

Effects of Video Documentary Presentations on Knowledge and Attitudes of Secondary Students: A Case Study of Islamic History Class

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Abstract

This study examined the effects of video documentary presentations on students' knowledge and attitudes in Islamic history (al-Tarikh) subject, titled "History of Prophet Muhammad (*Peace be Upon him*)" of the first secondary grade students. The classroom action research was employed to enhance students' learning and positive attitudes toward Islamic history class by applying video documentary media. One of the classes of Khuan Don Wittaya secondary school in Satun Province, south of Thailand was purposively selected to be research participants consisting of 28 students. Students' learning achievement was assessed through a multiple choice test, while their attitudes toward Islamic history class was examined by a questionnaire survey. The data collected from students were analyzed by using descriptive statistics and dependent sample t-test. The results of the t-test showed that the score of pre-test ($M = 6.29$ and $S.D = 0.94$) and post-test ($M = 8.36$ and $S.D = 0.95$) were statistically significant different at 0.05. This implies that the students' learning achievement in Islamic history class was improved significantly after using video documentary presentations. Students also reported to have positive attitudes toward Islamic history class by using video documentary presentations ($M = 4.02$ and $S.D = 0.82$).

Keywords: Video Documentary Presentations, Knowledge, Attitudes, History of Prophet Muhammad (Peace be Upon Him)

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Introduction

One of primary goals of educational reform in Thailand was to improve the quality of education in response to the country's development challenges (Atagi, 2011). This demand for quality education has made the schools a center of attention and regularly they are being evaluated as to ensure the schools work in line with the quality standards set by Office of Basic Education Commission, the Ministry of Education, Thailand. It is undeniable that one of important indicators of school success is students' attainment of knowledge because a school curriculum is designed to educate students achieving one of learning objectives which is a cognitive domain.

A class lecture used to enhance students' knowledge, which has been the primary focus of most traditional curriculum would not guarantee students' satisfaction and motivation for learning. According to Roach and Lemasters (2006), an important aspect of the learning process is students' satisfaction. In his study, Bacon (1993) has observed that many young people do not perceive school as a place for learning and they complained that school is boring. Thus, an attitude which is individual's reaction to and attempt to face up reality, both outside or inside himself/herself resulted from his/her own perception should be examined. If students have positive attitudes (an affective domain) of the subjects taught or the class attended, they are more likely to feel motivated to learn. Knowledge attainment and positive attitudes toward the subject matter are the two most common school dream variables. This is because the students' positive view of the subject taught would certainly influence their learning achievement. Kazemi, Shahmohammadi and Sharei (2013) found in their study that there is positive and significant

relationship between academic achievement and attitudes toward the subjects taught in the class.

In the context of teaching Islamic history (al-Tarikh), the goals of its teaching are not only to place emphasis on understanding of its contents but also to appreciate its moral lesson. From personal observation of Islamic history teaching in the secondary schools, in the researcher's capacity as a supervisor of student practice teaching, the researcher found that in spite of video materials being provided by the school and the significant contribution of video presentation, many classes still abandon the use of video-based method of teaching. In the school where this study was conducted, it was observed that lecture based method was still widely used by Islamic studies teachers.

It can be safely assumed that the abandonment of applying video technology as intervention in Islamic history class and the preference given to the use of traditional lecture-based method because teachers lack of knowledge and experience concerning video-based instruction. They feel more comfortable with the old method of teaching as the adoption of new method would mean that they have to make a change and to learn the necessarily related technology skills. The use of just storytelling history method is likely to cause satiation among students, signifying that they are being satisfied or having enough with the contents taught. When students become bored, misbehavior is often likely to occur in the classroom. Moreover, most topics in this subject are all about the past which require students to memorize the content and this likely to cause them feeling bored and less motivated to follow the contents being taught. Therefore, teachers need to apply audiovisual media in the class as a teaching tool to increase efficiency of learning and quality of experience. Ljubojevic,

Vaskovic, Stankovic, and Vaskovic (2014) found in their study that video presentations of teaching material are important influences on factors for motivation and efficiency of learning. Thus, learning technologies can be significant contributors to student achievement (EDC's Center for Children and Technology, 2004).

Based on the above problems of teaching Islamic history, it is, therefore, necessary to change our approach or practices of teaching and apply the methods that help us in reaching our aims to develop a learning effectiveness and positive attitudes toward the lesson taught. The present study introduced a much-needed approach of teaching Islamic history (al-Tarikh) by using video documentary presentations which allows students to use more senses/faculties in the process of learning as they do not only hear the story telling but also see the scene. This teaching technique is very much helpful for students as it can convert subjective contents or complex topics into objective or simple ones, respectively, as the idiom said "A picture is worth a thousand words". Zuckerman (1995) viewed that video technology can be manipulated to clarify the content of the curriculum by communicating the same idea in different ways. Moreover, this technique is met with students' natural interest as they feel enjoy and are entrained during the video show. Consequently, learning occurs and positive feelings are more likely to develop in students.

The contribution of audiovisual media on knowledge retention and the recall of history learnt are also significant. Boeckmann, Nessmann & Petermandl (1988) have studied the influence of an educational video presentation on the recall of adult students and have concluded that this technique made a significant contribution to the retention and recall of

facts. This is because the fulfillment of applying audiovisual media can have a positive impact on multiple dimensions of learning. Since video is a particularly attractive medium for social studies (Zuckerman, 1995) and instruction has been demonstrated to be a viable medium for the delivery of instruction on all educational levels as well (Adams, Carlson, & Hamm, 1990; Hoynes, 1994), therefore, the video documentary presentation was opted in this study expecting that its use would help solve the above mentioned problems in teaching Islamic history by making teaching-learning activities become more enjoyable while at the same time improve their learning achievement and build a positive attitude toward the subject matter.

Video Documentary Presentations

Today's generation of students is not strangers to video media; everything from their smartphone to their video games uses some types of digital imaging to gain their attention. Therefore, it would seem logical that using video-based presentation in the classroom would be a sort of thing that students are familiar with and moreover this teaching tool can help motivate students to engage in learning process. The audiovisual media should be regularly used in Islamic studies class as the technique allows students to use sense of seeing and hearing concurrently. The use of seeing and hearing has been effective method to reach clarity of the subject taught and to convince the truth of knowledge. That is why the miracle of a Night Journey (Al Isra wal Mi'raj) was given to the Prophet Muhammad Salla Llahu 'Alay-hi Wa-sallam (Peace be upon him) when Allah Subhanahu Wa Ta'ala (Glory to Him, the Exalted) took him for a Night Journey in order to allow him to see the Heavens, Signs of Allah

Subhanahu Wa Ta'ala and to meet with the earlier Prophets. Allah Subhanahu Wa Ta'ala mentioned in surah/chapter al-Isra,

ayat/verse no. 1:

سُبْحَانَ الَّذِي أَسْرَى بِعَبْدِهِ لَيْلًا مِّنَ الْمَسْجِدِ الْحَرَامِ إِلَى
الْمَسْجِدِ الْأَقْصَى الَّذِي بَارَكْنَا حَوْلَهُ لِنُرِيَهُ مِنْ آيَاتِنَا إِنَّهُ
هُوَ السَّمِيعُ الْبَصِيرُ

[Glory to (God) Who did take His servant for a Journey by night from the Sacred Mosque to the farthest Mosque, whose precincts We did bless, - in order that We might show him some of Our Signs: for He is the One Who heareth and seeth (all things)] (Abdullah Yusuf Ali, 1987).

The wide availability of video documentary has encouraged teachers to apply in their teaching. By the word “video documentary presentation” used in this study, we mean the presentation of Islamic historical contents which is nonfictional but factual (i.e., documentary) by using a motion picture with synchronized sound. The video documentary is presented for the purpose of instruction and education. Much of what we learn is presented in audiovisual form. Video documentary is a part of audiovisual media. In learning pyramid, audiovisual method of teaching is placed in the fifth level of the hierarchy of learning retention rates. The application of video documentary can allow students to use two senses activity that are hearing and seeing the subject being presented. Choate (1987) viewed the value of video to students is its ability to combine concrete images with words and it also can act as a bridge between the concrete operational and formal (more abstract) stages of learning (as cited in Zuckerman, 1995). Because of that, students can better understand and recall key points of the subject matter. In school context, the most common use of audiovisual media is the viewing of movies, documentaries or

TV series by students, followed by their critical commentary (Perales-Palacios & Vilches-González, 2005).

In preparation of video documentaries for the purpose of this study, the researchers took the initial stage to categorize the topic/title “History of Prophet Muhammad Salla Llahu ‘Alay-hi Wa-sallam” into several subtopics, namely, the age before Islam, the birth and the early life history of the Prophet Muhammad Salla Llahu ‘Alay-hi Wa-sallam, his appointment to be a Rasul (a messenger), life after being a Rasul and the death of Prophet Muhammad Salla Llahu ‘Alay-hi Wa-sallam. However, the subtopic which is “the early life history of the Prophet Muhammad Salla Llahu ‘Alay-hi Wa-sallam” only was tested on the participants. The second stage, the video related documentaries were searched. This stage was performed by searching the video documentary related to each subtopic via YouTube Video Search Engine. The process begins with writing important keywords into the search engine in order to find the needed video documentaries and save them. The video documentaries which are in the form of YouTube were presented in the Islamic history class integrated with lecture presentation as to further elaborate contents taught.

Knowledge and Attitudes

Knowledge and attitudes are referred as a cognitive and affective domain, respectively. They are the dependent variables under the present’s study framework. In this study, the domain of knowledge will be history of the Prophet Muhammad Salla Llahu ‘Alay-hi Wa-sallam, specifically the early life history of the Prophet Muhammad Salla Llahu ‘Alay-hi Wa-sallam before being appointed to be a Rasul (a Messenger). Students’ knowledge of the subject matter

was assessed using a multiple choice test. While an attitude is viewed as individual's reaction to something, resulted from his/her own perception. This study relates attitudes to students' feeling concerning the Islamic history class using video documentary presentations. Feeling of enjoyment, satisfaction, motivation, and encouragement represented a major attribute of attitudes in this study. And this affective domain was measured as scores on a questionnaire survey on attitudes constructed by the researchers. A high score of attitudes obtained would be implied that students have positive attitudes toward Islamic history class using video documentary presentations.

Objective of the Study

The objective of this study is to examine the effects of video documentary presentations on students' knowledge and attitudes in studying Islamic history (al-Tarikh) subject, titled "History of Prophet Muhammad Salla Llahu 'Alay-hi Wa-sallam" of the 1st secondary grade students in a public secondary school, Satun Province, south Thailand.

Methods

This classroom action research (CAR) using video documentary presentation method of teaching is pre-experimental research with one group pre-test and post-test design.

Participants: the target group or participants used for this pre-experimental research were students in the 1st secondary grade level in Khuan Don Wittaya School, Khuan Don District, Satun Province, South Thailand. The 28 students of Islamic history class in the 1st semester, academic year 2016 were purposely selected to be the research participants.

Experimental procedure: The important relevant steps in the process of applying this teaching method and the

collection of research data are presented as below;

1. The research participants or research target group were purposively selected. They are 28 first secondary grade students of Khuan Don Wittaya School, Satun Province who currently studying in 1st Semester, academic year 2016.

For the 1st and 2nd hour

2. Researchers explained to the students (participants) the purposes of applying video documentary presentations collaborated with lecture method, learning activities and evaluation, the scope of contents, duration of video documentary show and discussion of Islamic history lessons.

3. Participants were given a pre-test with 10 multiple choice items on the early life history of the Prophet Muhammad Salla Llahu 'Alay-hi Wa-sallam.

4. Learning activities by applying video documentary presentations were performed as below;

4.1 Making revision of previous lesson taught.

4.2 Video documentaries were divided into 2 parts, namely, part 1: age before Islam, the birth and the early life history of the Prophet Muhammad Salla Llahu 'Alay-hi Wa-sallam and part 2: his appointment to be a Rasul (a messenger), life after being a Rasul and the death of Prophet Muhammad Salla Llahu 'Alay-hi Wa-sallam.

4.3 Researchers made brief introduction to the video documentaries of part 1 as to provide a brief background to the lesson.

4.4 The video documentaries of part 1 were shown to the participants.

4.5 Discussion session was conducted. In this session, researchers made further elaboration of important key points of the lesson and also conducted a

question and answer session.

4.6 Participants made conclusion of the history learned in the form of mind map as well as made lists of moral lesson from the history.

For the 3rd and 4th hour

4.7 Making revision of previous lesson taught and relating the previous lesson with the new lesson.

4.8 Researchers made brief introduction to the video documentaries of part 2 as to provide a brief background to the lesson.

4.9 The video documentaries of part 2 were shown to the participants.

4.10 Discussion session was conducted. In this session, researchers made further elaboration of important key points of the lesson and also conducted a question and answer session.

4.11 Participants were divided into 7 groups with 4 members per a group and each group was requested to discuss on the topics assigned and make conclusion of the history learned in the form of mind map as well as to extract lists of moral lesson from the history and then sent a group representative to make a presentation.

For the 5th hour

4.12 Brief conclusion of Islamic history of part 1 and 2 was conducted by researchers as to strengthen knowledge retention of participants.

4.13 Open session for participants was conducted as to give floor for them to ask, to give comment, to share new ideas or any other related information to the study lesson.

5. Participants were given a post-test with the same 10 multiple choice items on the early life history of the Prophet Muhammad Salla Llahu 'Alay-hi Wa-sallam. The questionnaire survey on their attitudes toward the Islamic history class using video documentary

presentations was also administered.

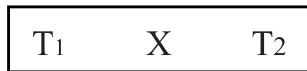
The above learning activities was carried out on participants/students in the 1st semester, academic year 2016 for 5 weeks. The students from 1st secondary grade whose teacher is the student practice teaching under the supervisor of the researcher himself were purposely selected. Students in Islamic history class were taught by applying audiovisual presentations as a valuable teaching aid to develop their knowledge and positive attitudes toward the subject.

Instrumentation: The 10 multiple choice items were developed to test student learning achievement. The index of Item Objective Congruence (IOC) was tested on the multiple choice items as to examine item validity. The results revealed the values of IOC of nine items were higher than 0.50, signifying that the items were congruent with the lesson objectives. While, only one item whose IOC value was less than 0.50 in which the researchers have made item modification as suggested by experts. Prior to its use, the instrument was also tested to examine item difficulty and discrimination and its reliability coefficient on homogenous group of 27 students from another 1st secondary class. The results of the test showed that items had a difficulty value of 0.83, signifying that the test was easy. However, when the items was examined for a discrimination index, its value showed a low level with value of 0.16, but it is still considered as an acceptable level of discrimination index (Oosterhof, 1990). The Cronbach's Alpha tested by Kuder-Richardson formula 20 (KR-20) on the same group tried out earlier showed alpha coefficient of 0.67 which was a moderate reliability coefficient.

The attitude questionnaire survey was examined for face validity by experts and the result showed IOC values of all item was more than 0.50. Thus, it

was considered as an acceptable instrument to be used for exploring students' attitudes toward the Islamic history class using video documentary presentations. Some sample items used in this questionnaire survey, such as "I feel that the contents are interesting ones and up to date", "I feel enjoyed and am engaged in learning", "in my class, teachers always use technology-assisted instruction in teaching by using video documentary", "I feel enthusiastic and entertained in learning" and "the learning activities that were carried out in my class help develop my self-learning ability".

Research design: Since the data collected for this classroom action research was non-randomization and thus this research was grouped under pre-experimental design. Specifically, this research used one group pre-test and post-test design that can be presented in the following chart;



T₁ = Pre-test

X = Teaching by applying video documentary presentations

T₂ = Post-test

The collected data was analyzed using descriptive statistics (i.e. mean and standard deviation) and dependent sample t-test (pair sample t-test). The hypothesis

of this research was that the students' learning achievement by using the video documentary presentations was higher than before they were being experimented. And their attitudes toward the lesson after being taught by this technique was assumed to be positive.

Results of the Study

The results of the dependent sample t-test analysis using statistical software package found significant difference between pre-test scores and post-test scores as presented in Table 1. The students had higher overall improvement in learning history of the Prophet Muhammad (*Peace be Upon him*) in post-test than pre-test after they were being experimented with video documentary presentation technique.

The results of comparison of students' learning achievement on the early life history of the Prophet Muhammad (*Peace be Upon him*) in table 1 shows that there was a significant difference in the learning achievement scores before students were being experimented with video documentary presentation technique (M = 6.29, S.D. = 0.94) and the scores after they were being experimented (M = 8.36, S.D. = 0.95) with the value of dependent sample t-test of -13.48 (t = 13.48), $p < 0.05$. The survey on students' attitudes toward Islamic history class using video documentary presentations was found to be positive as their mean score level was

Experiment	Number of Students	Before		After		95% CI of the Difference		T-Dependent
		M	S.D.	M	S.D.	Upper	Lower	
Teaching by using Video Documentary Presentations	28	6.29	0.94	8.36	0.95	-2.39	-1.76	-13.48*

* $p < 0.05$

Table 1: The comparative result of learning achievement on the lesson taught between before and after using video documentary presentation technique

high ($M = 4.02$, $S.D. = 0.82$).

Conclusion

Classroom action research exploiting video documentary presentations in Islamic history class, titled “the early life history of the Prophet Muhammad (*Peace be Upon him*) is a great technique that helps improve students’ learning achievement. Moreover, the technique used helps capturing the attention and interest of the students. Consequently, a positive attitude toward Islamic history class was built. The multisensory motor used during the process of learning helps make a better knowledge retention that helps students to score higher in test. In addition, during this technique was being used in the class, students regularly showed their feeling of enjoyment and fulfillment. Thus, it may be recommended that the effect of video documentary presentation technique should be examined in the future research from multi-domains of success such as knowledge retention and social, and psychological outcomes.

Recommendations

The result of the present study suggests that video documentary presentation was an effective method of teaching for enhancing student learning and the method used also was capable of fostering positive attitudes towards learning. In addition, the outcome of this study is encouraging for school administrators who are concerned with offsetting students’ low learning achievement and inattentive attitudes towards learning. To encounter such undesirable learning outcomes, school administrators or those who are concerned should consider a course of action that ensures teachers’ use of appropriate teaching method so that students learning could be enhanced. In an effort to improve students learning,

teachers are recommended to analyze the content knowledge in a given subject in terms of learning domains. Subsequently, teachers can make the right choice on which teaching method to be used to ensure the achievement of learning outcome.

Discussion

The learning achievement of students on the history of Prophet Muhammad (*Peace be Upon him*), titled the early life history of the Prophet Muhammad (*Peace be Upon him*) after they were treated by using video documentary presentations was higher than before its use. This experimental result is consistent with previous studies that the students who were experimented with video documentary presentations significantly outperformed than the students who were not treated with this technique (Zuckerman, 1995; Ljubojevic, Vaskovic, Stankovic, & Vaskovic, 2014). The reason why students’ score increased after using audiovisual presentations was because students have the ability to watch the scene and hear history concurrently and this led them to have a better understanding of the subject taught. In addition, this process of learning provided new opportunities for their exploration and engagement. In Gardner’s study, videos were found to be a tool for engaging the verbal, visual and musical intelligence of the student in the learning process, especially in the self-learning process. Moreover, the results of the study showed that the use of video documentary presentations resulted in students’ feeling of enjoyment and satisfaction in learning (Gardner, 2000). In their studies, Ljubojevic, Vaskovic, Stankovic, and Vaskovic (2014) found that streaming videos used as supporting material for learning had a positive effect upon students’ perception regarding the

enhancement of their learning motivation. This satisfactory feeling arose may be attributed to the fact that video presentation can transfer the subjective contents into objective ones. In addition, the motion pictures shown to students is likely to

match with their disposition as student at this level (1st secondary grade) like to watch motion pictures more than unmoved ones and thus feeling of enjoyment and fulfillment arose during the process of teaching.

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