The Effect of the Use of Film-Based Audio Visual Media in PAI Learning on the Learning Motivation of Grade V Students of SDN Tambaksari II Karawang

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Abstract
In PAI learning, using films as a learning medium can make learning easier and more enjoyable for students. Currently, students are starting to get bored with the same approach. The aim of this research is to describe the implementation of PAI learning using film-based audio-visual at SDN Tambaksari II Karawang. Knowing the influence of student learning motivation on the use of film-based audio visuals in PAI learning at SDN Tambaksari II Karawang. To determine the effect of using film-based audio visuals on student learning motivation in PAI subjects at SDN Tambaksari II Karawang. This research method uses a one group pretest posttest experimental design. Based on the results of the linearity test using the ANOVA table, it was found that there was a loose relationship between the pretest and posttest scores. This is shown by the significance value, namely in the Linearity section there is a significance value of less than 0.05, namely 0.048. And in the Deviation from Linearity section there is a significance value greater than 0.05, namely 0.222. This means that there is a linear relationship between the influence of film-based audio visuals and student learning motivation. This improvement not only includes cognitive aspects but also affective aspects of students. This shows that films are a powerful tool to increase learning motivation and foster student love

Keywords: Experiment, Audio, Film, Visual.

Abstrak

Dalam PAI learning, penggunaan film sebagai media pembelajaran dapat membuat pembelajaran menjadi lebih mudah dan menyenangkan bagi siswa. Saat ini, mahasiswa mulai bosan dengan pendekatan yang sama. Tujuan dari penelitian ini adalah untuk mendeskripsikan implementasi pembelajaran PAI menggunakan audio visual berbasis film di SDN Tambaksari II Karawang. Menentukan pengaruh motivasi belajar siswa terhadap penggunaan audio visual berbasis film dalam pembelajaran PAI di SDN Tambaksari II Karawang. Untuk mengetahui pengaruh penggunaan audio visual berbasis film terhadap motivasi belajar siswa pada mata kuliah PAI di SDN Tambaksari II Karawang. Metode penelitian ini menggunakan eksperimen desain posttest pretest satu kelompok. Berdasarkan hasil uji linearitas menggunakan tabel ANOVA, ditemukan bahwa terdapat hubungan yang kuat antara nilai pretest dan posttest. Hal ini ditunjukkan dengan nilai signifikansi, yaitu pada bagian Linearitas terdapat nilai signifikansi yang kurang dari 0,05, yaitu 0,048. Dan di bagian Deviasi dari Linearitas, ada nilai signifikansi yang lebih besar dari 0,05, yaitu 0,222. Artinya, ada hubungan linier antara pengaruh audio-visual berbasis film dan motivasi belajar siswa. Peningkatan ini tidak hanya mencakup aspek kognitif tetapi juga aspek afektif siswa. Hal ini menunjukkan bahwa film adalah alat yang ampuh untuk meningkatkan motivasi untuk belajar dan menumbuhkan kecintaan siswa pada mata pelajaran PAI.

Kata kunci: Eksperimen, audio, film, visual
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Introduction

Basically, education is the process of imparting knowledge, abilities, and habits to the next generation. develop all of a person's potential to prepare their character and morals so that they can face many things in their lives. Therefore, education serves as a tool to internalize the values of life and life teachings to a person in order to improve their character and personality.   (Hakim, 2023)

One of the problems with religious education, especially Islamic education, is how to use it. This is because religious education materials not only teach about religion but also how to build faith, piety, and noble morals in students. The most important thing today is how Islamic religious education teachers should seek to develop learning methods that can broaden students' understanding of religious teachings, encourage them to practice them, and shape their personality and morals. (Kamal, 2023)

A student's learning success can be influenced by their level of motivation. Students with high learning motivation tend to have better achievements, while students with low learning motivation tend to have lower achievements. Of course, a low level of motivation will have an impact on the results obtained. (Stuttgart   , 2016)

Grade V elementary school students are very familiar with technology, especially audio visual film media, so this research is important. In PAI learning, the use of this medium can be an effective strategy to capture students' attention and increase their motivation to learn. This is important because traditional learning methods may not be relevant to the digital generation. An important factor in learning success is learning motivation. It is hoped that engaging and interactive PAI learning, such as using movies, can increase students' desire to learn. This study will provide empirical evidence on how effective the use of film-based audio-visual is in increasing students' desire to learn PAI.

Some issues can be found based on the information above:
1. How does SDN Tambaksari II Karawang use film-based audio visual in PAI class V learning?
2. What is the enthusiasm of students to learn PAI in grade V of SDN Tambaksari II Karawang?
3. Is there a relationship between students' motivation to learn PAI in grade V of SDN Tambaksari II Karawang and the use of audio-visual films?

The purpose of the research is to explain how PAI learning is carried out with film-based audio-visual at SDN Tambaksari II Karawang, and determine how students' learning motivation affects the use of film-based audio visuals in PAI learning at SDN Tambaksari II Karawang, and to determine the effect of the use of film-based audio visuals on student learning motivation in PAI subjects at SDN Tambaksari II Karawang.

One of the problems faced by grade V PAI students at SDN Tambaksari II Karawang is that students' motivation to study Islam is low.

Motivation and learning are two things that affect each other. Learning is a relatively permanent change in behavior and potentially occurs as a result of practice or reinforcement based on the goal to achieve a specific goal. They also feel that conventional learning is less effective in fostering students' interest. However, with today's technological advancements, audio-visual learning can be used as a more interactive and engaging learning method. Alternative solutions include the use of audio films as innovations in PAI learning, using audio films as a way to increase student engagement and understanding of PAI material, and analyzing how the use of film-based audio films impacts students' desire to learn.(Husairi, 2021)

Method

To examine a specific population or sample, this study uses a quantitative approach based on the philosophy of positivism. Research measuring tools (instruments) are used to collect data and then analyze it quantitatively or statistically. The purpose of this research is to test and prove the hypotheses that have been made or established. The type of research chosen is the one group

pretest posttest design experiment method. One group pretest posttest design is the most common type of pre-experimental design used in research. (São Paulo & Kurniawan, 2024) (Kurniawati et al., 2021)

The data collection technique uses questionnaires and documentation that will ask a number of questions or written statements to respondents about certain problems. To collect data on grade V students of SDN Tambaksari II Karawang, this questionnaire is used to measure students' academic levels, this questionnaire is made with a Likert scale. The sum of the rating scale, also known as the likert scale, is a collection of statements that express positive and negative attitudes, in response to statements on this scale.

The data analysis technique used descriptive statistical analysis, prerequisite tests including normality and linearity tests, and N-Gain tests. The last one used to test the hypothesis is using inferential statistical analysis.

The population of this study is 40 students, and the sample is 40. It can be concluded that the researcher used a saturated sample. This research was conducted at SDN Tambaksari II Karawang, which is located at Jl. Raya Tambaksari, Tirtajaya District, Karawang Regency, West Java Province 41357. This research was conducted in the odd semester of the 2024/2025 school year.

Results and Discussion

1. Normality Test (Table 2. Normality Test)
   In quantitative research, the assumption of data normality is one of the important prerequisites for using parametric statistical tests. The normality test aims to find out whether the data obtained is normally distributed or not. In this study, the Shapiro Wilk normality test was used, and the test criteria were as follows: (Siregar et al., 2024)
   a. The significance value (Asymp. Sig. 2-tailed) for the pretest and posttest data was 0.200, which is greater than 0.05.
   b. Conclusions: The pretest and posttest data are normally distributed, making them eligible for the use of parametric statistical tests.

   The Shapiro-Wilk test is used to find out whether or not the distribution of data is normally distributed. It is used on a limited sample, i.e. less than fifty samples to make precise and accurate decisions. (Aziz et al., 2025)

2. Linearity Test (Table 3. Linearity Test)
   After ensuring the normality of the data, the next step is to test the linearity of the relationships between variables. The linearity test aims to find out whether the relationship between *the pretest* and *posttest* is linear or not. To test linearity, the *Test for Linearity test is generally used* , the results of which can be seen in the ANOVA table. (Alwi, 2023)
   a. Linearity: The significance value is 0.048 (less than 0.05).
   b. Deviation from Linearity: The significance value is 0.222 (greater than 0.05).
   c. Conclusions: There was a linear relationship between pretest and posttest scores, indicating a consistent pattern of relationship between the up/down of scores before and after treatment.
3. N-Gain Test (Table 4. N-Gain Percent Test Results)
   The N-Gain (Normalized Gain) test, or normalized gain, creates a very useful framework in Education research. The N-Gain test is a statistical method used to measure the magnitude of the change or increase in scores between the pretest and posttest in a study, especially in the context of evaluating the effectiveness of an intervention or program. (Siregar et al., 2024)
   The N-Gain score ranges from -1 to 1. Positive values indicate an increase in students' learning motivation after film-based audio-visual performance, while negative values indicate a decrease in students' learning motivation. (HUDA, n.d.)

More than just providing numbers, N-Gain analysis not only looks at individual development, but also provides an overview of the overall effectiveness of learning. (Sujanem et al., 2022)
   a.   The percentage of N-Gain obtained is 100%, which falls into the Effective category.
   b.   Conclusion: This film-based audio-visual media is very effective in increasing students' motivation to learn.
4. Hypothesis Test (Table 5. Uji Paired Sample T-Test)
The Paired Sample T-Test aims to find out if there is a statistically significant difference between the average *Pretest* and *Posttest* (Rahmani et al., 2025) scores. This test is a parametric inferential statistical method specifically designed to compare the averages of two paired or related measurements of the same subject. (Stuttgart , 2023)
One-Group research design *Pretest Posttest* generate paired data, where each participant has two scores (one *Pretest* and one *posttest*) that the researcher wants to compare.(Agustianti et al., 2022)
   a.   The significance value (Sig. 2-tailed) obtained is 0.000.
   b.   Conclusion: Because the significance value (0.000) is smaller than 0.05, it can be concluded that there is a statistically significant difference between students' learning motivation before (pretest) and after (posttest) of the intervention using film-based audio-visual media.
The use of film-based audio-visual media in PAI learning at SDN Tambaksari II Karawang aims to overcome conventional lecture methods that tend to be boring. This innovation is designed to make the material more concrete, interactive, and easy to digest, especially the material about Khulafaur Rasyidin that may feel abstract.
The increase in the average learning motivation score from 79.80 (pretest) to 97.875 (posttest) clearly shows the significant positive impact of the use of this film. The results *of the Paired Sample T-Test* (Sig. value 0.000) statistically confirm a noticeable improvement. In addition, the results of the N-Gain test of 100% are very strong showing that this intervention is very effective in increasing students' motivation to learn.
The use of valid and reliable learning motivation questionnaires, coupled with the fulfillment of the assumptions of normality and linearity of data, further strengthens the validity of these findings. Interaction through *Wordwall games* also plays an important role in increasing students' engagement, encouraging them to actively search for answers and remember the details of the material from the film.
Overall, the study successfully showed that the application of film-based audio-visual media can be an effective strategy to increase students' learning motivation in PAI subjects, transforming passive learning approaches to more dynamic and engaging.

Result

   The study involved one group of students who received treatment over four sessions, using *a one-group pretest-posttest design*. Before and after treatment, questionnaires were used to measure students' learning motivation.
1. Descriptive Analysis of the Use of Film-Based Audio-Visual Media
   At the *Pretest* stage, the data from the questionnaire showed that grade V students of SDN Tambaksari II Karawang had moderate and low learning motivation. According to the average student learning motivation score before treatment, most students have varying levels of interest in PAI learning, with some indicators of motivation not yet optimal, such as lack of initiative to ask questions or actively participate. These initial conditions are used as a basis for comparison to assess changes in thrust after treatment.
   Students receive film-based audio-visual media related to PAI material every four meetings. The material discussed included the exemplary stories of the Rashid Caliphs, including Caliph Abu Bakr Ash-Shiddiq, Umar bin Khattab, Uthman bin Affan, and Ali bin Abi Talib. The activity continued with an interactive question and answer session randomly designed using wordwall games after the film screening. Due to its fun and competitive nature,

this method has been proven to increase student engagement. Because it encourages students to actively seek answers and remember the details of the material from the movies they have watched. *The post-test* was carried out again with the same learning motivation questionnaire after all treatments were completed.

2. Descriptive Analysis of the Learning Motivation of Students of SDN Tambaksari II Karawang

This descriptive analysis aims to describe in detail the conditions of students' motivation and learning before and after treatment.

Table 1. Descriptive Statistical Analysis Results

Descriptives				
			Statistic	Std. Error
PRETEST	Mean		79,800	1,06951
	95% Confidence Interval for Mean	Lower Bound	77,6367	
		Upper Bound	81,9633	
	5% Trimmed Mean		79,6944	
	Median		79,0000	
	Variance		45,754	
	Hours of deviation		6,764	
	Minimum		67,00	
	Maximum		95,00	
	Range		28,00	
	Interquartile Range		10,75	
	Skewness		0,304	0,374
	Kurtosis		-0,527	0,733
POSTTEST	Mean		97,875	2,43826
	95% Confidence Interval for Mean	Lower Bound	92,9432	
		Upper Bound	102,8068	
	5% Trimmed Mean		98,5278	
	Median		102,0000	
	Variance		237,804	
	Hours of deviation		15,420	
	Minimum		61,00	
	Maximum		120,00	
	Range		59,00	
	Interquartile Range		22,50	
	Skewness		-0,689	0,374
	Kurtosis		-0,374	0,733

The results *of the student* learning motivation pretest, before the application of learning media, the average (mean) student learning motivation was **79.80** with a standard deviation of **6.75.** The highest motivation score achieved by students in the *pretest* was **95.00.** This menu shows that at first, students' learning motivation tends to be at a fairly good level with not too large variations between students.

The results of *the Posttest* of student learning motivation, after the intervention in the form of the use of film-based audio-visual learning media, there was an increase in student learning motivation. The average (mean) of students' learning motivation in the Posttest increased to **97.87.** The standard deviation at the posttest was **15.42,** indicating a greater variation in students' motivation scores after treatment. The maximum motivation value recorded in the posttest is **120.00.** This average increase descriptively indicates the positive impact of the use of film-based audio-visual learning media on student learning motivation.

3. The Effect of the Use of Film-Based Audio Visual Media in PAI Learning on the Learning Motivation of Grade V Students of SDN Tambaksari II Karawang.

   A. Prerequisite Test

      1). Normality Test

Table 2. Normality Test

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		40
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	6.45750184
Most Extreme Differences	Absolute	.114
	Positive	.114
	Negative	-.090
Test Statistic		.114
Asymp. Sig. (2-tailed)		.200[c,d]

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

The results of the Kolmogorov-Smirnov One-Sample test showed that the significance value (Asymp. Sig. 2-tailed) for the pretest and posttest data was 0.200 which was greater than 0.05. Thus, it can be concluded that *the Pretest* and *Posttest data* are distributed normally. The normality of this data supports the use of parametric satitic tests for further data analysis.

      2). Linearity Test

Table 3. Linearity Test

ANOVA Table

			Sum of Squares	df	Mean Square	F	Itself.
POS TTE	Betwee n	(Combined)	5793.625	20	289.681	1.581	.161

ST * PRE TES T	Groups	Linearity	821.857	1	821.857	4.486	.048
		Deviation from Linearity	4971.768	19	261.672	1.428	.222
	Within Groups		3480.750	19	183.197		
	Total		9274.375	39			

Based on the results of the linearity test using the ANOVA table, it was found that there was a strong relationship between pretest and posttest scores. This is shown by the significance value, namely:

a). Linearity

The significance value is less than 0.05, which is 0.048.

b). Deviation from Linearity

The significance value is greater than 0.05, which is 0.222

These results indicate that an increase or decrease in scores in line with the pretest tends to be followed by a corresponding rating or decrease in the score in line with the posttest, forming a consistent pattern of relationships. Thus, the linearity assumption has been fulfilled for subsequent statistical analysis.

3). N-Gain Test

Table 4. N-Gain Percent Test Results

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
NGain_persen	40	100.0%	0	0.0%	40	100.0%

The determination of the effectiveness of the application of film-based audio-visual media on student learning motivation can be seen from the percentage of N-Gain. The percentage of N-Gain obtained is 100% and is included in the Effective category.

B. Uji Hypothesis

Tabel 5. Uji Paired Sample T-Test

Paired Samples Test

								Sig. (2- taile d)
	Paired Differences					t	df	
				95% Confidence Interval of the Difference				
	Mean	Hours of deviation	Std. Error Mean	Lower	Upper			

Pair 1	PRE TEST - POS TTE ST	-18.07500	18.59196	2.93965	-24.02100	-12.12900	-6.149	39	.000

Based on the results of the Paired Sample T-Test, the significance value (Sig.) obtained was 0.000. Since the Significance value (0.000) is less than 0.05, it can be concluded that there is a statistically significant difference in *Pretest* and *Posttest* between pre- and post-intervention conditions.

Discussion

In the PAI learning process at SDN Tambaksari II Karawang, film-based audio-visual media is used. This innovation increases the effectiveness of learning and makes the material more engaging. This method is used as one way to present PAI material that may be less interesting to be more concrete, interactive, and easily digestible by students, especially students in grade V. The purpose of using film in PAI learning is to divert it from the conventional lecture method that is often boring. It is hoped that the visualizations and sounds presented in the film will help students better understand religious concepts. They are also expected to consider the moral values contained in it. In PAI learning at SDN Tambaksari II Karawang, film-based audio-visual media is used systematically. The purpose of the experiment in one pretest-posttest group was to measure students' learning motivation both before the intervention and after the intervention as a whole. During the four meetings, the main topics discussed were about the Caliph Khulafaur Rashidin, including the biography and reign of Abu Bakr Ash-Shiddiq, Umar bin Khattab, Uthman bin Affan, and Ali bin Abi Talib. The pretest is conducted one day before the first meeting through the WhatsApp application to assess students' learning motivation. The pretest is conducted to gather information about students' learning impulses before watching movies in PAI learning. After the four meetings were completed, a posttest was conducted to find out how students' learning motivation changed after receiving learning with film media. Meanwhile, Worldwall activities are always carried out at the end of each meeting to evaluate how well students understand the material discussed.

The learning motivation questionnaire was used to collect data on students' interest in PAI, their attention during learning, persistence to complete assignments, learning independence, and active participation in the classroom. It is important to note that the questionnaire has gone through a validity and reliability testing process to ensure that this tool is legitimate and reliable for accurately and repeatably measuring students' learning motivation. Students at SDN Tambaksari II Karawang have sufficient learning motivation for PAI subjects, according to the results of data collection in the pretest stage. An average motivation score of 79.80 with a standard deviation of 6.76 indicates this. These numbers show that students are usually quite motivated before receiving treatment. This initial view of students' learning motivation is crucial for this study. By knowing students' motivation levels prior to treatment, researchers can more accurately assess the extent to which the use of film-based audio-visual media changes or increases students' desire to learn.

Theoretically, this is in line with Albert Bandura's (Bandura, 1997) social cognitive theory which emphasizes the importance of observational learning. Through the film, students can observe behavioral models, values, and concepts of PAI that are presented visually and narratively. . When students see characters in movies showing positive behavior or understanding religious concepts, they are more likely to imitate and internalize them. In addition, cognitive load theory is also relevant, where film can help reduce intrinsic cognitive load by presenting information in a format that is easier to process and remember so that students can focus on understanding concepts rather than difficulties in processing information. (Rusly   , 2023) (Rasyad, 1999)

Student learning motivation data is tested on basic assumptions before hypothesis testing. The results of the normality test showed that the pretest and posttest data had a normal distribution, with a significance value (Asympt. Sig. 2-tailed) of 0.200, which was greater than 0.05. This indicates that both the pretest and posttest data are eligible for the use of parametric tests. Furthermore, the linearity test shows that there is a linear relationship between the variables being tested. The significance value in the linearity part is less than 0.05, which is 0.048, and the significance value in the deviation part of linearity is greater than 0.05, which is 0.222. The Pired Samples t-test was used to test the research hypothesis regarding the influence of the use of film-based audio-visual media. The significance value of the Paired Samples t-test analysis is below 0.05, or 0.000. These results show that there is a significant difference between the average learning motivation scores of pretest and posttest students when using film-based audio-visual media.

Limitations

In interpreting the findings of this study, some of its limitations must be considered. First, the relatively small sample size (n = 40) may make the results of this study ingeneralizable to a larger population. Second, the pretest-posttest group method used in this study did not allow to control for external variables that might affect the outcome of the intervention. As a result, research findings should be interpreted carefully and cannot be generalized without considering the context of the study.

Conclusion

This study shows that the use of film-based audio-visual media in Islamic Religious Education (PAI) learning in grade V of SDN Tambaksari II Karawang significantly increases students' learning motivation. Before the intervention, the average student learning motivation was 79.80, but after four meetings with films discussing Caliph Khulafaur Rasyidin, it increased drastically to 97.87. Evidence shows that students show greater interest in lessons, are more engaged and engaged in active discussions, and are more interested in learning outside of the classroom. This indicates this improvement. With a significance value of 0.048 for linearity and 0.000 for the Paired Sample T-Test, the linearity test and the Paired Sample T-Test showed a significant linear relationship between the use of film media and increased student learning motivation. This shows that film media can help eliminate the saturation of conventional methods and create a more lively learning environment, which in turn will increase students' love for PAI subjects.

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