/14_kQUSC12Y?si=txSZz399ehcP3pSr)
2	Humans: Nature and the Responsibility , the answer	Module 2: Humans: Nature and Responsibility, answer (https://youtu.be/bc9fIJkfEYI?si=b086LtNXoWrhkijF)

3	Society and Church	Society and church (https://youtu.be/bc9fJJkfEYI?si=348HH-bO7yY4HKlc)
4	Morals, Ethics, and Law in a Christian Faith Perspective	God's Law , Government Law , and Morality (https://youtu.be/_0xg2EhYato?si=gG3eori6-CxIFrHO)
5	CULTURE IN THE PERSPECTIVE OF CHRISTIAN FAITH	Transformation Culture in Christian Faith Perspective (https://youtu.be/fTsvEAK-Sss?si=2Q5My_2hJx72D0s)
6	Knowledge, and Technology with Christian Faith	Christian Students and Their Relationships with Knowledge, Technology, and Arts According to the Bible (https://youtu.be/2GAbI7mfA9E?si=_DiamXKzqZPex-Og)
7	Politics and Christian Faith (Christian Faith and Political Economy and Culture)	Politics and Christian Faith (https://youtu.be/hrKhMWlcgWU?si=hJ9En-9UAeeEmarJ)
8	Harmony Interfaith Religious	Harmony Between People Religious (https://youtu.be/F_fc8CFaRdE?si=kbCKEj_axU8dyJ0U)

After the video is inserted into e-learning, students follow the tutorial session by session together. In the 4th session, questionnaires were distributed and found satisfactory results.

Image

Saya menonton seluruh video Story Journey di e-learning pada materi PENDIDIKAN AGAMA KRISTEN sampai selesai.

63 jawaban

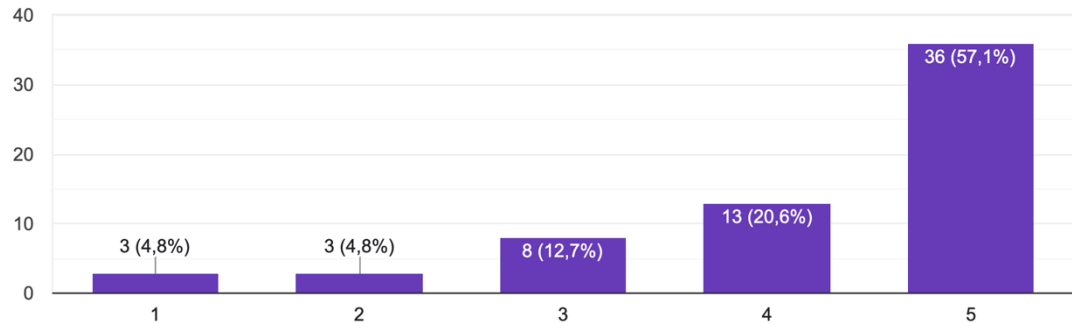


Image 1. Results of questionnaire number 1

Based on the survey results against 63 respondents, it can be seen that most students finish the story *journey* videos displayed in Christian Religious Education materials on the e-learning platform. As many as 36 people (57.1%) said they watched the footage until it finished. This shows that more than half of the respondents have a sufficient interest, high and consistent, in following the video flow until the end. Furthermore, 13 people (20.6%) said they had watched the video almost to the end. This means part of the big content is still delivered despite not being finished. While eight people (12.7%) only watch until the middle, six people (9.2%) only watch a little bit at the beginning of the video.

Findings. This shows that overall, students' level of involvement regarding the video *story journey* is good, with approximately 77.7% of respondents (combined from those who watch until finished and almost finished) showing a high interest in the content. This is. Using audio-visual media based on personal narrative can increase Power pull learning, especially in context education, such as e-learning.

Saya merasa video Story Journey cukup menarik untuk ditonton hingga selesai.

63 jawaban

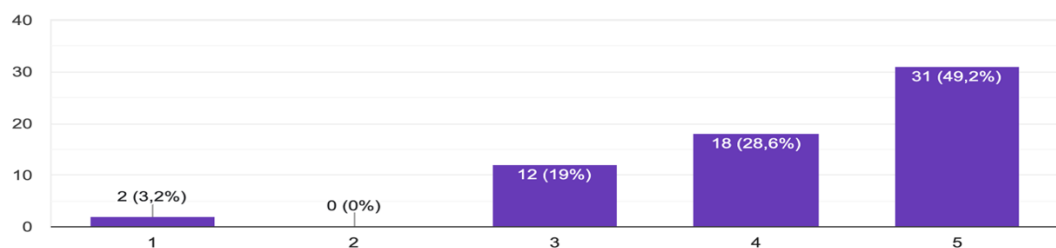


Image 2. Results of questionnaire number 2

Results of the survey among respondents show that the video *story journey* has enough Power to pull high. Most of the respondents, namely 49.2% (31 people), gave the highest mark (5) against the statement "*I feel the story journey video is quite good. Interesting. Watched until finished.*" Temporary, 28.6% (18 people) scored 4, indicating a positive perception. This means that 77.8 % of respondents feel this video is attractive and capable of maintaining attention until the end. In contrast, only 19% of respondents (12 people) scored three or behaved neutral, and only 3.2% (2) scored low, namely 1. Findings: This indicates that the video *story journey* is liked and effectively conveys the message visually and emotionally.

With achievement, this is a video *story journey* with potential for use in various contexts, such as educational media, digital promotion, and social media. A strong narrative, engaging visuals, and a touching plot are key to maintaining the audience until the end.

Saya lebih suka menonton video Story Journey daripada membaca teks materi.
63 jawaban

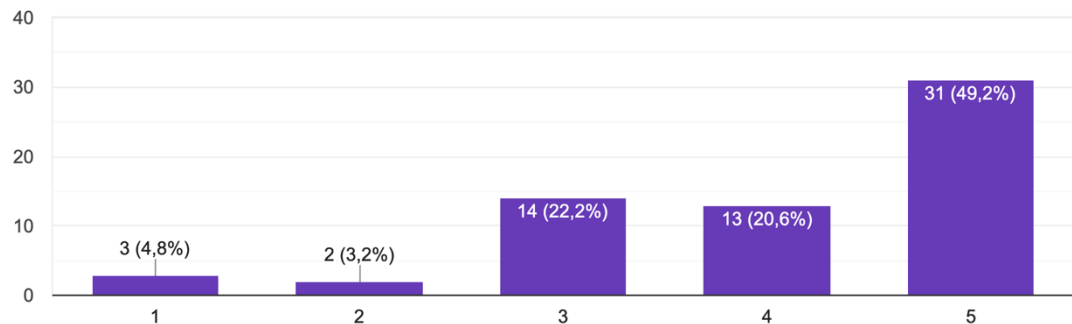


Image 3. Results of questionnaire number 3

I prefer watching a video story journey rather than reading text material. 31 (49.2%) people rated 5, 13 (20.6%) people rated 4, 14 (22.2%) rated 3, 2 (3.2%) rated 2, and 3 (4.8%) rated 1.

A critical question in the survey is how much a student prefers the presentation format for material learning. When asked whether they would rather watch a *story journey* video than read text material, as many as **31 respondents (49.2%)** scored **5**, meaning strongly agree. This shows that almost half of the participants surveyed strongly prefer visual and narrative media compared to conventional text.

Besides that, 13 people (20.6%) gave a mark of 4 (agree), and 14 people (22.2%) provided a mark of 3 (neutral). Only part of the small respondents who indicated dislike regarding video format: 2 people (3.2%) evaluate 2, and 3 people (4.8%) give a score of 1, which means very not agree.

Overall, 69.8% of respondents show a positive preference for the video as a learning medium. This becomes a critical signal that a generational learning moment is occurring. This is more responsive to learning narrative video-based compared to traditional text. This can be an effective strategy in developing e-learning content, particularly in religious education, which relies on understanding values and life stories.

Format naratif dan visual dalam video membantu saya tetap fokus hingga akhir.
63 jawaban

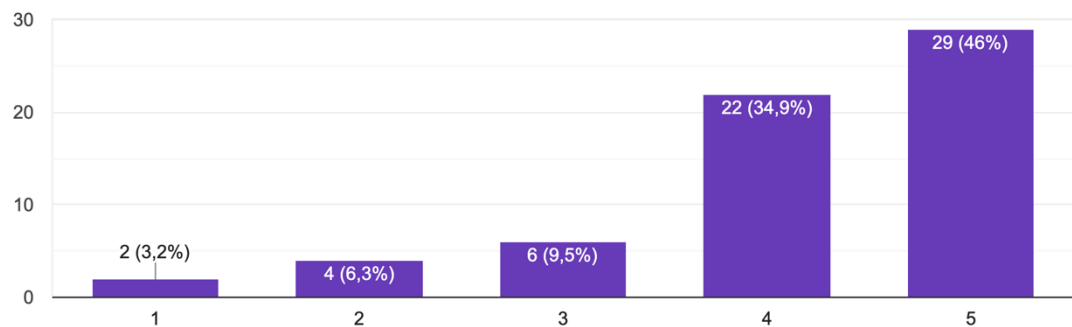


Image 4. Results of questionnaire number 4

The narrative and visual format in the video helps me stay focused until the end. 29 (46%) PEOPLE rated 5, 22 (34.9%) people rated 4, 6 (9.5%) people rated 3, 4 (6.3%) people rated 2, 2 (3.3%) people rated 1.

A critical indicator in evaluating the effectiveness of digital learning media is its ability to maintain the audience's focus. The statement *"The narrative and visual format in the video helps me still focus until the end"* got a very positive response in the survey. As many as 29 respondents (46%) give a mark of 5, meaning they benefit significantly from the video-based approach to the story and the visuals. Besides that, 22 respondents (34.9%) gave a mark of 4, which shows that some prominent participants felt helped by still focusing through this medium.

On the other hand, six people (9.5%) give a mark 3 (neutral), whereas four people (6.3%) evaluate 2, and only two people (3.3%) provide a mark 1, which means they do not feel significant from this format.

Overall, 80.9% of respondents (values 4 and 5) confirm that video with narrative and visual formats captures attention effectively. This proves that learning based on

storytelling and visualization is engaging aesthetically and functionally in the context of education, particularly for learning at a distance, such as e-learning.

Seberapa sering Anda login ke LMS setiap minggu?

63 jawaban

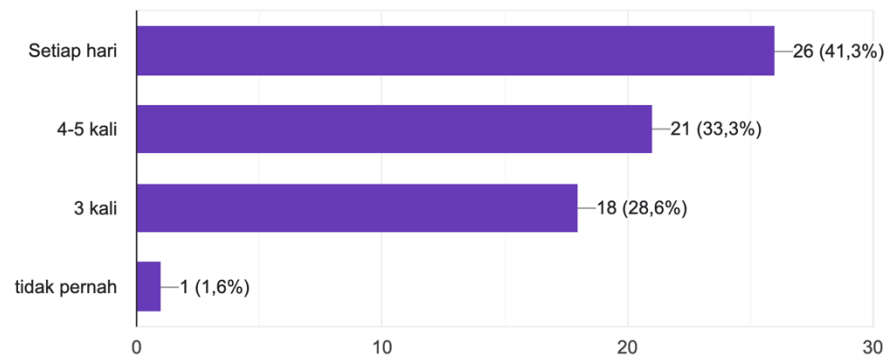


Image 5. Results of questionnaire number 5

How much and how often do you log in to your LMS every day? Week? 26 (41.3%) people every day, 21 (33.3%) people 4-5 times a week, 18 (28.6%) people 3 times a week, 1 (1.6%) person once.

The habit of students accessing the *Learning Management System* (LMS) becomes an essential indicator for evaluating participation and discipline in online learning. Based on the survey results, most respondents show a high activity level. As many as 26 people (41.3%) state that they log in to LMS daily, show involvement daily in follow-up material, work on tasks, or read announcements.

Furthermore, 21 respondents (33.3%) accessed the LMS 4–5 times a week, and 18 people (28.6%) logged in around 3 times a week. Only one respondent (1.6%) said they had never logged in to LMS in a week.

In total, 99% of students actively log in to LMS at least three times a week, which is a significant number, exhilarating in the context of learning from a distance. This data indicates that LMS has become an essential part of routine study for students and shows readiness to consistently follow system learning based on technology.

Saya lebih sering mengakses platform pembelajaran sejak video Story Journey diperkenalkan.
63 jawaban

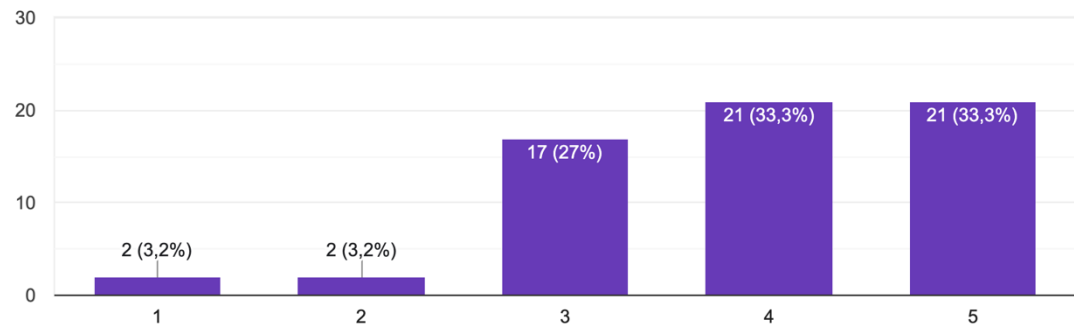


Image 6. Results of questionnaire number 6

I am more often accessing the learning platform since the Story Journey video was introduced. 21 (33.3%) people scored 5, 21 (33.3%) people scored 4, 17 (27%) people scored 3, 2 (3.2%) people scored 2, and 2 (3.3%) people scored 1.

Introduction to *Story Journey* video media in the learning process positively impacts student behaviour when accessing the online learning platform. In the survey, as many as 21 respondents (33.3%) stated with a mark of 5 that they more often accessed the learning platform since the video was introduced. The exact amount, namely 21 people (33.3%), scored 4, showing a positive trend to improve frequency access.

Besides that, 17 people (27%) gave a mark of 3, which indicates that they behave neutral or feel a moderate impact on changing behaviour access. Only part of the small group that responds negatively, namely two people (3.2%) with mark 2, and 2 other people (3.3%) with mark 1, shows that the video introduction is significant for them.

Overall, 66.6% of respondents show improvement in accessing the learning platform after the presence of the Story Journey video. This indicates that using learning media, such as narrative video, increases interest in learning and impacts student involvement in online education. Thus, the approach is worthy of consideration for increasing interactivity and participation in an e-learning system.

Menonton video mendorong saya untuk lebih sering login dan mengecek materi baru.

63 jawaban

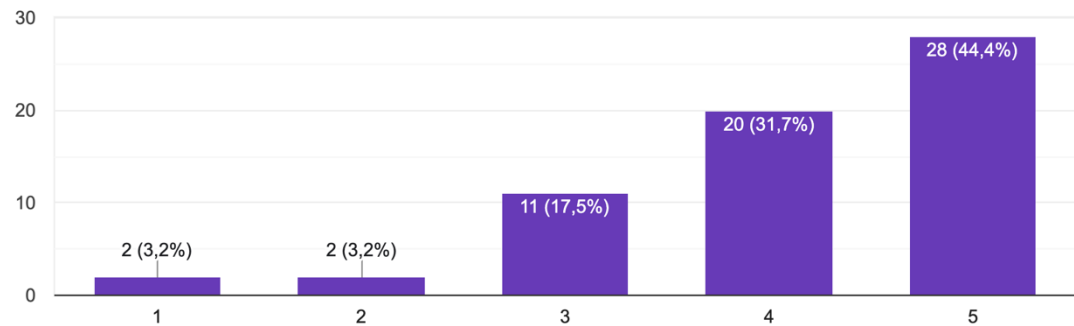


Image 7. Results of questionnaire number 7

Watching videos encourages me to log in more frequently and check for new material. 28 (44.4%) people scored 5, 20 (31.7%) people scored 4, 11 (17.5%) people scored 3, 2 (3.2%) people scored 2, and 2 (3.3%) people scored 1.

One objective of video learning introduction in an e-learning system is to increase student involvement, including pushing them to access the platform and check new material. Based on the survey results, 28 respondents (44.4%) state that *story journey* videos are very effective in pushing them to log in more often and check material news, with a mean mark of 5 on the statement.

As many as 20 people (31.7%) gave a mark of 4, which shows that they also felt the video was enough to motivate them to access the learning platform. On the other hand, 11 people (17.5%) gave a mark of 3, showing a neutral attitude or not too affected. Only small respondents who gave a low score: 2 people (3.2%) provided a mark of 2, and 2 other people (3.3%) gave a mark of 1, which shows that the video No Lots is influential to them.

Overall, 76.1% of respondents (values 4 and 5) felt positively influenced by the video in the increased frequency with which they logged in to the platform and checked for material news. Findings: This indicates that a media-based approach can effectively increase engagement and motivate students in online learning.

Saya merasa lebih termotivasi untuk menyelesaikan tugas setelah menonton video.

63 jawaban

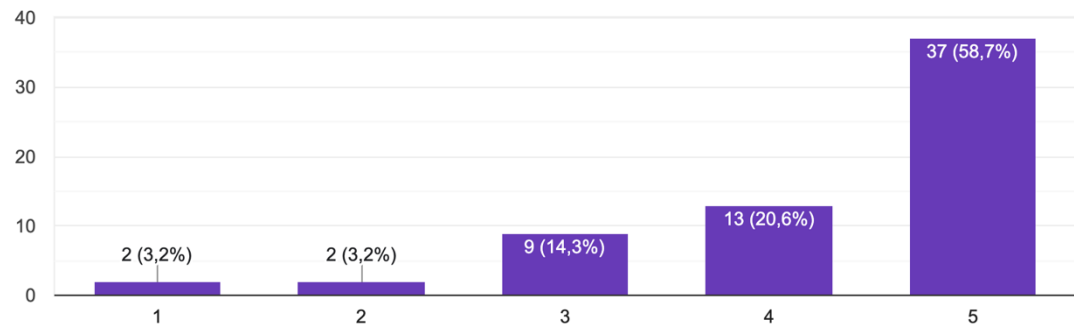


Image 8. Results of questionnaire number 8

I feel more motivated to finish the task after watching videos. 37 (58.7%) people rated 5, 13 (20.6%) people rated 4, 9 (14.3%) people rated 3, 2 (3.2%) people rated 2, and 2 (3.3%) people rated 1.

One objective use of video-based learning media is to increase the motivation of students to finish the tasks given. Based on the survey results, most respondents feel positive after watching *the story journey* video. As many as 37 people (58.7%) gave a mark of 5, meaning they feel motivated to finish the task after watching the video. This shows that learning videos have a significant influence on increasing academic motivation.

Next, 13 people (20.6%) gave a mark of 4, which shows that they also feel motivated, although with a bit of influence. As many as nine people (14.3%) give mark 3, which shows attitude neutral, while two people (3.2%) give mark 2, and 2 other people (3.3%) give mark 1, which means they do not feel motivated by the video.

Overall, 79.3% of respondents (values 4 and 5) feel improved motivation to finish the task after watching learning videos. Findings: This shows that video as a learning medium effectively conveys material and significantly pushes students to more active and motivated academic tasks.

Saya mulai lebih konsisten dalam mengumpulkan tugas setelah video Story Journey digunakan.
63 jawaban

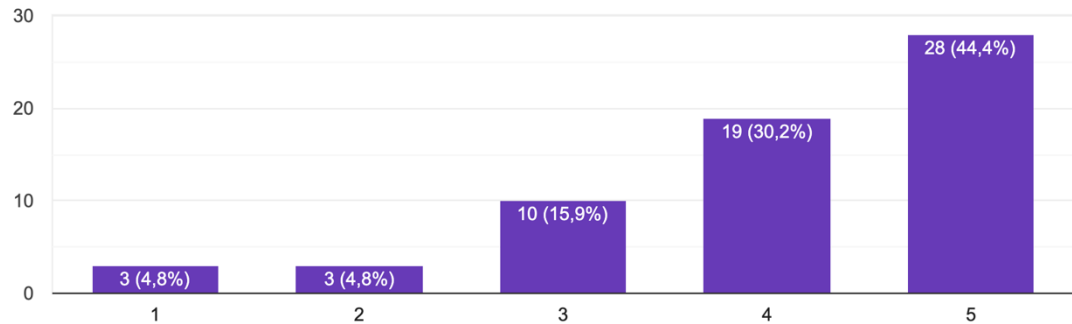


Image 9. Results of questionnaire number 9

I started more consistently gathering tasks after the Story Journey video was used. 28 (44.4%) people scored 5, 19 (30.2%) people scored 4, 10 (15.9%) people scored 3, 3 (4.8%) people scored 2, and 3 (4.8%) people scored 1.

One positive change after introducing the learning media *Story Journey* is an increase in the consistency of students in completing tasks. Survey results show that as many as 28 respondents (44.4%) gave a mark of five on the statement "*I became more consistent in gathering tasks after the Story Journey video was used*". This shows that almost half of the respondents feel encouraged to be more disciplined in meeting deadlines.

Besides that, 19 respondents (30.2%) gave a mark of 4, which also shows a strong positive. While 10 people (15.9%) behave neutral with mark 3, and only three respondents (4.8%) give mark 2, as well as three other people (4.8%) give mark 1, which shows no impact or even perception of adverse effects on the video.

Thus, 74.6% of respondents (values 4 and 5) confess that using *Story Journey* videos helps them consistently complete and collect tasks appropriately. Findings: This strengthens the role of educational video media as a tool to trigger discipline and improvement, but it is not enough to answer academic students, especially in an online learning context.

Saya percaya bahwa konten berbasis video meningkatkan kualitas tugas yang saya kumpulkan.
63 jawaban

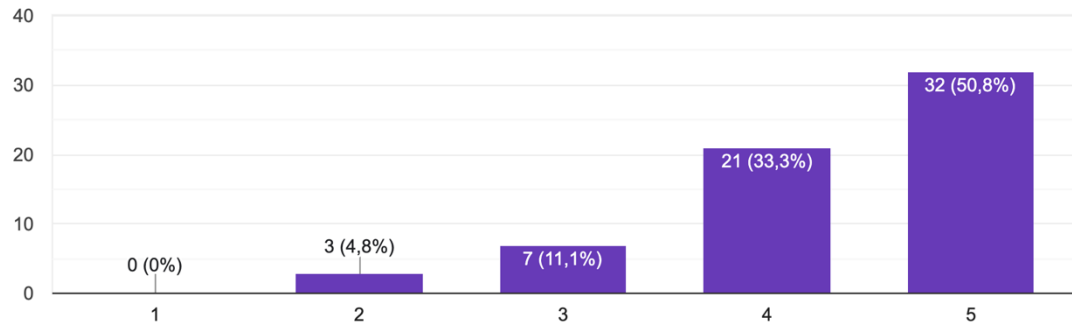


Image 10. Results of questionnaire number 10

I believe that content-based video enhances the quality of the task I collect. 32 (50.8%) people rated 5, 21 (33.3%) people rated 4, 7 (11.1%) people rated 3, 3 (4.8%) people rated 2, 0 (0%) people rated 1.

In the digital learning era, video content enriches experiential learning and influences students' academic results. Based on the survey results against 63 respondents, it was found that many students believe that learning videos contribute significantly to improving the quality of the tasks they collect.

As many as 32 people (50.8%) gave a mark of 5, which means they are confident that using video in learning positively impacts the quality of tasks, followed by 21 people (33.3%) who gave a mark of 4, also showing belief that the video has a positive influence.

Temporary, seven people (11.1%) give a mark 3, showing attitude neutral, and 3 (4.8%) provide a mark 2. Interestingly, none of the respondents (0%) offers gives value 1, which indicates no existence rejection extreme to video effectiveness in increasing quality task.

Overall, 84.1% of respondents (values 4 and 5) feel that content video-based helps them produce more tasks, Good, Good from the side, understanding draft and quality presentation. This fact shows that video integration in learning creates a more interesting learning process and encourages achievement, resulting in higher academic quality.

CONCLUSION

Based on the results analysis of the data obtained from respondents' responses, it can be concluded that the Use of *Story Journey* videos in Christian Religious Education learning through e-learning at the Open University has presented impactful innovation,

significant to the quality of the learning process for students. Most respondents state that a video with an interesting channel story can maintain focus until the end, improve motivation to finish tasks, and push consistency in accessing materials and collecting tasks appropriately. Besides that, students also feel that the quality of the functions they produce improves, with good, explicit delivery material through visual and narrative formats. Findings This strengthen relevance title *Story Journey Videos: Innovating Christian Education in Open University E-Learning*, that contextual and creative educational video integration No only enrich experience learn, but also be able to answer challenge education distance Far with a more approach interesting, inspiring and impactful real for formation character as well as not quite enough answer academic student.

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