

The Effectiveness of Using Movie Media on The Understanding of Learning Islamic Culture of Elementary School Students

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Abstract. The learning process of Islamic cultural history in elementary schools is often dominated by conventional methods such as lectures and textbook readings, which can lead to low student engagement, limited understanding, and reduced learning motivation. These challenges indicate the need for alternative instructional media that are more interactive and appealing to students. This study aims to measure the effectiveness of using movie media in improving students' cognitive understanding and self-efficacy in learning Islamic culture. This study uses a quantitative approach with a group pretest-posttest experimental design, conducted in three phases: pretest, treatment using movie media, and posttest to assess changes in students' understanding and self-efficacy. Fifteen fourth- through sixth-graders made up the study's population. Pre- and post-test data show that the kids' learning outcomes have improved dramatically. After receiving therapy, which included of seeing an animated film on the life of Prophet Ayyub AS, the subjects' scores improved from 22 on the pretest to 23. experienced an average increase to 65. Therefore, movie learning media is effective in increasing elementary school students' understanding of Islamic cultural history. The implications of this research emphasize the potential of movie media as an effective alternative to traditional text-based methods in enhancing students' understanding of Islamic cultural learning.

Keywords: Islamic Cultural History; Learning Outcomes; Movie Media; Student Understanding; Visual Learning

1. Introduction

Students' understanding of learning determines their academic success and development. Efforts to equalize students' vision (Amri & Kartono, 2023), understanding students' perceptions of learning tools (Fauzi & Muljanto, 2021; Joshi & Sharma, 2021). Utilization of various learning media, such as films (Carroll et al., 2024) positively influences learning outcomes. Film media has been widely recognized as an effective tool in improving student learning outcomes across a variety of educational settings. Instruction can significantly improve both comprehension and overall academic performance. By incorporating movie media into lessons, students tend to be more engaged, enthusiastic, and attentive, leading to a better understanding of the subject matter (Chairuddin et al., 2023; Karlina, 2022; Maridha, 2019; Mulyono, 2022).

In the learning process, students usually face various learning problems, including difficulties in listening comprehension due to factors such as pronunciation, vocabulary, and accent variations (Mondal et al., 2023). In writing, problems arise from lack of motivation, vocabulary, and effective structuring of paragraphs (Chairuddin et al., 2023). Research has identified issues such as excessive study load, absence of social engagement, negative emotions, and sleeping habits that affect students' learning experience (Manurung et al., 2022). Difficulties are reflected in listening comprehension, lack of motivation, study overload, negative emotions, and irregular sleep.

Movie media plays an important role in improving learning outcomes by stimulating students' interest and engagement in the educational process. To overcome current problems, teachers can use visual aids such as movies to improve listening skills (Joshi & Sharma, 2021; Silalahi & Sari, 2021) and paying attention. Utilizing various forms of media, such as videos, movies, and

animated films, can significantly improve student learning achievement (Fauzi & Muljanto, 2021; Karlina, 2022; Maridha, 2019; Naimah, 2022; Silalahi & Sari, 2021). The use of movies stimulates student interest and engagement in a visual form thus improving achievement through better listening and attention skills. The visible results of student achievement illustrate the increasing quality so that in the Qur'an it is discussed that scientifically qualified people will be exalted as recorded in Q.S. Al-Mujadilah verse 11:

Which means: Arise, ye believers! Say, "Make room in the assemblies," and Allah will indeed create space for you. And when it says, "Stand up," rise up; Allah will undoubtedly elevate your believers and the educated a few notches. What you conduct is not hidden from Allah.

ICH is a subject that is included in the scope of Islamic religious education material. The material discussed in Islamic Cultural History (ICH) is usually events or events that occurred in the past for which there is evidence, the evidence that exists can be in the form of relics of a work, creation, idea, and general Muslim art based on Islamic teachings and values (Winanda, 2021; Fikriyah et al., 2021). In fact, ICH learning is less attractive to students due to various factors. This is in line with the results of research conducted by Winanda (2021), according to which, there are still challenges with studying ICH, and one of them is students' lack of interest in and enthusiasm for the subject. The results of students' education may suffer as a result of this. The importance of media in enhancing students' comprehension of ICH topics is therefore highlighted by this research's contribution.

Students' understanding and learning are influenced by various factors such as feedback, self-regulation, self-efficacy, and the use of multimedia tools such as videos and movies (Oeda & Shimizu, 2021). Students' conceptual knowledge and academic performance may be enhanced by the usage of scientific learning films, since visual aids facilitate the comprehension of intricate ideas (Griffiths et al., 2023). Incorporating movies as a learning tool can improve pragmatic understanding and language skills (Naimah, 2022). Pronunciation is one area where listening enhances the effectiveness and enjoyment of learning (Sentana et al., 2022; 2023). Feedback, self-regulation, self-efficacy, the use of movie media improves conceptual, pragmatic, language and achievement understanding.

In today's global education landscape, the integration of multimedia and digital technology has accelerated rapidly, especially after the COVID-19 pandemic, which forced schools worldwide to adopt remote and hybrid learning models (Dhawan, 2020). This shift highlighted the urgent need for engaging, flexible, and accessible learning media that can overcome physical and motivational barriers faced by students (Hodges et al., 2020). Visual media, such as animated films and educational videos, have gained prominence as essential tools to maintain students' attention and enhance cognitive processing in an increasingly digital generation (Mayer, 2021). In addition, with the widespread availability of smartphones, tablets, and internet access, students have more opportunities to engage with multimedia content both inside and outside the classroom (Kimmons & Hall, 2020). However, challenges remain in ensuring that these media are pedagogically effective and culturally relevant, especially in subjects like ICH, where students often perceive the material as abstract or disconnected from their daily experiences (Alsubaie, 2016). Thus, incorporating movie media that depicts culturally rich narratives offers a promising strategy to improve understanding, motivation, and learning outcomes in contemporary classrooms around the world (Sung et al., 2019).

1.1. Problem Statement

Ideally, students are expected to understand and refer to learning outcomes as a guide in achieving academic success. Learning outcomes serve as clear targets that help students focus their study strategies and evaluate their progress. However, in practice, there is a general lack of awareness among students regarding the concept and function of learning outcomes. Many students do not incorporate them into their learning process or use them as a reference when completing academic tasks. This situation reflects a gap between the intended educational goals and the actual student experience in the classroom.

If this condition is left unaddressed, it may lead to low academic achievement, decreased learning motivation, and ineffective study habits, particularly in abstract or historically rich

subjects such as ICH. The urgency of this problem lies in the need for engaging and culturally relevant media to bridge this gap and improve the quality of learning experiences among elementary students.

This lack of awareness is often caused by monotonous teaching methods, minimal use of interactive media, and the abstract nature of historical Islamic content that fails to connect with students' daily lives. As a result, students may perceive ICH as difficult, irrelevant, or uninteresting, leading to disengagement and shallow learning.

To address this, it is necessary to investigate the use of visual and narrative-based media, such as animated films, which can present Islamic historical material in a more concrete, engaging, and memorable way. These media help students better understand complex historical contexts and enhance emotional and cognitive involvement in the learning process.

Investigating this issue is important because it can inform educators and curriculum designers about more effective strategies for delivering ICH material, improve students' comprehension and motivation, and ensure that religious and cultural values are conveyed meaningfully to young learners. Furthermore, such findings contribute to broader educational efforts aimed at integrating technology with culturally grounded pedagogy.

1.2. Related Research

Research related to learning media development includes Silalahi & Sari (2021) focuses on animated films, Mulyono (2022) examines the development of cycle-based learning (Mansir & Karim, 2020; Hardie et al., 2021), explored reusable learning objects (RLO) in improving learning and Astoko (2021) investigated the effectiveness of film media in improving learning outcomes in students. In contrast to the view of more recent studies such as Chen et al., (2021); Alhassan, (2023); Noor and Rahman (2020); Gupta and Singh (2022), which argue that learning outcomes are sufficiently achieved through traditional instructional methods, this study proposes that incorporating culturally relevant and visually engaging media, such as animated films, offers a more effective approach to enhancing understanding—particularly in subjects like ICH that are often perceived as abstract or difficult by young learners, although widely used in educational institutions as a tool for quality assurance and curriculum alignment, do not always ensure the quality of student understanding. Research suggests that students may not always be engaged in fully understanding these outcomes, leading to potential constraints on the learning and assessment process.

Several previous studies have explored the use of media in improving learning outcomes. For example, Maridha (2019) found that the use of animated videos could significantly improve student attention and comprehension in religious education subjects. Chairuddin et al. (2023) highlighted how visual media enhanced motivation and classroom engagement. Meanwhile, Silalahi and Sari (2021) emphasized the role of film in improving listening and language acquisition skills. However, these studies largely focused on general religious education or language learning, without specifically addressing ICH as a subject. These studies affirm the potential of media-based learning to support student engagement and comprehension, particularly in general religious or language-related subjects.

However, most of these studies did not examine how media—specifically animated films—could be used to improve learning outcomes in ICH, a subject that presents unique challenges due to its historical and abstract nature. Moreover, few have measured both cognitive outcomes and psychological factors such as self-efficacy, which are critical in shaping how students' approach and retain historical-religious content.

In response to these gaps, this study focuses on the use of animated film content with Islamic historical narratives to target not only student knowledge cognition but also their self-efficacy. While previous research discussed media broadly, this study integrates religious, historical, and cultural values through narrative film, targeting elementary-level students. The novelty of this research lies in its dual emphasis on cognitive understanding and self-efficacy, assessed through a structured pretest–posttest experimental design, and its specific focus on ICH as a distinct and often underexplored subject area in primary education.

1.3. Research Objectives

In relation to the research that has taken place, most of the research focuses on learning outcomes rather than understanding, so the author intends to fill this gap. This research provides a new outlook related to the focus on deep understanding of learning that cannot be seen only from results. Therefore, the purpose of this study is to examine the effectiveness of using movie media—specifically animated films featuring Islamic historical narratives—in improving elementary school students' understanding of ICH. This research also aims to assess not only students' cognitive comprehension but also their self-efficacy in learning, using a structured pretest–posttest experimental approach.

2. Theoretical Framework

2.1. Theory of Media in Education

Media is an important tool in learning because it can facilitate the learning process by presenting information more effectively. Mayer (2005) in *Cognitive Theory of Multimedia Learning* states that individuals learn better when information is presented through a combination of words and images. This dual-channel approach (visual and auditory) reduces cognitive load and increases retention, especially when the material is complex or abstract. In the context of elementary education, where attention spans are limited and conceptual understanding is still developing, the use of multimedia helps stimulate both sensory and cognitive engagement (Mayer, 2020; Fiorella & Mayer, 2015). Visual aids such as animation and video allow students to visualize what would otherwise remain theoretical, especially in subjects like ICH that rely heavily on narration and textual sources.

Recent studies further support the effectiveness of multimedia learning. For example, Akçayır and Akçayır (2018) emphasized that multimedia content can significantly improve students' motivation and understanding in digital learning environments. Similarly, Hwang et al. (2020) found that students who learned using visual media performed better in retention and application tasks compared to those exposed only to text-based instruction. Movie media, as a form of multimedia, provides integrated visual and auditive stimuli that not only convey information but also evoke emotional and contextual understanding. This is particularly relevant in ICH, where stories of past figures and events can be brought to life through narrative film. Thus, movie media does not merely deliver content, but also constructs a more immersive learning experience that aids in both cognitive development and affective connection.

2.2. Social Learning Theory

Social Learning Theory proposed by Bandura (1963) emphasizes that one can learn through observation, imitation and modeling. This theory remains highly relevant in modern educational contexts, where multimedia tools such as films and videos serve as observational models that shape students' behavior and understanding (Woolfolk, 2021; Zimmerman, 2020). In particular, movie media can simulate social and historical situations that learners may not directly experience, allowing them to internalize values and concepts through modeled behaviors and narratives. In the context of Islamic cultural learning, watching films depicting the life stories of important figures such as Prophet Ayyub AS allows students to learn vicariously, i.e. learning values and attitudes from the behavior they observe in the film. This is particularly relevant in learning for elementary school students, as they learn more easily through stories and examples that they can see or relate to.

2.3. Self-Efficacy Theory

Self-efficacy theory, also developed by Bandura (1997), explains that a person's belief in their ability to succeed in a task greatly influences their effort and perseverance. In this context, a movie depicting the life of Prophet Ayyub AS, for example, can increase students' confidence in their ability to understand and learn Islamic cultural materials, as they feel more connected to the story and can see how the characters in the movie overcome challenges.

2.4. Theory of Constructivism

Constructivism, as described by Piaget (1973) and Vygotsky (1978), emphasizes the importance of active learning where students construct their own knowledge based on experience and social interaction. Film media, as a form of visual experience, provides an opportunity for students to be active in constructing their knowledge of Islamic culture, relating it to their experiences, and developing a deeper understanding.

Some of the theories underlying this research relate to the role of media in improving students' understanding of learning, especially through the use of multimedia. Mayer's theory of multimedia learning explains that the use of pictures and words in media such as movies can improve student understanding. Bandura's Social Learning Theory emphasizes that students learn by imitating and observing others, and films provide opportunities for students to learn from the characters they watch. Bandura's Self-Efficacy theory suggests that students who feel confident are more likely to succeed in learning, which can be encouraged through positive experiences with movie media. Finally, Constructivism theory underlines that students construct their knowledge actively through experience, and movies allow them to interact with learning materials visually.

2.4. Reading Motivation

Reading motivation plays a central role in influencing how students engage with and comprehend educational content, including in subjects such as ICH. According to Guthrie et al. (2022), reading motivation can be divided into intrinsic motivation (reading for curiosity and personal interest) and extrinsic motivation (reading for grades or recognition). When students are intrinsically motivated, they are more likely to persist through difficult texts and build deeper comprehension. In the context of Islamic cultural education, using multimedia such as movie media can stimulate both types of motivation by presenting historical narratives in more engaging, relatable formats. This aligns with findings by Wang and Guthrie (2023), who suggest that integrating visual storytelling with text can foster reading interest and comprehension simultaneously.

Moreover, the theory of Self-Determination by Deci and Ryan (2000), further developed by Schunk et al. (2021), explains that reading motivation increases when students feel autonomous, competent, and connected to the material. In this study, animated movies serve as a form of contextual scaffolding that allows students to visualize historical Islamic figures in ways that are accessible and meaningful, thereby increasing both their motivation to read and their cognitive engagement with ICH content. This approach supports the view that multimedia interventions can reinforce reading motivation, particularly in young learners who may struggle with abstract or text-heavy materials (Chen & Liu, 2022).

3. Method

3.1. Research Design

This study employed a quantitative approach with a group pretest–posttest experimental design, conducted in September 2021. The participants consisted of elementary school students in grades four through six. The research was carried out in three phases: (1) the pretest phase, which measured students' initial understanding and self-efficacy related to ICH; (2) the treatment phase, in which students were exposed to movie media—specifically an animated film about the life of Prophet Ayyub AS—as the learning intervention; and (3) the posttest phase, which measured improvements in students' cognitive understanding and self-efficacy after the intervention. This design was chosen to observe measurable changes between students' initial and final scores and assess the effectiveness of the movie media in enhancing learning outcomes (Creswell & Creswell, 2018). Researchers employ participant observation and activity process recording as their method of gathering data. The pre- and post-test results were utilized to compile the data for this investigation. Eight brief descriptive questions regarding the life of Prophet Ayyub were included in the exam questions that were utilized.

This study employed a quantitative approach with a group pretest–posttest experimental design, conducted in September 2021. The participants consisted of elementary school students in grades four through six. The research was carried out in three phases: (1) Pretest Phase: This stage involved administering a set of eight descriptive questions focused on the life of Prophet Ayyub AS to measure students' initial cognitive understanding and their self-efficacy regarding ICH learning. The pretest was designed to assess baseline knowledge and confidence levels before any treatment was introduced. (2) Treatment Phase: In this phase, students were shown an animated film that tells the story of Prophet Ayyub AS. The film was selected for its strong narrative and visual elements that represent values and historical lessons in Islamic culture. The screening was followed by brief reflection activities and discussion sessions to encourage engagement and comprehension. (3) Posttest Phase: After the intervention, students were given the same set of questions used in the pretest to evaluate changes in understanding and self-efficacy. Improvements in test scores were used as indicators of the effectiveness of the movie media in facilitating learning.

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3.2. Respondent

The research was conducted on elementary school students from grade IV to grade VI at DTA Al-Mu'awanah, Bandung City. A total of 20 students participated in this study, selected using accidental sampling. Participants were selected based on their availability and willingness to take part in the research during regular learning hours. The respondent characteristics were classified based on gender, age, and grade level, as these variables are relevant to the cognitive and motivational development of students in ICH learning, as detailed in Table 1.

Table 1. Characteristics of Respondents

No	Characteristic	Category	Frequency	Percentage (%)
1	Gender	Male	9	45%
		Female	11	55%
2	Age	9 years old	3	15%
		10 years old	7	35%
		11 years old	6	30%
		12 years old	4	20%
3	Grade Level	Grade IV	6	30%
		Grade V	7	35%
		Grade VI	7	35%

All participants were active students with prior exposure to basic Islamic education, including knowledge of prophets and Islamic historical figures. This background was relevant to ensure baseline familiarity before the intervention using animated movie media.

3.3. Data Collection

The data in this study were collected through written tests and observation techniques. The primary instrument used was a set of descriptive questions related to the life of Prophet Ayyub AS, aimed at measuring students' understanding and self-efficacy before and after the intervention. The tests were administered in two phases: a pretest given before the animated movie was shown, and a posttest administered after the intervention. Each test consisted of eight short-answer questions that required students to recall and explain key concepts, values, and historical elements from the story presented in the film.

In addition to test instruments, the researchers also used direct observation and activity process recording during the treatment phase. These observational techniques were intended to monitor student engagement, participation, and emotional responses while viewing and discussing the animated movie. Field notes were taken to support qualitative interpretation of students' behavioral changes.

Below is the list of sample test questions used to collect pretest and posttest data:

Researchers used two-layer pre-test and post-test data to examine two hypotheses on how well primary children understood the history of Islamic culture while viewing cinematic media (Karim, 2016; Karim et al., 2019). The data were obtained through a written assessment consisting of eight descriptive questions that focused on students' cognitive understanding of the story of Prophet Ayyub AS, including historical events, moral values, and character traits. These questions served as the main instrument for both the pretest and posttest, ensuring consistency in measurement. In addition to cognitive understanding, the study also measured students' self-efficacy through short reflective statements rated on a Likert scale (1–4), which captured their confidence in learning ICH

material before and after the intervention. Thus, the data collected consisted of two main components: (1) students' test scores representing factual and conceptual understanding, and (2) self-efficacy ratings to assess motivation and perceived learning ability. Significant values are defined by Hypothesis 1 and are related to the lack of significant values in Hypothesis 0.

3.4. Data Analysis

The Kolmogorov-Smirnov test was used by researchers to perform a normalcy test. The Wilcoxon non-parametric statistical test was used to examine student knowledge outcomes in the pre-test and post-test, identifying significant changes. Checking the assumptions of the null and one hypotheses, verifying the symmetry of the difference in the visual representation of the SPSS data, computing and sorting the difference, computing test statistics, and validating P values with a standard value of 0.5 are all included in the validation process (Jean Dickinson Gibbons, 2011). This test was chosen because the sample size was small ($n = 20$) and the data did not meet the assumption of normal distribution.

The analysis process involved several steps: checking the distribution of scores, verifying the symmetry of differences in SPSS, calculating the test statistics, and validating p-values against the standard significance level of 0.05. The results were used to determine whether there was a statistically significant difference between students' scores before and after receiving treatment through movie media. Data analysis was conducted using SPSS (Statistical Package for the Social Sciences) version 25, in alignment with the experimental one-group pretest-posttest design. Descriptive statistics such as mean, median, and standard deviation were also used to support interpretation.

To ensure the quality of the research instrument, validity and reliability testing were conducted prior to full implementation. Instrument validity was measured using content validity reviewed by two education experts in ICH, who confirmed the alignment between test items and learning objectives. Reliability testing was performed using Cronbach's Alpha through a pilot test involving 10 students outside the sample group. The reliability coefficient was $\alpha = 0.82$, indicating that the instrument was highly reliable and consistent. The final set of test items used

in the pretest and posttest were therefore considered both valid and reliable for measuring students' understanding and self-efficacy in the context of ICH.

3.5. Validity and Reliability

To ensure the quality and accuracy of the research instrument, both content and empirical validity tests were conducted. Content validity was assessed through expert judgment by two Islamic education lecturers who reviewed the test items based on their alignment with the curriculum and the learning objectives of Islamic Cultural History (ICH). The experts rated item relevance, and using the Aiken's V formula, the validity scores ranged from 0.83 to 0.94, with an overall value of 0.89, indicating high content validity (Aiken, 1985). The validity analysis also followed the approach suggested by Fraenkel et al. (2019), which emphasizes the importance of content relevance and cognitive alignment in educational testing. The instrument was further piloted on a group of 10 students outside the main research sample, and the results were analyzed to identify ambiguous items and improve clarity. Based on feedback and item analysis, necessary revisions were made to enhance question coherence. In addition, empirical validity was examined through item-total correlation analysis, with results ranging from 0.42 to 0.76, exceeding the minimum acceptable threshold of $r > 0.30$ (Arikunto, 2010), thereby confirming the empirical validity of all items. This overall process confirms that the instrument was both valid and appropriate for measuring students' cognitive understanding and self-efficacy in relation to multimedia-based learning.

4. Findings

4.1 Students' Cognitive Self-Efficacy in Learning through Pretest–Posttest Design

Wilcoxon non-parametric analysis with non-normalized data worth <0.5 through the stages of testing the effectiveness of the hypothesis resulted in a hypothesis value of 1 marked the effectiveness of understanding after using film media marked by examining the graphic picture and comparing the two test results before and after as shown in figure 1 below:

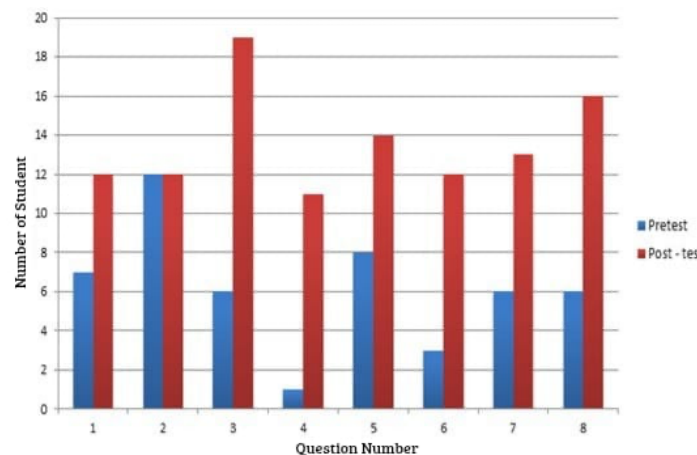


Figure 1. Results of pre-test and post-test scores through 8 questions

Based on the bar graph in Figure 1, there is a difference between the pretest and posttest results. Question number 1 was intended to identify students' knowledge related to the plan to be carried out by the jinn and demons against Prophet Ayyub which was shown in the initial scene of the movie. This question belongs to the C1 cognitive domain, where students are only asked to mention and not explain. In the initial test only 7 students answered correctly and after watching the movie and then doing the test again or Post-test there was an increase in the number of students who answered correctly to 12 students.

Question 2 was intended to identify students' understanding of the trials faced by Prophet Ayyub shown in the movie. This question belongs to the C1 cognitive domain, where students

are only asked to mention and not explain. Both Pre-test and Post-test the number of students who answered correctly was 12, meaning that there was no increase in the number of students who answered correctly on this question.

Question 3 was intended to identify students' understanding of the type of illness suffered by Prophet Ayyub shown in the movie. This question belongs to the C1 cognitive domain, where students are only asked to mention and not explain. In the initial test only 6 students answered correctly and after watching the movie and then doing the test again or Post-test there was an increase in the number of students who answered correctly to 19 students.

Question 4 was intended to identify students' understanding of the reason why the devil tempted Prophet Ayyub shown in the movie. This question belongs to the C1 cognitive domain, where students are only asked to mention and not explain. In the initial test only 1 student answered correctly and after watching the movie and then doing the test again or Post-test there was an increase in the number of students who answered correctly to 11 students.

Question 5 was intended to identify students' understanding of why Prophet Ayyub was able to survive as shown in the movie. This question belongs to the C2 cognitive domain, where students are only asked to explain. In the initial test only 8 students answered correctly and after watching the movie and then doing the test again or Post-test there was an increase in the number of students who answered correctly, namely 14 students.

Question 6 was intended to identify students' understanding of the reason why Prophet Ayyub suffered his wife 100 times as shown in the movie. This question is included in the C2 cognitive domain, where students are asked to explain. In the initial test only 3 students answered correctly and after watching the movie and then doing the test again or Post-test there was an increase in the number of students who answered correctly, namely 12 students.

Question 7 was intended to identify students' ability to conclude the wisdom gained from the story of Prophet Ayyub. This question is included in the C4 cognitive domain, where students are only asked to conclude so that a thorough understanding is needed related to the story of Prophet Ayyub. In the initial test only 6 students answered correctly and after watching the movie and then doing the test again or Post-test there was an increase in the number of students who answered correctly to 13 students.

Question 8 was intended to identify students' understanding of behavioral examples that reflect Prophet Ayyub's attitude in daily life. This question belongs to the cognitive C3 domain, where students are only asked to apply the attitude of Prophet Ayyub in everyday life. In the initial test only 6 students answered correctly and after watching the movie and then doing the test again or Post-test there was an increase in the number of students who answered correctly, namely 16 students. Most of the question patterns made are using HOTS which aim to get data.

Table 2. Descriptive Statistics of Pretest and Posttest Results by Question Item

No	Question Focus	Cognitive Domain	Pretest (n)	Pretest (%)	Posttest (n)	Posttest (%)
1	Plan of jinn/demons against Prophet Ayyub	C1	7	35%	12	60%
2	Trials faced by Prophet Ayyub	C1	12	60%	12	60%
3	Illness suffered by Prophet Ayyub	C1	6	30%	19	95%
4	Reason the devil tempted Prophet Ayyub	C1	1	5%	11	55%
5	Why Prophet Ayyub remained steadfast	C2	8	40%	14	70%

6	Why Prophet Ayyub “hit” his wife 100 times	C2	3	15%	12	60%
7	Concluding the wisdom from the story	C4	6	30%	13	65%
8	Application of Prophet Ayyub’s values in daily life	C3	6	30%	16	80%

Descriptive analysis of the pretest and posttest results from 20 elementary school students was carried out across eight items, as shown in Table 2. The results indicate a significant improvement in students' understanding after the use of movie media. The average pretest score was 6.12 (SD = 2.64), while the average posttest score increased to 13.63 (SD = 2.26), indicating a positive shift in learning outcomes. Item-by-item analysis shows that Question 1 improved from 35% (7 students) to 60% (12 students); Question 2 remained unchanged at 60%; Question 3 improved substantially from 30% (6 students) to 95% (19 students); Question 4 from 5% (1 student) to 55% (11 students); Question 5 from 40% (8 students) to 70% (14 students); Question 6 from 15% (3 students) to 60% (12 students); Question 7 from 30% (6 students) to 65% (13 students); and Question 8 from 30% (6 students) to 80% (16 students). These improvements reflect enhanced cognitive performance across various domains (C1 to C4), particularly in higher-order thinking skills (HOTS) such as application, explanation, and conclusion drawing, indicating the effectiveness of movie media in facilitating deep understanding of Islamic Cultural History (ICH).

4.2 Effectiveness of Movie Media in Enhancing Understanding of ICH

In proving that there is a significant difference between pretest scores and post test scores, a statistical test is carried out. To determine whether statistical tests need to be carried out, both parametric and non-parametric statistics, a normality test is first carried out. The normality statistical test is carried out to determine whether to continue the parametric or non-parametric test. Normality test is one of the requirements of parametric statistical tests. Because the amount of data is less than 30, the Shapiro-Wilk test is used in the normalcy test. If the p-value is less than 0.005, then the data does not follow a normal distribution; otherwise, it follows a normal distribution. The data do not follow a normal distribution, according to the findings of the normalcy test; so, non-parametric tests must be used for statistical analysis. There was a statistically significant difference ($p < 0.005$), this detail can be seen in table 3.

Table 3. Normality Test

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Pretest	.204	20	.029	.842	20	.004
Posttest	.180	20	.088	.845	20	.004

To find out whether the learning media in the form of a movie has an effect on the level of student understanding, the Wilcoxon non-parametric test was conducted. Below are the results of the Wilcoxon test using the SPSS application. The negative rank number is 0 (zero) both in the N value, Mean Rank and Sum of Rank, meaning that there is no decrease in the Pre-test to Post-test score for all participants. The Positive rank number or positive difference in the N value is 19, this means that 19 participants experienced an increase in understanding with an

average increase of 10.00. The Ties value shows 1, which means that there is 1 participant who has the same Pre-test and Post-test scores or does not experience an increase, the detail table 4 is below:

Table 4. Wilcoxon test

		N	Mean Rank	Sum of Ranks
Posttest - Pretest	Negative Ranks	0 ^a	.00	.00
	Positive Ranks	19 ^b	10.00	190.00
	Ties	1 ^c		
	Total	20		

To further assess the effectiveness of using movie media in enhancing students' understanding of ICH, an N-Gain analysis was conducted. The normalized gain (N-Gain) was calculated using the formula developed by Hake (1998), which compares the actual gain to the maximum possible gain: $N\text{-Gain} = (\text{Posttest score} - \text{Pretest score}) / (\text{Maximum score} - \text{Pretest score})$. The results showed an average N-Gain score of 0.65, which, according to Hake's criteria, falls into the medium category ($0.3 \leq g < 0.7$), indicating that the use of animated Islamic historical films had a moderate but meaningful effect on improving students' understanding. This reinforces the findings from the Wilcoxon test and confirms that the intervention was pedagogically effective in enhancing cognitive outcomes among elementary school learners.

To complement the statistical analysis, a descriptive analysis was also conducted to observe changes in students' cognitive scores before and after the intervention. The average score in the pretest was 6.12 (SD = 2.64), while the average posttest score increased to 13.63 (SD = 2.26), reflecting a significant improvement in understanding. This indicates an average gain of approximately 122.7% from the initial score. The improvement aligns with the Wilcoxon test and N-Gain results, showing that movie media had a substantial impact on enhancing students' comprehension of Islamic Cultural History content.

5. Discussion

The term media originates from the Latin word *medius*, meaning "middle" or "intermediary" (Latin-English Dictionary: *media*, *medium*), and its etymological definition indicates that media functions as something positioned between the source of information and the recipient (Online Etymology Dictionary: *medium*). According to Salamah (2017), in her book *development of learning media based on ICT (Development of ICT-Based Learning Media)*, instructional media are tools that are intentionally developed and utilized in the process of delivering information so that it can be effectively seen, heard, and read during the teaching and learning process in schools.

There are two important components in learning media, namely the tools used and the information to be conveyed. Four devices that are included in the media and are interrelated include material, equipment, hardware and software. Material is a tool used as a store of information that will be conveyed to students using the help of certain tools, it can be in the form of movies, images, audio, text, and graphics. Equipment is a tool that functions to transfer stored data to students (Suherman et al., 2020). The development of cognitive abilities can be

measured using test questions based on Lower Order Thinking Skills (LOTS) and High Order Thinking Skills (HOTS). This is in accordance with Blooms taxonomy (Yuliandini et al., 2019).

The focus of this research is only on cognitive matters of basic knowledge and knowledge, and learning readiness including student discipline and self-efficacy where in the early stages, basic knowledge obtained in the initial assessment can be seen so that the initial diagram results of each student are related to their competence through eight questions submitted. The pre-test scores in this study were 7, 12, 6, 1, 8, 3, 6, and 6. The pre-test results as in the figure two bar chart display the initial results before using movie media in ICH learning in a normal sense. The pre-test value serves as an initial measure for the size of the post-test results later. This is as stated by (Setten & Chen, 2024) that Pre-test serves as a valuable measure in a variety of studies, providing initial insight into students' abilities before conducting additional programs. Setten & Chen (2024) call it the initial level of knowledge (see Sentana et al., 2022). The pre-pre test is important as its function is to correlate between pre-test and post-test results. (Alfi Hasanah et al., 2023). Ohsato et al. (2022) delivered pre-tests can reveal basic skills, with average scores increasing significantly post-test but also many not increasing. Karlina (2022), in her research that in educational settings, pre-tests highlight student learning achievements before a new program takes place, such as using films, helping to identify areas for improvement and evaluate the effectiveness of interventions. The pre-test is a valuable measure, providing initial insight into ability, level of knowledge, basic skills contribute to cognitive interpretation and student readiness also serves to correlate with post-program outcomes.

Learning media plays a role in the learning process if it is carried out with determination and planning in accordance with the needs and teaching materials so that it facilitates the teacher in achieving the learning objectives that must be obtained by students (Suherman et al., 2020). The positive impact of using learning media is that it can make learning more interesting, interactive, and improve learning quality (Dewi, 2017). In addition, the use of media can clarify the presentation of material, increase learning motivation, and can foster new creations (Pakpahan et.al., 2020).

According to Setiawan (2019), when utilizing learning media, teachers must choose the kind of media based on the learning material's objectives, the students' abilities, the appropriate time, location, and circumstance, and how to use the media to help students understand the subject matter. Along with the times, technology and knowledge are growing rapidly. Technological developments result in the creation of various forms of learning media. The media in question can be in the form of text, audio, images / visuals, or video / audiovisual. Film media in particular is one of the audiovisual media that can support the achievement of learning objectives by emphasizing real experience. According to Trianton (2013), the film media serves as a tool that conveys messages effectively, being capable of influencing the minds of viewers because of its audiovisual and emotional appeal (Trianton, 2013). Arsyad (2009) defines film as "moving images in frames, in which frame by frame are projected through a projector lens mechanically so that the images appear alive on the screen," highlighting how film media can present more vivid and realistic representations. These definitions validate that cinematic media, when used in education, can bridge the gap between teaching material and students' perception, making learning more engaging and concrete.

The implementation of film media in learning ICH at DTA Al-Muawanah was carried out on Monday, September 27, 2020. Participants are students with an age range of 10-13 years, totaling 20 people. The activity begins with working on pre-test questions containing 8 description questions, participants are given approximately 20 minutes to complete the pre-test questions. The pre-test aims to measure and see the initial knowledge of the participants. After working on the pre-test questions, participants were directed to the next activity, which was watching an animated movie of Prophet Ayyub as. which lasted 12 minutes. Due to limited facilities and infrastructure such as projectors as an intermediary tool for delivering animated media, movie watching activities are carried out alternately using 1 laptop. Participants were divided into 3 groups based on grade level, namely grades 4-6 of elementary school. After observing the animated movie of Prophet Ayyub as. participants were directed to do the next activity, namely filling out the post test questions. The post-test questions are the same as the pre-test questions, there are 8 description questions, participants are given approximately 20

minutes to fill in the post-test questions. All activities were documented and the data obtained were processed using statistical tests.

In the experiment process, it requires a lot of data and sees the data as a whole and as a whole. variables or parameters used to measure the results or impact of an experiment. In this study, experiments using quantitative pay attention to measurements running smoothly and using good and precise methods. This research is only limited to using quantitative data.

After the test using the new method, namely film media, as shown in the diagram above, the difference between the two can be seen where the blue diagram means the initial test results go up as shown in the red diagram means after the use of film media. The order of the post test results is 12,12,19,11,14,12,13 and 16. This is as stated in the study Chairuddin et al. (2023); Karlina (2022); Rhovaidah et al. (2021) using a sample of 40 people, Rhovaidah found that 85.7% were in agreement with the use of favorite movie media as a learning tool to make the material more engaging, accessible, and memorable for students, which in turn increased their motivation, engagement, and achievement in the classroom. Karlina emphasizes on interactive activities for students, making learning interesting and motivating students to be actively involved. With 35 pre-experimental respondents, randomly selected from class XI SMK RISE Kedawung Cirebon using the same research design as this study, namely pretest and posttest. Based on data analysis, Karlina's research results, who concluded that there was an increase in student acquisition scores after treatment at a significance level of 0.05. With 34 degrees of freedom and a t-observed from the data of 29.70, the researcher arrived at a t-value of 2.03. The results of the test clearly show that the observed t-value is greater than the t-value. Using movies as learning material is useful in enhancing student learning success, as shown by $t\text{-observed} > t$ ($29.70 > 2.03$). A broader context with the use of student subjects and a sample of 250 with significant positive results in improving student learning outcomes. In contrast to this study which focuses on the development of knowledge before and after the test, this study provides a new view that the development of understanding takes precedence over numerical results.

In addition to discussing the research findings, it is important to highlight the potential for further research that can explore the use of animated film media in the context of ICH learning more deeply. Future studies could investigate the long-term effects of using such media on students' knowledge retention and attitudes, extend the subject population to secondary education levels, or incorporate qualitative methods to better understand students' and teachers' perceptions of this media. Moreover, research could examine variations in film types and viewing durations to determine the most effective media model for learning.

This study reaffirms the significant finding that the use of animated films featuring Islamic historical narratives can significantly improve elementary students' cognitive understanding, as evidenced by the increase in post-test scores compared to pre-test scores. The implications of these findings suggest that integrating audiovisual media into learning not only enhances quantitative learning outcomes but also supports deeper conceptual understanding and student motivation. This underscores the importance of innovative, contextualized, and engaging learning media to facilitate educational success, especially in subjects that involve historical and cultural content.

The results of this study demonstrate that the use of film media contributes meaningfully to improving students' learning outcomes. However, the observed score increases should not be interpreted solely as evidence of deep cognitive understanding. Several scholars (Bateman et al., 2018; Brooks et al., 2014; Holmes, 2020; Ibrahim et al., 2022; Kinta, 2011) have emphasized that comprehension, particularly in complex subjects such as religious or cultural education, requires more than numerical improvements—it must also involve conceptual clarity, reflective thinking, and real-world application. This study focuses on these aspects through the lens of animated Islamic historical narratives, adding nuance to how we assess educational success beyond standardized tests.

This research is limited by its small sample size ($n = 20$), its focus on non-parametric statistical analysis, and its reliance on only eight open-ended questions to measure learning gains. While

the discussion draws meaningful connections between the results and foundational theories, it does not rely on a formally stated hypothesis—highlighting a methodological area for refinement in future studies. Going forward, it would be beneficial to establish explicit research hypotheses and apply mixed-method approaches to capture both quantitative outcomes and qualitative insights. This would further strengthen the theoretical and practical contributions of similar studies in the field of Islamic education.

6. Conclusion

The findings of this study clearly demonstrate that the use of animated film media, specifically the Story of Prophet Ayyub's Steadfastness, effectively improves elementary school students' understanding of ICH, which aligns with the research objective to enhance cognitive comprehension through movie media. The significant increase in post-test scores, with an average gain of 10.00 points and improvement observed in nineteen out of twenty participants, confirms the positive impact of this learning intervention. Furthermore, the study highlights the importance of focusing not only on learning outcomes but also on students' deep understanding, addressing a gap identified in previous research. However, the limitation of this study lies in its reliance on quantitative data; thus, future research should incorporate qualitative methods to explore students' perspectives and deepen insights related to learning motivation and self-efficacy, as outlined in the research objectives.

Limitation

The limitations in this study focus on cognitive and student readiness so that it is narrower than the whole discussion.

Recommendation

Based on the findings and considering the limitation that this study focuses primarily on cognitive aspects and student readiness, which narrows the scope of the discussion, it is recommended that educators integrate movie media, particularly animated films depicting ICH, into the curriculum to enhance students' understanding of cultural subjects. The use of visual and narrative elements in movies can effectively engage elementary school students, fostering deeper comprehension and higher motivation. However, due to the limited focus on cognitive outcomes, future research should expand to include affective and psychomotor domains to provide a more comprehensive understanding of the media's impact. Additionally, further studies are encouraged to use larger and more diverse samples to strengthen the generalizability of results. Long-term effects of movie media on students' cultural understanding and critical thinking development should also be explored.

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Conflict of Interest

The authors declare that there is no conflict of interest regarding the publication of this article. All findings and conclusions are based on objective data collected during the study, and the

authors have no financial or personal interests that could have influenced the outcomes of this research.

Declaration of Generative AI and AI-assisted Technologies

The authors acknowledge the use of generative AI tools ChatGPT in the preparation of this manuscript, specifically for idea brainstorming, under the supervision and full responsibility of the authors. The content, analysis, and conclusions are entirely the work of the authors.

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