



## **The Effectiveness of Video Tutorial-Based Audiovisual Media on the Aspects of Prayer Movements in 5-6-Year-Old Children**

**Ana Salsabila<sup>1</sup>✉, Ahmad Samawi<sup>1</sup>, Wuri Astuti<sup>1</sup>**

<sup>1</sup>Department of Early Childhood Education, Malang State University, Malang, Indonesia

### **Abstract**

**Purpose** – The purpose of this study is to determine whether the use of audiovisual media in Group B at TK Muslimat NU 19 Malang affects children's knowledge of prayer movements before and after receiving treatment and to assess the effectiveness of this media.

**Design/methods/approach** – This research employs an experimental research method with a comparative whole-group design. The research subjects consist of 30 children in Group B, comprising 14 boys and 16 girls, divided into experimental and control groups.

**Findings** – However, after the treatment, their knowledge and skills in prayer movements improved to a good standard, based on a two-tailed signal of 0.892 in both the control and experimental groups, with a critical t-value of 0.682. It can be concluded that the significance value is greater than the critical t-value, rejecting the null hypothesis ( $H_0$ ) and accepting the alternative hypothesis ( $H_a$ ). This demonstrates that the use of video tutorial-based audiovisual media influences the prayer movements' quality. The coefficient of determination ( $R^2$ ) shows a value of 0.671, indicating that 67.1% of the ability to apply religious values is influenced by audiovisual media for prayer movements, while 32.9% is influenced by other factors or variables. This suggests that the application of video tutorials is highly effective in enhancing children's knowledge and skills in performing prayer movements.

**Research implications/limitations** – This study implies that introducing prayer in early childhood education can be done effectively with the use of audiovisual media.

**Practical implications** – From a practical standpoint, this research provides examples of prayer movements in accordance with Islamic principles.

**Originality/value** – The value of this research finding lies in the early introduction of prayer, assisted by audiovisual media.

**Keywords** Audiovisual media, Prayer movements, Early childhood

**Paper type** Case study

---

✉ Corresponding author:

Email Address: [anasalsabila2499@gmail.com](mailto:anasalsabila2499@gmail.com)

Received: 26 May 2023; Revised: 28 June 2023; Accepted: 30 June 2023

Copyright © 2023 Ana Salsabila, Ahmad Samawi, Wuri Astuti

DOI: <http://dx.doi.org/10.14421/al-athfal.2023.91-05>

## 1. Introduction

Every phase of a child's age has unique characteristics of growth and development. These aspects of a child's development, including physical, social-emotional, cognitive, moral and religious values, arts, and language, can be nurtured from an early age through various stimuli and motivation (Ayu et al., 2020). Therefore, the quality of education is greatly influenced by the quality of teachers and the learning process (Yasin, 2022). Efforts to improve the quality of education are an integral part of enhancing human quality, including abilities, character, and social responsibility.

Teachers are expected to create more engaging teaching and learning activities to achieve desired learning outcomes (Taib & Mahmud, 2021). Teachers should also be capable of utilizing various teaching media effectively. The presence of media is significant in early childhood learning activities (Novitasari, 2019). Learning media facilitate children in absorbing the knowledge provided by teachers. Daryanto (2016) states, "Learning media are tools that teachers can use to direct information to stimulate students' attention, interest, thinking, and emotions during the learning process to achieve the desired goals." Based on this description, it is understood that learning media encompass everything teachers can use to deliver information that supports the teaching process.

Salat (prayer) is the second pillar of Islam, following the declaration of faith (shahada), and is of utmost importance in one's life, especially after death (Hasanah, 2018). This is because salat is the most fundamental and vital characteristic of a Muslim. Understanding its importance and significance, it is essential to teach salat to children from a young age. While salat is not obligatory for young children, it is the responsibility of parents and teachers to introduce and teach it (Yanggo, 2004). There are several reasons why parents should teach prayer as early as possible. Firstly, as mentioned earlier, salat is the most important supplication and can save believers in the hereafter. Secondly, early childhood is a golden period where children respond to different stimuli and learn quickly. Thirdly, early childhood forms personal and character development. When a child is accustomed to and educated in everything about salat, they grow up with the character of a true Muslim, someone who believes, is pious, and possesses good morals.

Based on initial observations conducted at one of the TK Muslimat NU 19 Malang, most teachers are seen to still use verbal or oral methods in the learning process without the support of learning media. Learning media have a significant influence on children's learning processes as they learn through objects and real-life events. Teachers are required to be creative in choosing suitable media for learning activities (D. K. Sari & Masfi'ah, 2022). Fitria (2014) argues that teachers must seek innovations to motivate students when they become bored. This includes using learning media to motivate students in improving learning outcomes. The purpose of using educational media is to 1) facilitate and improve the efficiency of the learning process, 2) maintain the relevance between the material and learning objectives, and 3) enable students to focus on their learning (Ah-Sanaky, 2011).

Audiovisual media is one of the media that can be used to train prayer movements for young children. Audiovisual media is a means of delivering subject matter and information through audio and visual elements using electronic devices (Sanjaya, 2014). Munadi (2013) also states that audiovisual media is a medium that utilizes both auditory and visual elements. The use of audiovisual media in the teaching process can stimulate children's curiosity and new interests, motivate learning, encourage learning activities, and have psychological effects on children (Ayu et al., 2020).

The importance of using audiovisual media for learning lies in the fact that audiovisual media presents visualization through sound that enhances what is displayed and discussed (Saka, 2019). For example, when watching TV commercials, the advertisement displays product images and encourages viewers to buy them. Media makes what is discussed very clear, non-abstract, and straightforward. Learning using audiovisual media allows students to gain direct experience by watching instructional videos and correct prayer movements explanations. This is also asserted by Robitoh Yusriana (2020) in a study conducted at RA Ibnu Mutaharam Kec. Kedondong, Kab. Pesawaran, titled "Utilization of Audiovisual Media to Develop the Knowledge and Skills of

Children in Prayer," which found that audiovisual media had a positive impact on the application of children's knowledge. This is because the knowledge conveyed by teachers is more engaging and less abstract, resulting in higher scores compared to students who use traditional teaching methods (Haryoko, 2012). The journal also reports positive results that presentation methods supported by audiovisual media can help students understand the concept of learning material more quickly (Sulfemi, 2018).

However, the use of audiovisual media requires an analysis of its effectiveness in the learning process. Effectiveness, in this context, refers to the extent to which subjects behave as expected. Efficiency refers to how quickly the desired goals can be achieved (Harisa et al., 2022). Therefore, this effectiveness must combine several indicators such as project understanding, timely delivery, accuracy, goal achievement, and tangible changes. The researcher concludes that audiovisual media is an easy way to understand prayer movements, as it presents images and sound. This research uses pure audiovisual media, in which the audiovisual format consists of both audio and visual elements from a single source, such as a cassette or video streaming (Cahyani, R. P., Samawi, A., & Maningtya, 2020). The use of learning media, especially audiovisual media, can stimulate children's enthusiasm for learning and is highly favored by children. Based on this, this research shows that prayer movements before and after audiovisual media therapy and the use of tutorial-based audiovisual media compared to prayer movements in TK Muslimat NU 19 Group B Malang.

## 2. Methods

This research aims to examine the impact of audiovisual media on the religious aspects of Group B's prayer movements. The research design used in this study is experimental. Sukardi (2011) suggests that experimental research can be defined as a systematic way of establishing relationships, including causality.

This experimental research is conducted by performing experiments, investigating, and confirming or proving (Sugiyono, 2012). A researcher wants to conduct an experiment to test the influence of a specific independent variable (treatment) on a dependent variable (output) or outcome. In this experimental research, the research design used is a pre-experimental design with treatment (non-planned) and a whole-group comparison design is employed in this type of research. There are learning groups in this project, but they are divided into two. Half of the group is the experimental group (given treatment), and the other half is the control group (not given treatment). This design can be explained in Table 1.

Table 1. Research Design

Class	Treatment	Measurement
Experiment	X	O <sub>1</sub>
Control	-	O <sub>2</sub>

The survey location is at 51 Bantaran 1D Street, Tulusrejo Village, Lowokwaru Subdistrict, Malang City. The research location was chosen because there has been no previous comparative research conducted. The population of this study consists of students from TK Muslimat NU 19 Malang, totaling 79 children, with 64 of them being TK students (groups A and B) and 15 preschool children (KB). This research uses target sampling techniques in non-probability sampling. Therefore, the researchers selected 30 children in Group B, including 14 boys and 16 girls. The rationale for sample selection is based on several considerations, including: 1) the subjects are children registered as students in Group B of TK Muslimat NU 19 Malang, 2) the subjects have basic knowledge and skills of prayer movements, and 3) the subjects are willing participants in the researcher's learning activities using video tutorial media. The variables in this study are divided into two parts: independent variables (X), which is the use of audiovisual media in prayer movements, and dependent variables (O), which are aspects of prayer movement values.

The research was conducted in several stages, starting with the planning phase. This includes creating research tools based on previous studies. The questionnaire used was adapted

from Hasim (2019) regarding prayer movement exercises to collect data or information during the learning process. It was then followed by the observation and data collection phase, which included pre-tests and post-tests, and using SPSS Statistics 25.0 for Windows software for data analysis (normality test, homogeneity test, hypothesis testing, etc.).

### 3. Result

#### 3.1. Analysis of Knowledge and Abilities of Group B at TK Muslimat NU 19 Malang in Relation to Prayer Movements Before Being Given Audiovisual Media Treatment

The pre-test was conducted on February 3, 2023, to assess the initial competency levels of the children at TK Muslimat NU 19 Malang before receiving any treatment. Below are the pre-test scores of the children when performing prayer movements in the control and experimental groups at TK Muslim NU 19 Malang before the application of audiovisual media (treatment).

Table 2. Pre-Test Scores for Student Prayer Movements

Control Class		Experimental Class	
Total	243	Jumlah	134
Mean	14,29	Rata-rata	7,88

Based on table 2, it can be seen that the average scores for the control group and the experimental group were 14.29 and 7.82, respectively. The highest score was 15 points, and the lowest was 6 points.

Table 3. Distribution of Pre-Test Data for Control Group

Score Range	Frequency	Percentage (%)	Criteria	
1 – 5	0	0%	Very Poor	Sum = 243
6 – 10	0	0%	Poor	Mean = 14,29
11 – 15	15	88,2%	Good Standard	Std. Deviasi = 1,31
16 – 20	2	11,8%	Excellent	
Total	17	100%		

Based on table 3, the results indicate that the competency of the children in the control group when performing prayer movements during the pre-test was as follows: 88.2% achieved a good standard, and the remaining 11.8% achieved an excellent standard. The standard deviation is 1.31. It can be concluded that the competency of the children in the control group at TK Muslim NU 19 Malang in performing prayer movements falls under the "good" category.

Table 4. Distribution of Pre-Test Data for the Experimental Group

Score Range	Frequency	Percentage (%)	Criteria	
1 – 5	0	0%	Very Poor	Sum = 134
6 – 10	16	94,11%	Poor	Mean = 7,8
11 – 15	1	5,89%	Good Standard	Std. Deviasi = 1,32
16 – 20	0	0%	Excellent	
Total	17	100%		

Based on table 4, the results indicate that the competency of the children in the experimental group when practicing prayer movements during the pre-test was as follows: 94.11% were at a low standard, and the remaining 5.89% were at a good standard. It can be observed that the standard deviation is 1.32. From this, it can be concluded that the children in the experimental group at TK Muslim NU 19 Malang still need improvement in their ability to perform prayer movements.

### 3.2. Analysis of Knowledge and Abilities of Group B at TK Muslimat NU 19 Malang Regarding Prayer Movements After Receiving Audiovisual Media Treatment

The post-test was conducted on February 13, 2023, to confirm the performance of Muslim children after the treatment at TK Muslimat NU 19 Malang. Here are the post-test scores for the control and experimental groups in terms of practicing prayer movements after the application of audiovisual media (treatment) at TK Muslimat NU 19 Malang.

Table 5. Post-Test Scores for Student Prayer Movements

	Control Class		Experimental Class	
Total		252	Total	303
Mean		14,82	Mean	17,82

As seen from table 5, the average scores for the control group and the experimental group were 14.82 and 17.82, respectively, with the highest score being 20 points and the lowest 12 points.

Table 6. Distribution of Post-Test Data for the Control Group

Score Range	Frequency	Percentage (%)	Criteria	
1 - 5	0	0%	Very Poor	Sum = 252
6 - 10	0	0%	Poor	Mean = 14,82
11 - 15	13	76,47%	Good Standard	Std. Deviasi = 1,50
16 - 20	4	23,53%	Excellent	
Total	17	100%		

Table 6 shows that 76.47% of the children who received treatment achieved an excellent level, while the remaining 23.53% achieved a good level. The standard deviation is 1.50. It can be concluded that the children in the control group at TK Muslimat NU 19 Malang experienced an improvement in their ability to perform prayer movements.

Table 7. Distribution of Post-Test Data for the Experimental Group

Score Range	Frequency	Percentage (%)	Criteria	
1 - 5	0	0%	Very Poor	Sum = 303
6 - 10	0	0%	Poor	Mean = 17,82
11 - 15	1	5,88%	Good Standard	Std. Deviasi = 1,38
16 - 20	16	94,12%	Excellent	
Total	17	100%		

Based on table 7, it can be seen that 94.12% of the children who received treatment achieved an excellent level, while the remaining 5.88% achieved a good level. The standard deviation is 1.38. In conclusion, the children in the experimental group at TK Muslimat NU 19 Malang improved their ability to practice prayer movements and reached an excellent standard.

### 3.3. Differences in Pre-Test and Post-Test Results in the Control and Experimental Groups

After being given treatment in the form of audio and video materials for prayer practice, the children's ability to perform prayer movements improved. This improvement can be observed in all indicators.

Table 8. Scores for Each Indicator in the Control Group

Data	Indicator 1	Indicator 2	Indicator 3	Indicator 4	Indicator 5	Total
Pre-test	2,87	2,70	2,86	2,82	3	14,28
Post-test	2,88	2,82	2,88	2,94	3,29	14,81

Table 8 shows that each indicator has improved. Indicator 1 started with an average of 2.87 but increased to 2.88. Indicator 2 began with an average of 2.70 but increased to 2.82. The average for indicator 3 started at 2.86 but increased to 2.88. The average for indicator 4 started at 2.82 but increased to 2.94. Indicator 5 started with an average of 3 but increased to 3.29. This indicates that the children's ability to perform prayer movements improved after the treatment.

Table 9. Scores for Each Indicator in the Experimental Group

Data	Indicator 1	Indicator 2	Indicator 3	Indicator 4	Indicator 5	Total
<i>Pre-test</i>	1,23	1,47	1,76	1,70	1,70	7,86
<i>Post-test</i>	3,70	3,70	3,47	3,41	3,52	17,8

Table 9 shows that each indicator experienced improvement. The average score for Indicator 1 initially was 1.23 but increased to 3.70. Indicator 2 started with an average of 1.47 and rose to 3.70. Indicator 3 had an initial average of 1.76, which then increased to 3.47. The average for Indicator 4 began at 1.70 but rose to 3.41. Indicator 5 initially had an average of 1.70 but increased to 3.52. This indicates that the children's ability to apply religious values improved after receiving treatment.

### 3.4. Testing Assumptions of Prayer Movement Value Aspects in Group B at TK Muslimat NU 19 Malang

The next step is hypothesis testing to determine whether the acquired data is normally distributed and homogeneous. This hypothesis testing consists of normality tests and homogeneity tests, followed by hypothesis testing.

Table 10. Normality Test Output for Pre-test and Post-test

		Tests of Normality					
		Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Class	Statistic	df	Sig.	Statistic	df	Sig.
Prayer	Pre-Test Control	.184	17	.129	.911	17	.195
Movement	Post-Test Control	.219	17	.175	.948	17	.205
Value Aspect	Pre-Test Experimental	.173	17	.186	.945	17	.105
	Post-Test Experimental	.189	17	.208	.924	17	.422

a. Lilliefors Significance Correction

In the analysis using the Shapiro-Wilk test in table 10, it was found that the significance values for the pre-test and post-test in the control group were 0.195 and 0.205, respectively. Meanwhile, the significance values for the pre-test and post-test in the experimental group were 0.105 and 0.422, respectively. It can be concluded that all significance values are greater than 0.05. This indicates that the data is normally distributed.

Table 10. Homogeneity Test Output

ANOVA					
Prayer Movement Value Aspect	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	915.353	3	305.118	146.241	1.369
Within Groups	133.529	64	2.086		
Total	1048.882	67			

Based on the one-way ANOVA results in table 11, a significance value of 1.369 was obtained, which is greater than 0.05. It can be concluded that the data from each participant in the study has equal or homogeneous variance.

Table 11. Output Uji Hipotesis

Independent Samples Test	
--------------------------	--

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Prayer Movement Value Aspect	Equal variances assumed	.095	.759	.259	32	.892	.529	.500	-1.548	.489
	Equal variances not assumed			.259	31.456	.892	.529	.500	-1.549	.490

Based on the analysis of independent-samples t-test in table 12, the two-tailed significance values for the control and experimental groups were 0.892. The t-table value is 0.682. It can be concluded that the significance value is greater than the t-table value. Therefore, the null hypothesis (Ho) is rejected, and the alternative hypothesis (Hi) is accepted. This provides evidence of the impact of using audiovisual media, based on video tutorials, on the prayer movement values of Group B at TK Muslimat NU 19 Malang.

Table 13. Coefficient of Determination

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.100 <sup>a</sup>	.671	4.904	1.129

a. Predictors: (Constant), Prayer Movement Value Aspect

Based on table 13, an R2 value of 0.671 was obtained. This indicates that 67.1% of the ability to apply religious values is influenced by audiovisual media in prayer movements, while 32.9% is influenced by other factors or variables.

## 4. Discussion

### 4.1. Knowledge and Skills of Group B Regarding Prayer Movements Before Being Given Audiovisual Media Treatment

Early childhood learning, according to Handayani (2020), is facilitated through play-based learning activities that equip children with educational games designed to enhance their developmental stimulation. Therefore, educators play a crucial role in early childhood learning activities. Additionally, according to Muhibbinsyah as cited in Festiawan (2020), factors influencing the learning system include 1) internal factors of children, such as their physical and mental condition, 2) external factors, and 3) learning component methods, encompassing children's learning efforts, including strategies and methods they use for learning.

The pre-treatment condition of children is the baseline for experimental studies. In this case, researchers conducted a pre-test for children in the form of worksheets, allowing them to assess themselves using a rating scale from 1 to 4. This pre-test was designed to determine the prayer movement abilities of Group B at TK Muslimat NU 19 Malang. On February 3, 2023, a pre-test was conducted on 30 children, comprising 14 boys and 16 girls. There were five metrics used for the pre-test. The first indicator was whether the child could stand upright and recite the intention and Takbiratul Ikhram. The second indicator assessed the child's ability to perform the Ruku' movement and prayer. The third indicator was whether the child could prostrate and sit between two prostrations, along with their accompanying prayers. The fourth indicator was the Tashahhud movement that children could perform in the first and last sitting positions, including

the associated prayer. The fifth indicator evaluated the child's ability to recite and perform the salutation movement. All five indicators are part of the Pillars of Salat (Moh Rifa'i, 2015).

After testing these children, the researchers divided the 30 children into two groups: the control class and the experimental class. It was determined that the number of pre-tests in the control class was 243, while the experimental class had 134 pre-tests. The table in the previous section indicates the prayer movement abilities of the control group at TK Muslimat NU 19 Malang, which falls under the "good" category. In contrast, 94.11% of the children in the prediction test group remained at a low level of action, with the remaining 5.89% performing well. From this, it can be concluded that the prayer movement abilities of Group B are still lacking.

Several factors may have contributed to these results. Firstly, some children may have been preoccupied with themselves during the learning process. Secondly, the educators' teaching methods may not have been creative enough, or the methods used were not engaging. Teachers typically relied on chalkboards and printed materials to deliver content, with audiovisual media only occasionally used for special events. The lack of equipment in the learning process could also be another factor contributing to low learning outcomes. This aligns with what Sanjaya as cited in Nasution (2017) mentioned about factors that can affect learning: 1) the teacher's ability to use teaching methods, strategies, and tactics, 2) student backgrounds, including gender, socio-economic status, skills, and attitudes; 3) school facilities and infrastructure, 4) the child's environment.

Based on this, engaging teaching methods and media are needed to stimulate and arouse students' interest in learning. As explained by Djamarah (2010), the use of teaching media can make the delivery of content clearer, making it easier for students to understand and absorb the material.

#### *4.2. Knowledge and Skills of Group B Regarding Prayer Movements After Receiving Audiovisual Media Treatment*

The post-treatment condition of children involving the use of audiovisual media represents the peak of experimental research. In this case, children in the control and experimental classes were asked to complete the same worksheet, referred to as the post-test. On February 13, 2023, both the control and experimental classes were retested. The purpose of the post-test was to determine if the children could pray after the treatment. The research subjects consisted of 30 children, including 14 boys and 16 girls. Based on the results after the test, it was found that the average scores for the control and experimental group children were 14.82 and 17.82, respectively, with a maximum score of 20 points and a minimum of 12 points.

The children's performance in the post-test phase showed improvement compared to the pre-test results. In the control class, 76.47% of the children performed well, while 23.53% performed very well. The results for the experimental class showed that 94.12% of the children performed very well, with 5.88% performing excellently. These results indicate that the use of audiovisual media has improved the prayer motor skills of the children. The use of audiovisual media is in line with Haryoko (2012) who considers audiovisual media as an appropriate alternative medium in today's technological development. Furthermore, according to Cahyani et al. (2020), students' enthusiasm, motivation, and support have a significant impact on educational success. Both factors are actively and critically intertwined. The support from students goes hand in hand with educators' efforts to design and present audiovisual media related to the subject matter, which is Prayer Movements. This relationship is consistent with the work of Dewi and Rusmin, who found that an effective and efficient learning environment requires teachers to use appropriate methods, strategies, and learning materials to enhance student engagement, motivation, and support (D. P. Sari & Rusmin, 2018).

Based on the survey conducted on that day, the results can be observed in table 10 for the normality test of the control and experimental class data. Based on the analysis using the Shapiro-Wilk test in SPSS Statistics 25.0 for Windows, the obtained values or data appear to be normally distributed. For the control class, the significance values were 0.195 and 0.205. Meanwhile, the significance values for the pre-test and post-test in the experimental class were 0.105 and 0.422,



respectively. Next, the researchers used One-Way ANOVA (Analysis of Variance) in SPSS 25.0 for Windows to test for homogeneity, and the obtained data also showed homogeneity or equal variance. It can be seen that the significance result is  $1.369 > 0.05$ . The next step is hypothesis testing. Using an independent sample t-test analysis conducted in SPSS 25.0 for Windows to test the research hypothesis, the author found a significance value of 0.892 and a t-table value of 0.682. Therefore, it can be concluded that the significance value is greater than the t-table value, and in this case, the null hypothesis ( $H_0$ ) is rejected. This provides evidence of the impact of using audiovisual media, based on video tutorials, on the prayer movement values of Group B at TK Muslimat NU 19 Malang. As for the coefficient of determination, an R-squared value of 0.671 was obtained. This means that 67.1% of the ability to apply religious values is influenced by audiovisual media during prayer movements, while 32.9% is influenced by other factors or variables.

Based on these results, the author agrees with Wati (2016) that audiovisual media has several advantages: 1) the material is clear, making it easier for students to learn and understand, 2) students can master and achieve learning goals, 3) it is not boring, making the learning process more diverse, and the communication between the teacher and students is richer, to keep students engaged in class, and 4) students become more active as they are more engaged in activities and listen to the teacher during the learning process. However, Nugraheni (2017) states that in addition to the many advantages or benefits of using audiovisual media, it also has some disadvantages, such as relatively high operational costs, not all students understand the information conveyed, and the availability of information does not always match the needs of teachers, besides media designed and produced specifically.

#### *4.3. Effectiveness of Applying Audiovisual Media-Based Video Tutorials on the Aspects of Prayer Movement Values in Group B at TK NU Muslimat 19 Malang*

The application of audiovisual media-based video tutorials on the prayer movement values of Group B is one way to make learning more enjoyable. This can enhance children's knowledge and skills in prayer movements by implementing video tutorials for prayer movements. Based on the research by Parlindungan et al. (2020) the effectiveness of audiovisual media is described based on three factors: (1) Video is an entertainment medium that stimulates curiosity and learning motivation for students, (2) Video combines sound with visuals, including music, illustrations, and real-life scenes, making it very engaging for students, (3) Video can interpret abstractions and make them appear real. Therefore, video is highly effective for young children who are still in the stage of actual dissemination.

This is illustrated by the average scores received by children in the post-test, which increased compared to the pre-test. Furthermore, the researchers conducted independent sample t-tests, with two-sided significance for both control groups and one treatment group equal to 0.892, compared to a  $t_{table}$  value of 0.682. Consequently, it can be concluded that the significance value is greater than the  $t_{table}$  value, and, in this case,  $H_0$  is rejected. This is evidence of the impact of using audiovisual media based on video tutorials on the prayer movement values of Group B at TK Muslimat NU 19 Malang. This means that the application of video tutorials is quite effective in improving the prayer movement values of Group B at TK Muslimat NU 19 Malang.

## **5. Conclusion**

Based on the observations and analyses conducted in Group B at TK Muslimat NU 19 Malang, it can be concluded that the knowledge and skills of Group B regarding prayer movements before receiving treatment (pre-test) fell into the "less" category for all five indicators, at 94.11%. The knowledge and skills of Group B regarding prayer movements after receiving video tutorial treatment (post-test) scored 17.82, which is equivalent to 94.12%, classifying it as "very good." Therefore, based on the comparison of pre-test and post-test scores, the application of audiovisual media-based video tutorials is considered effective in improving the prayer movement values of Group B at TK Muslimat NU 19 Malang.

## Declarations

### Author contribution statement

Ana Salsabila the presented idea and data taker. Ahmad Samawi developed the theory of aspect prayer movement and early childhood education. Wuri Astuti developed the theory of Audiovisual Media. All authors discussed the results and contributed to the final manuscript.

### Funding statement

This research received no specific grant from any funding agency in the public, commercial, or not-for-profit sectors.

### Data availability statement

The datasets generated during and/or analyzed during the current study are available from the corresponding author on reasonable request.

### Declaration of interests statement

The authors declare that they have no known competing financial interests or personal relationships that could have influenced the work reported in this paper.

### Additional information

Correspondence and requests for materials should be addressed to [anasalsabila2499@gmail.com](mailto:anasalsabila2499@gmail.com).

### ORCID

Ahmad Samawi  <https://orcid.org/0000-0002-5373-3959>

## References

- Ah-Sanaky, H. (2011). *Media Pembelajaran Buku Pegangan Wajib Guru dan Dosen. Kaukaba Dipantara*.
- Ayu, D. P., Iriyanto, T., & Maningtyas, R. D. T. (2020). Media Big Book Portable berbasis Audiovisual dalam Pembelajaran Tematik pada Anak usia 4-5 tahun. *Jurnal PAUD: Kajian Teori Dan Praktik Pendidikan Anak Usia Dini*, 3(1), 18–27. <http://journal2.um.ac.id/index.php/jpau/article/view/10135>
- Cahyani, R. P., Samawi, A., & Maningtya, R. T. (2020). Pengembangan Media Pembelajaran Berbasis Pop Up Book Audiovisual Tentang Tata Cara Berwudhu Untuk Anak Tk Kelompok B. *Cakrawala Dini: Jurnal Pendidikan Anak Usia Dini*, 11(2), 117–122. <https://doi.org/10.17509/cd.v11i2.28281>
- Daryanto. (2016). *Media Pembelajaran*. Gava Media.
- Djamarah, S. B. (2010). *Belajar Mengajar*. Rineka Cipta.
- Festiawan, R. (2020). Belajar dan Pendekatan Pembelajaran. *Universitas Jenderal Soedirman*, 1–17.
- Fitria, A. (2014). Penggunaan Media Audio Visual dalam Pembelajaran Anak Usia Dini. *Cakrawala Dini: Jurnal Pendidikan Anak Usia Dini*, 5(2), 57–62. <https://doi.org/10.17509/cd.v5i2.10498>
- Handayani, O. D. (2020). Pengembangan Media Pembelajaran PAUD melalui PPG. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 5(1), 93–102. <https://doi.org/10.31004/obsesi.v5i1.522>
- Harisa, A., Ubaidillah, A., Alam, M., & Rachmawati, U. (2022). Efektivitas Media Audio dalam Mengenalkan Gerakan Sholat pada Anak Usia Dini. *El-Athfal: Jurnal Kajian Ilmu Pendidikan*

- Anak, 2(02), 120–134. <https://doi.org/10.56872/elathfal.v2i02.835>
- Haryoko, S. (2012). Efektivitas Pemanfaatan Media Audio-Visual sebagai Alternatif Optimalisasi Model Pembelajaran. *Jurnal Edukasi Elektro*, 5(1), 1-10.
- Hasanah, A. (2018). Mengajarkan Shalat pada Anak Melalui Metode Demonstrasi, Tanya Jawab, dan Pembiasaan. *Al-Hikmah: Indonesian Journal of Early Childhood Islamic Education*, 2(1), 13–28. Retrieved from <https://journal.iaialhikmah.tuban.ac.id/index.php/ijecie/article/view/20>
- Hasim, U. K. (2019). *Upaya Meningkatkan Kemampuan Meniru Gerakan Sholat Melalui Metode Demonstrasi Anak 5-6 Tahun Di PAUD Al-Munawwaroh Di Desa Marindal I Kec. Patumbak, Kab. Deli Serdang Tahun Ajaran 2018/2019*. Universitas Islam Negeri Sumatera Utara.
- Moh Rifa'i. (2015). *Risalah Tuntunan Shalat Lengkap*. PT Karya Putra Toha.
- Munadi, Y. (2013). *Media Pembelajaran*. GP Press Group.
- Nasution, W. N. (2017). *Strategi Pembelajaran*. Perdana Publishing
- Novitasari, K. (2019). Penggunaan Teknologi Multimedia Pada Pembelajaran Literasi Anak Usia Dini. *Jurnal Golden Age*, 3(01), 50–56. <https://doi.org/10.29408/goldenage.v3i01.1435>
- Nugraheni, N. (2017). Making of Audiovisual Media Making in Learning in Basic School. *Jurnal Kreatif: Jurnal Kependidikan Dasar*, 8(1), 120-126. <https://journal.unnes.ac.id/nju/index.php/kreatif/article/view/16480>
- Parlindungan, D. P., Mahardika, G. P., & Yulinar, D. (2020). Efektivitas Media Pembelajaran Berbasis Video Pembelajaran dalam Pembelajaran Jarak Jauh (PJJ) di SD Islam An-Nuriyah. *Prosiding Seminar Nasional Penelitian LPPM UMJ, 2020*.
- Robitoh, Y. (2020). *Penggunaan Media Audio Visual dalam Mengembangkan Pengetahuan dan Keterampilan Sholat Anak di RA Ibnu Muhataram Kec. Kedondong, Kab. Pesawaran*. UIN Raden Intan Lampung.
- Saka, M. R. G. (2019). *Pengembangan Media Pembelajaran Audio Visual Berbasis Literasi Sains dengan Menggunakan Software Camtasia Studio*. UIN Raden Intan Lampung.
- Sanjaya, W. (2014). *Media Komunikasi Pembelajaran*. Kencana Prenada Media Group.
- Sari, D. K., & Masfi'ah, S. (2022). Efektivitas Media Film Animasi Nussa dan Rara untuk Mengenalkan Ketauhidan pada Anak Usia 5-6 Tahun. *Jurnal PAUD: Kajian Teori Dan Praktik Pendidikan Anak Usia Dini*, 4(1), 1–10. <http://journal2.um.ac.id/index.php/jpaud/article/view/15407>
- Sari, D. P., & Rusmin, A. R. (2018). Pengaruh Iklim Kelas terhadap Motivasi Belajar Peserta Didik di SMAN 3 Tanjung Raja. *Jurnal Profit: Kajian Pendidikan Ekonomi Dan Ilmu Ekonomi*, 5(1), 80–88. <https://doi.org/10.36706/jp.v5i1.5639>
- Sugiyono. (2012). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Alfabeta.
- Sukardi. (2011). *Metodologi Penelitian Pendidikan Kompetensi dan Praktiknya*. PT. Bumi Aksara.
- Sulfemi, W. B. (2018). Penggunaan Metode Demonstrasi dan Media Audio Visual dalam Meningkatkan Hasil Belajar Peserta Didik Mata Pelajaran IPS. *PENDAS MAHAKAM: Jurnal Pendidikan Dan Pembelajaran Sekolah Dasar*, 3(2), 151–158.
- Taib, B., & Mahmud, N. (2021). Analisis Kompetensi Guru PAUD dalam Membuat Media Video Pembelajaran. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 6(3), 1799–1810. <https://doi.org/10.31004/obsesi.v6i3.1842>
- Wati, E. R. (2016). *Ragam Media Pembelajaran*. Adi Jarot (Ed).
- Yanggo, H. T. (2004). *Fiqh Anak; Metode Islam dalam Mengasuh dan Mendidik Anak serta Hukum-*

hukum yang Berkaitan dengan Aktivitas Anak. *PT. Al-Mawardi Prima, Tt.*

Yasin, I. (2022). Guru Profesional, Mutu Pendidikan dan Tantangan Pembelajaran. *Ainara Journal (Jurnal Penelitian Dan PKM Bidang Ilmu Pendidikan)*, 3(1), 61-66.  
<https://doi.org/10.54371/ainj.v3i1.118>