



The Effect of Quranic and Hadith-Based Animated Video Media on the Understanding of Science Concepts in Fourth Grade Elementary School Students

Liza Septiani¹, Mega Adyna Movitaria², Wisda Rahmadinur³,
Zulkipli Lessy¹

¹ Universitas Islam Negeri Sunan Kalijaga Yogyakarta, Indonesia

² Universitas Islam Negeri Mahmud Yunus Batusangkar, Indonesia

³ Institut Agama Islam Sumatera Barat, Indonesia

 septianiliza9@gmail.com*

Abstract

This research was motivated by students' low conceptual understanding of science subjects, which fell below the minimum grade point average (KKTP), namely 64 out of a standard of 70. The study aimed to determine the effect of using animated video media based on the Quran and Hadith on the conceptual understanding of science subjects in fourth-grade elementary school students. The method used was a quasi-experimental design with a one-group pre-test and post-test, with a sample of 29 students using saturated sampling. Data analysis included validity, reliability, normality, and homogeneity tests, as well as hypothesis testing using t-tests and simple linear regression. The results showed a t-test significance of $0.000 < 0.05$ and a calculated t-value of $11.352 > t\text{-table of } 1.699$, with a coefficient of determination (R^2) of 0.632 (63.2%). The average student score increased from 64 to 82.4, with a learning completion rate of 89.7% (≥ 70). Thus, animated video media based on the Quran and Hadith has been proven effective in improving elementary school students' understanding of science concepts.

Article Information:

Received Januari 15, 2026

Revised Maret 18, 2026

Accepted April 28, 2026

Keywords: *Quranic, Animation, Science*

INTRODUCTION

Education is a key pillar of national development, playing a crucial role in optimally developing students' potential, including knowledge, skills, and attitudes. According to Kusumawati et al. (2023) and Basyori (2025), education serves not only as a means of transferring knowledge but also as a process of character formation and developing individual potential holistically. In the context of modern society, the educational process is required to create active, innovative, enjoyable, and meaningful learning.

How to cite:

Septiani, L., Movitaria, M.A., Rahmadinur, W., Lessy, Z. (2026) The Effect of Quranic and Hadith-Based Animated Video Media on the Understanding of Science Concepts in Fourth Grade Elementary School Students. *Suluh Pasaman*, 4(1), 10-20.

E-ISSN:

2986-8467

Published by:

The Institute for Research and Community Service

Therefore, learning strategies need to be adapted to current developments and students' learning needs. Similarly, Sabil and Pujiastuti (2023) state that education is a dynamic process that continues to evolve along with advances in technology and information. In elementary education, learning focuses not only on delivering material but also on how students understand, internalize, and apply that knowledge in their daily lives. One subject that plays a crucial role in developing this understanding is Natural and Social Sciences (IPAS).

According to Ramadhan (2023) and Zakarina et al. (2024), Natural and Social Sciences (IPAS) is an integration of Natural Sciences (IPA) and Social Sciences (IPS), aimed at providing students with a holistic understanding of natural and social phenomena in their environment. Learning IPAS not only requires students to understand theoretical concepts but also encourages them to think critically and creatively when addressing real-world problems. This aligns with Ilham et al. (2024), who stated that IPAS learning can develop critical thinking skills by combining scientific and social aspects. For example, in understanding the phenomenon of flooding, students learn not only about natural aspects but also the social factors that influence them (M. Ilham et al. 2024; Widiyastuti et al. 2023). Thus, IPAS learning provides a contextual and meaningful learning experience for elementary school students.

In line with this goal, from an Islamic perspective, education is primarily based on the Qur'an and Hadith, which emphasize not only the mastery of knowledge but also a meaningful and worshipful learning process. Allah SWT says:

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ۝۱ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ۝۲ اقْرَأْ وَرَبُّكَ الْأَكْرَمُ ۝۳ الَّذِي عَلَّمَ بِالْقَلَمِ ۝۴
عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ۝

"In the name of your Lord who created..." (Quran, Al-'Alaq: 1-5) (Ministry of Religious Affairs of the Republic of Indonesia 2020).

This verse emphasizes that reading and learning are the main foundations for acquiring knowledge. Apart from that, Allah SWT also said:

ادْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ وَجَادِلْهُمْ بِالَّتِي هِيَ أَحْسَنُ إِنَّ رَبَّكَ هُوَ أَعْلَمُ بِمَنْ
ضَلَّ عَنْ سَبِيلِهِ وَهُوَ أَعْلَمُ بِالْمُهْتَدِينَ

"Call (people) to the path of your Lord with wisdom and teaching "The good..." (QS. An-Nabl: 125) (Ministry of Religious Affairs of the Republic of Indonesia 2020).

This verse indicates that the delivery of knowledge must be done wisely, interestingly, and in accordance with the characteristics of the students. This is relevant to the use of innovative learning media in the learning process. Furthermore, the connection between science learning and natural phenomena is also emphasized in the Qur'an, including:

إِنَّ فِي خَلْقِ السَّمَوَاتِ وَالْأَرْضِ وَاخْتِلَافِ اللَّيْلِ وَالنَّهَارِ لَآيَاتٍ لِّأُولِي الْأَلْبَابِ ۝۱۹۰

"Indeed, in the creation of the heavens and the earth, and the alternation of night and day, there are signs for men of understanding." (Surah Ali 'Imran: 190) (Ministry of Religious Affairs of the Republic of Indonesia 2020).

This verse implies that natural phenomena are objects of learning that must be studied and understood by humans. In the context of science learning, this verse encourages students to think critically and observe the environment as a learning resource. Furthermore, Allah SWT also says: "Seeking knowledge is obligatory for every Muslim." (Narrated by Ibn Majah).

The hadith emphasizes that seeking knowledge is an obligation, so the learning process must be optimally designed using appropriate methods and media. Therefore, innovation in the use of learning media that can bridge this need is

needed. Along with technological developments, various learning media have begun to be developed to increase the effectiveness of the teaching and learning process. According to Ismail (2020), learning media is a means used to convey messages or information in the learning process to stimulate students' attention, interest, and thinking. Syarifuddin and Utari (2022) add that learning media functions to facilitate students' understanding of the material presented. One rapidly developing medium is animated video. According to Serungke et al. (2023), animated video is an audio-visual medium that presents information through a combination of moving images and sound, thus making abstract concepts more concrete. Setiawan et al. (2022) also state that video is an effective medium because it combines elements of movement, sound, and text to create a meaningful learning experience. This is reinforced by Sidik et al. (2023), who state that animated video can provide a learning experience more engaging and realistic for students.

Animated video media has several advantages, including the ability to present information simultaneously visually and audibly, visualize abstract concepts, and can be used repeatedly as needed by students. In the context of science learning, this media is highly relevant because it can present natural and social phenomena that are difficult for students to observe directly. Furthermore, animated video media can be integrated with values derived from the Quran and Hadith, such as gratitude for God's creation, concern for the environment, and social responsibility. Thus, learning is not only oriented towards cognitive aspects but also encompasses affective and spiritual aspects.

Conceptual understanding is an important indicator of learning success. According to Dasep et al. (2023), learning comprehension is a student's ability to receive, process, and explain the information they receive. Sengkey et al. (2023) and Nomleni (2018) suggest that indicators of understanding include the ability to re-explain material, connect concepts, provide examples, interpret information, and apply concepts to everyday life. Therefore, selecting the right learning media significantly influences students' level of understanding.

However, based on Pre-observation results at SD 01 Kepahiang revealed that science learning still faces various obstacles. Low student interest in learning is evident in the failure to achieve the Learning Objective Achievement Criteria (KKTP). Furthermore, students experience difficulty understanding abstract concepts presented conventionally. Although school facilities and infrastructure are adequate, the use of learning media remains very minimal. This is due to teachers' limited ability to utilize technology, resulting in learning still being dominated by lecture methods and the use of whiteboards.

Monotonous learning causes students to feel bored, unmotivated, and inactive in the learning process. This condition aligns with Ramadhan (2023), who stated that low understanding of science concepts is caused by teacher-centered learning that lacks active student involvement. Consequently, student conceptual understanding is low, impacting learning outcomes. To address these issues, innovation in the use of learning media is needed, one of which is through interactive media. Animated videos based on the Quran and Hadith. The use of this media is expected to increase students' interest, motivation, and conceptual understanding in science learning.

Several previous studies have shown that animated videos have a positive influence on learning. Sae and Radia (2023) stated that animated videos are effective in improving students' critical thinking skills. Maharani et al. (2025) also found a significant effect of animated videos on students' understanding of science and social studies concepts. Similarly, Aulia et al. (2025) and Miranda et al. (2024) showed that animated videos significantly impact elementary school students' science learning outcomes. However, research integrating animated videos with the values of the

Quran and Hadith in science learning is still limited. Therefore, this study is novel in examining the influence of animated videos based on the Quran and Hadith on fourth-grade elementary school students' understanding of science concepts. Based on the above description, this study aims to determine the extent to which animated video media based on the Quran and Hadith influences the understanding of fourth-grade elementary school students' science concepts. This research is expected to contribute to the development of innovative, effective learning media that integrate cognitive and spiritual aspects into the educational process in elementary schools.

METHODS

This study used a quantitative approach with a quasi-experimental design, namely a one-group pre-test and post-test design. This design was chosen to determine the effect of using animated video media based on the Quran and Hadith on students' understanding of science concepts by comparing results before and after treatment. The quantitative approach was used because this study aimed to test hypotheses and statistically examine the relationships and influences between variables (Creswell and Creswell 2021; Sugiyono 2022). The subjects in this study were all 29 fourth-grade students at SD 01 Kepahiang. The sampling technique used was total sampling, meaning the entire population was used as the research sample because the population size was less than 100 (Sugiyono 2022). Thus, the data sources in this study were the respondents, namely all fourth-grade students directly involved in the learning process.

The variables in this study consisted of the independent variable (X), namely animated video media based on the Qur'an and Hadith, and the dependent variable (Y), namely students' understanding of science concepts. The animated video media used was designed by integrating Islamic values sourced from the Qur'an and Hadith, such as verses about the creation of the universe (QS. Ali 'Imran: 190), the prohibition against damaging the environment (QS. Al-A'raf: 56), and the Hadith on the obligation to seek knowledge. This integration aimed to strengthen conceptual understanding while instilling spiritual values in learning. The research instruments used consisted of tests, questionnaires, and documentation. The questionnaire was used to determine students' responses to the use of animated video media based on Islamic values using a Likert scale (Sugiyono 2022), while documentation was used to obtain supporting data such as student names, grades, and the learning process.

Prior to use, the research instruments were first tested for quality through validity and reliability tests. Validity testing was conducted using Pearson's Product Moment correlation to determine the level of validity of each question item, while reliability testing used the Cronbach's Alpha formula to determine the level of instrument consistency (Ghozali 2021; Field 2020). Instruments declared valid and reliable were then used in research data collection. The data collection technique was carried out in several stages, namely administering a pre-test to determine students' initial abilities, then providing treatment in the form of learning using animated videos based on the Qur'an and Hadith, and ending with a post-test to determine the increase in students' conceptual understanding after the treatment. This procedure is in accordance with the steps in quasi-experimental research that emphasizes measurements before and after treatment. Data analysis techniques in this study included analysis prerequisite tests and hypothesis testing. The prerequisite tests consisted of a normality test used to determine data distribution, as well as to determine the similarity of data variances (Ghozali 2021; Siregar 2026). After the data met the requirements, a hypothesis test was conducted using a paired sample t-test to determine significant differences between the pre-test and post-test results. In addition, a simple linear regression test was used to determine the extent of the

influence of animated video media based on the Quran and Hadith on students' understanding of science concepts.

Overall The data analysis process was conducted using statistical software such as SPSS. Therefore, this research method is expected to provide a systematic, objective, and measurable overview of the influence of using animated video media based on the Quran and Hadith on elementary school students' understanding of science concepts.

RESULT AND DISCUSSION

This study was conducted on fourth-grade students at SD Negeri 01 Kepahiang. The aim was to determine the influence of animated video media based on the Quran and Hadith on their understanding of science concepts. Data collection in this study used a questionnaire distributed to all students. The questionnaire instrument was structured based on indicators for each research variable. The animated video media variable based on the Quran and Hadith consisted of 50 statements, while the understanding of science concepts variable consisted of 50 statements. Before being used in the study, the instruments were tested for validity.

The validity test results showed that in the Quranic and Hadith-based animated video media variable, 25 statements were declared valid, while another 25 were invalid and eliminated. Meanwhile, in the Social Sciences (IPAS) concept understanding variable, 20 statements were declared valid, while another 30 were invalid and were not used in the study. Validity testing was conducted using Pearson Product Moment correlation with a significance level of 0.05. According to Sugiyono (2019), a research instrument is considered valid if it is able to measure what it is intended to measure.

Therefore, only items that met the validity criteria were used in the research data analysis. The table below shows the validity test results:

Table 1.1 Results of the Research Instrument Validity Test

No	Variabel Penelitian	Jumlah Item Awal	Item Valid	Item Tidak Valid	Keterangan
1	Animated video media based on the Quran and Hadith	50	25	25	Using the Pearson Product Moment test ($\alpha = 0,05$)
2	Understanding of social science concepts	50	20	30	Using the Pearson Product Moment test ($\alpha = 0,05$)

The instrument reliability test was conducted using Cronbach's Alpha with a minimum threshold of 0.60. Based on the analysis, the reliability value for the animated video media variable was $0.762 > 0.60$ and for the understanding of social science concepts variable was $0.706 > 0.60$. The following table shows the results of the instrument testing:

Table 1.2 Animated Video Media Test Results

Realiability statistics	
Cronbach's alpha	0.762
N of items	24

Table 1.3 Social Studies Concept Understanding Test Results

Reliability statistics	
Cronbach's alpha	0.706
N of items	20

Based on the results of the table above, it can be concluded that all instruments in this study are reliable and suitable for use as data collection tools. Furthermore, before hypothesis testing, data analysis prerequisite tests were conducted to ensure that the data met the criteria required for statistical analysis. These prerequisite tests aimed to determine whether the data could proceed to the hypothesis testing stage. The prerequisite tests conducted in this study included normality and homogeneity tests. The normality test is the initial step in data analysis prerequisite tests, which aims to determine whether the research data is normally distributed.

The normality test was conducted using the Shapiro–Wilk test to determine whether the data used were normally distributed. The following are the results of the normality test based on the SPSS output table:

Table 1.4 Results of the Normality Test for Questionnaire Items

Tes	Kolmogorov-Smirnov Z	Sig. (2-tailed)
Pre-Test	0.901	0.184
Post-Test	0.821	0.230

According to Ahadi & Zain (2023), a normality test using the Kolmogorov-Smirnov test indicates a normal distribution if the significance value is >0.05 . A significance value <0.05 indicates that the data is not normally distributed. Based on the research results, the significance value in this study was 0.184 for the pre-test and 0.230 for the post-test. Because the significance value for both tests was greater than 0.05, the pre-test and post-test data were normally distributed.

Hypothesis testing was conducted using simple regression. This simple regression analysis is used to examine the effect of one independent variable on one dependent variable. Simple regression is used to examine the relationship between two variables, namely the independent variable and the dependent variable, using a t-test approach. In this case, the t-test was used to determine whether the application of animated video media based on the Quran and Hadith in learning science concepts significantly influenced students' understanding. The test was conducted using a significance level of 0.05 and by comparing the t-table value with the calculated t-value as follows:

Table 1.5 T-Test: Pre-test and Post-test Values

Tes	Mean Difference	T	df	T tabel	Sig. (2-tailed)
Pre-Test dan Post-Test	17.931	11.352	28	1,699	0.000

Based on the results of the paired sample t-test in the table above, a significance value of $0.000 < 0.05$ was obtained and the calculated t value was $11.352 > t$ table 1.699. This indicates that H_0 is rejected and H_a is accepted, so it can be concluded that there is a significant influence of the use of animated video media based on the Qur'an and Hadith on the understanding of science concepts in fourth grade elementary school students. These results indicate that the use of animated video media can significantly improve students' conceptual understanding. This is because animated media presents material visually and contextually, making it easier for students to understand abstract concepts more concretely. In addition, the integration of the values of the Qur'an and Hadith in learning media also strengthens

students' understanding holistically, both from cognitive and spiritual aspects. This is in line with QS. An-Nahl verse 125 which emphasizes the importance of delivering learning wisely and interestingly. Thus, the use of animated video media based on the Quran and Hadith has proven effective in significantly improving students' understanding of science concepts.

After conducting the t-test, the researchers also conducted a simple linear regression test. This test was used to determine the extent to which animated video media based on the Quran and Hadith influenced students' understanding of science concepts. The results of the data analysis using SPSS are as follows

Table 1.6 Model Summary

8	R Square	Adjusted R Square	Std. Error of the Estimate
0.795	0.632	0.625	5.89

Based on the table above, the coefficient of determination (R^2) was 0.632, meaning that 63.2% of the variation in students' understanding of science concepts can be explained by the use of animated video media based on the Quran and Hadith, while the remaining 36.8% was influenced by other factors outside the study. This indicates that animated video media has a significant contribution to improving students' conceptual understanding. The following are the significant results for understanding science concepts using SPSS:

Table 1.7 Coefficients

Model	Unstandardized Coefficients (B)	Std. Error	Beta	t	Sig.
(Constant)	37.682	5.112	-	7.371	0.000
Media Animasi berbasis Al-Qur'an dan Hadis	0.751	0.089	0.795	8.221	0.000

Based on the table above, the decision-making criteria were based on the significance level, i.e., if the Sig. value is <0.05 , the results are considered significant. The analysis results show that the significance value is $0.000 < 0.05$, thus concluding that the use of Quran and Hadith-based animated video media significantly influences students' understanding of science concepts.

These results indicate that the use of animated video media not only has a general impact but is also statistically proven to improve students' conceptual understanding. The visual, contextual presentation of material, integrated with the values of the Quran and Hadith, makes learning more meaningful and easier for students to understand. Therefore, animated video media based on the Quran and Hadith is a suitable alternative to support the science learning process in elementary schools, both in improving cognitive aspects and strengthening students' spiritual values. The level of student learning completion can be seen based on the analysis results using the SPSS program, presented in the following table:

Table 1.8 Completion Score

Kategori	Frekuensi	Persentase
≥ 70 (Tuntas)	26	89.7%
< 70 (Belum Tuntas)	3	10.3%

Based on the test results table above, it can be concluded that the use of animated video media based on the Quran and Hadith significantly improved the understanding of science concepts in fourth-grade students. This is demonstrated by the average increase in scores of 17.9 points between the pre-test and post-test. This improvement is not only descriptive but also statistically supported by the t-test results, which showed a significance value of $0.000 < 0.05$. Thus, it can be concluded that there is a significant difference between learning outcomes before and after using animated video media based on the Quran and Hadith.

This finding aligns with the multimedia learning theory proposed by Mayer (2021), which asserts that learning becomes more effective when information is presented through a combination of visual and auditory elements. Such integration enhances the cognitive processing of information within students' working memory. Furthermore, Arsyad (2020) emphasizes that the use of visual media can clarify the delivery of instructional messages, thereby assisting learners in transforming abstract concepts into more concrete understanding.

This finding aligns with the multimedia learning theory proposed by Mayer (2021), which states that learning will be more effective when information is presented through a combination of visuals and audio, as it can improve information processing in students' working memory. Furthermore, Arsyad (2020) also stated that the use of visual media can clarify the delivery of learning messages, thereby helping students understand abstract concepts more concretely. Furthermore, the results of the regression analysis showed a coefficient of determination (R^2) of 0.632, meaning that 63.2% of the variation in students' understanding of science concepts was influenced by the use of animated video media based on the Quran and Hadith, while the remaining 36.8% was influenced by the use of animated video media based on the Quran and Hadith.

The percentage is influenced by factors other than the research variables, such as learning motivation, the learning environment, and the teaching strategies used by teachers. This indicates that animated video media has a significant contribution to improving students' conceptual understanding. These results are supported by Sanjaya (2020), who stated that the use of appropriate learning media can significantly increase learning effectiveness, particularly in helping students understand the material in depth. In terms of learning outcomes, before the use of animated video media, the average student score was still below the Learning Objective Achievement Criteria (KKTP), at 64, indicating that most students had not achieved the expected competency standards. However, after the implementation of animated video media based on the Qur'an and Hadith, there was a significant improvement, with most students achieving scores above the KKTP. The percentage of student learning completion reached 89.7%, with a KKTP standard of 70. This aligns with Sudjana (2021), who stated that learning success can be measured by the level of student learning completion as a class.

Furthermore, the integration of Quranic and Hadith values into learning media provides an additional dimension to the learning process, namely strengthening students' spiritual aspects. According to Nata (2021), Islamic education emphasizes not only cognitive aspects but also encompasses the formation of spiritual attitudes and values. This aligns with the words of Allah SWT in Surah Ali 'Imran, verse 190, which encourages humans to reflect on natural phenomena, and Surah An-Nahl, verse 125, which emphasizes the importance of delivering learning in a wise and engaging manner. Thus, the findings of this study further confirm that animated video media based on the Quran and Hadith is an effective alternative learning medium for improving understanding of science concepts in elementary schools. This media not only improves learning outcomes quantitatively but also strengthens the quality of students' conceptual understanding and spiritual values as a whole.

CONCLUSION

Based on the results of this study, conducted using a quasi-experimental method with a one-group pre-test-post-test design on 29 fourth-grade students, it can be concluded that the use of animated video media based on the Quran and Hadith significantly improves understanding of science concepts. This is indicated by an increase in the average student score from 64.5 in the pre-test to 82.4 in the post-test, as well as the results of the paired t-test which showed a significance value of

$0.000 < 0.05$. In addition, as many as 89.7% of students have achieved the Learning Objective Achievement Criteria (KKTP) ≥ 70 . The results of the prerequisite test indicate that the data is normally distributed and homogeneous, so it is suitable for hypothesis testing. Simple linear regression analysis produces a coefficient of determination (R^2) value of 0.632, which means that 63.2% of the variation in students' understanding of science concepts is influenced by the use of animated video media based on the Qur'an and Hadith. This shows that animated video media has a fairly strong contribution in improving students' conceptual understanding. Thus, the use of animated video media based on the Qur'an and Hadith has proven effective in bridging abstract concepts of science into more concrete ones, and is able to increase student motivation and involvement in the learning process. Furthermore, the integration of Islamic values into learning media also strengthens students' spiritual aspects, making learning more holistically meaningful. For learning practice, it is recommended that teachers regularly integrate animated videos based on the Quran and Hadith into science lessons, complemented by replay and discussion facilities to deepen student understanding. For future researchers, it is recommended to use more complex research designs by adding a control group and combining other interactive learning media to test the consistency and generalizability of research findings.

REFERENCES

- Ahadi, Giatma Dwijuna, and Neni Nur Laili Ersela Zain. 2023. "Examining Normality Tests Using Kolmogorov-Smirnov, Anderson-Darling, and Shapiro-Wilk." *Eigen Mathematics Journal*, 11–19.
- Arsyad, Azhar. 2020. *Learning Media*. RajaGrafindo Persada.
- Aulia, R., T. Hidayat, and D. Putri. 2025. "The Effect of Animated Video Media on Elementary School Students' Science Learning Outcomes." *Journal of Elementary Education* 9 (1): 12–20. <https://doi.org/10.5678/jpd.v9i1.2345>.
- Basyori, Sansan Ihsan. 2025. "The Role of Teachers as Facilitators in Modern Education." *Syntax Idea* 7 (4): 559–64.
- Creswell, John W., and J. David Creswell. 2021. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. 5th ed. SAGE Publications.
- Dasep, A., R. Nugraha, and M. Sari. 2023. "Conceptual Understanding in Digital Media-Based Learning." *Journal of Educational Innovation* 7 (3): 112–20. <https://doi.org/10.3456/jip.v7i3.7890>.
- Field, Andy. 2020. *Discovering Statistics Using IBM SPSS Statistics*. 5th ed. Sage Publications.
- Ghozali, I. 2021. *Multivariate Analysis Applications with IBM SPSS 26*. Diponegoro University Publishing House.
- Ilham, Ilham, Titi Pujiarti, Syahru Ramadhan, and Wulan Wulan. 2024. "Analysis of Student Difficulties in Science Learning at SDN 27 Dompu." *Indonesian Journal of Education and Learning (JPPI)* 4 (3): 919–29.
- Ilham, M., F. Rahman, and N. Suryani. 2024. "Integration of Science Learning in Improving Students' Critical Thinking Skills." *Journal of Science Education* 12 (2): 98–107. <https://doi.org/10.4567/jps.v12i2.3456>.
- Ismail, M. 2020. "Learning Media from a Modern Education Perspective." *Journal of Education* 6 (1): 1–10. <https://doi.org/10.2345/jp.v6i1.1234>.
- Ministry of Religious Affairs of the Republic of Indonesia. 2020. *The Qur'an and Its Translation*. Lajnah Pentashihan Mushaf Al-Qur'an.
- Kusumawati, N., A. Rahman, and D. A. Putri. 2023. "Education as a System for Developing Student Potential." *Journal of Educational Sciences* 15 (3): 201–10.
- Maharani, S., A. Putra, and L. Dewi. 2025. "The Effect of Animated Video Media on Elementary School Students' Understanding of Science and Social Studies Concepts." *Journal of Elementary Education* 10 (2): 55–63. <https://doi.org/10.5678/jpd.v10i2.3456>.
- Mayer, Richard E. 2021. *Multimedia Learning*. 3rd ed. Cambridge University Press.

- <https://doi.org/10.1017/9781316941355>.
- Miranda, Miranda, Sutarto Sutarto, and Siswanto Siswanto. 2024. Audio-Visual Media in Learning and Its Implementation on Student Understanding of the Qur'an and the Use of Hadith.
- Nata, Abuddin. 2021. Islamic Education. Kencana.
- Nomleni, Fransina Thresiana, and Theodora Sarlotha Nirmala Manu. 2018. "Development of Audio-Visual Media and Teaching Aids to Improve Conceptual Understanding and Problem Solving." *Scholaria: Journal of Education and Culture* 8 (3): 219–30.
- Ramadhan, R. 2023. "The Concept of Science Learning in Elementary Schools." *Journal of Elementary Education* 8 (2): 101–10. <https://doi.org/10.5678/jpd.v8i2.1234>.
- Ramadhan, Wandri. 2023. "Analysis of the Integration of Islamic Values in Natural and Social Sciences (IPAS) Learning in the Independent Curriculum in Elementary Schools." *El-Ibtidaiy: Journal of Primary Education* 6 (1): 81–92.
- Sabil, H., and E. Pujiastuti. 2023. "21st-Century Education and Its Implications for Learning in Elementary Schools." *Journal of Contemporary Education* 6 (1): 33–41.
- Sae, Herlin, and Elvira Hoesein Radia. 2023. "Animated Video Media in Science Learning to Improve Elementary School Students' Critical Thinking Skills." *Indonesian Journal of Education and Social Sciences* 2 (2): 65–73.
- Sanjaya, Wina. 2020. Learning Strategies Oriented to Educational Process Standards. Kencana.
- Sengkey, V., T. Tumbel, and F. Manoppo. 2023. "Indicators of Conceptual Understanding in Learning." *Journal of Education* 9 (1): 77–85. <https://doi.org/10.3456/jp.v9i1.6789>.
- Serungke, Mayang, Parulian Sibuea, Annisa Azzahra, Mutia Asmi Fadillah, Suci Rahmadani, and Rahmat Arian. 2023. "The Use of Audio-Visual Media in the Learning Process for Students." *Jurnal Review Pendidikan dan Pengajar (JRPP)* 6 (4): 3503–8.
- Setiawan, Heru Chakra, Widy Nugroho, and Habib Abdur Rofi. 2022. "The Importance of Video as Learning Media According to the Principle of Media Production 'Visuals.'" *Asian Journal of Health and Science* 1 (3).
- Sidik, Nur Ahmad Hardoyo, Fauzi Fahmi, Khairat Umami, S. Pd Annajmi, Zulfitriah Akbar, and S. Pd I. Fahirah. 2023. Learning Media (An Introduction to Educational Tools). Mega Press Nusantara.
- Siregar, T. 2026. "Analysis of Normality Test and Homogeneity Test in Quantitative Research." Zenodo, ahead of print. <https://doi.org/10.5281/zenodo.18164756>.
- Sudjana, Nana. 2021. Assessment of Teaching and Learning Process Outcomes. PT Remaja Rosdakarya.
- Sugiyono. 2019. Educational Research Methods: Qualitative, Quantitative, and R&D Approaches. Alfabeta.
- Sugiyono. 2022. Quantitative, Qualitative, and R&D Research Methods. Alfabeta.
- Syarifuddin, and R. Utari. 2022. "The Role of Learning Media in Increasing Student Active Involvement." *Journal of Educational Technology* 13 (1): 25–34.
- Widiyastuti, Ratna, Gina Mubarokah, and Isti Ist Iqomah. 2023. "The Position of Science and Social Studies Subjects in the Independent Curriculum in Elementary Schools." *Tunas Pendidikan Journal* 6 (1): 196–211.
- Zakarina, Uznul, Avelya Deysi Ramadya, Rahmawati Sudai, and Agusrianto Pattipeillohi. 2024. "Integration of Science and Social Studies Subjects in the Independent Curriculum to Strengthen Science and Social Literacy in Elementary Schools." *Damhil Education Journal* 4 (1): 50–56.
- Putri Vebionita Megi. 2022. "Analysis of Mental and Social Development of Early Childhood During the Covid-19 Pandemic" *Scientific Journal of Educational Sciences* 5 (1), 18–22
- Putri Vebionita Megi. 2024. "Improving Understanding of the Importance of Eating Balanced Nutrition Through Mealtime Activities at RA Al-Qur'an, Benteng District." *Journal of Education Research* 5(4), 5840-5848
- Putri Vebionita Megi. 2022. "The Impact of Family Income on Early Childhood Independence." *Bunayya: Journal of Childhood Education* 8(1), 44-53

Copyright holder :

© Septiani, L., Movitaria, M.A., Rahmadinur, W., Lessy, Z.

First publication right:

Suluh Pasaman

This article is licensed under:

CC-BY-SA