

The Use of Video in Teaching and Learning 21st Century History Education in Malaysia

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Abstract

Education aims to produce a balanced generation of all aspects as contained in the National Philosophy of Education (FPK) and create a high-skilled and highly skillful generation so as to compete in the global current time. Through historical learning, teachers play an important role in classrooms with the selection of strategies, methods and selection of appropriate teaching materials. This study presents the results of the video based teaching and learning in promoting the learning of material and student centred. This study results from the review of several studies that have been carried out either within or outside the country. Video is a show that involves the combination of audio and graphics that are screened simultaneously. The video is also suitable medium used in teaching process and very helpful teachers. This study will discuss the lessons of the 21st century based on past studies that have been carried out. This article will also discuss the findings and views of some researchers related to the use of video in teaching. In addition, issues and challenges related to the use of video are also highlighted. Last but not least, this article will propose some suggestions regarding the use of videos in the historical teaching nowadays especially in Malaysia

Keywords: Video, history education, 21st century learning

1. Introduction

Malaysia education philosophy has outlined an important direction to produce a balanced and coexist generation from various aspects including intellectual, spiritual, emotional and physical to create a competitive and skilled person. In addition, the national education also aims to produce high-quality, competent, noble and capable citizens. Therefore, the government re-organised a new curriculum in line with global flows for the nation's education. Implementation of Primary School Standard Curriculum (KSSR) starting year 2014 and the Secondary

School Standard Curriculum (KSSM) in 2017 to realize the new policy requirements of national education under the Malaysian Development Education Plan (PPPM) 2013-2025 to improve the quality of the curriculum to be comparable to the international standard. The historical curriculum is in fact aimed to provide understanding for community, the country and the world as well as a core subject in KSSM who must be learned by all students at the secondary school level starting from form one to form five (Ministry of Education, Malaysia, 2015). Therefore, teachers are encouraged to improve the quality of teaching especially in history so that these subjects are no longer

regarded as boring and uninterested subjects. The selection of strategies and teaching methods is an important point to the teacher to make a better lesson. The use of teaching aids (ABM) such as the video in the classroom becomes one of the techniques that are getting a place among the present teachers. The video as a medium to strengthen activities in the delivery of more efficient teaching (Afidah, Fasihah and Rosmawati, 2017).

Video is a media that can enhance the effectiveness of the delivery process of a message or information because the video is more dynamic and capable of stimulating a variety of senses such as visibility and hearing. Also, a description or information can be done repetitive or even if the explanation should be done in a recurring way, the video is an easier to use technique that helps students in learning (Afidah, Fasihah and Rosmawati, 2017). The purpose of the recurrence is to facilitate the understanding of students. According to Siti Fatimah & Ab. Halim, (2010), the strategy based on the information technology in teaching can stimulate and establish students' interest in the classroom. Syamsulaini & Mashitoh (2016) has found that the use of video has proven its effectiveness in the world of education because this technique can further enhance the student's learning potential to grow more actively when the teaching process is more for student-centered. The use of video in learning sessions can help students get better results compared to the use of only textbooks (Afizal and Ahmad Fauzi, 2015).

2. 21st Century Learning

21st century learning is a student-centered learning process based on communication, collaborative, critical and creative thinking as well as good value and ethical applications (KPM, 2016). This study further gives guide for teachers strategies and approaches in implementing the teaching process. This situation encourages teachers to make transformation and innovation of education in various aspects to make the learning process more meaningful. According to Abdullah Zhidi (2017), there are three important aspects that need to be changed including the curriculum, approach of teaching and pedagogical theories practiced. Some of the 21st century learning includes the use of technology, student-centered, active learning, and collaborative learning and so on (Norhailmi, 2017). Indirectly, the concept of learning is more emphasis on the value of creativity and student-centered learning.

Figure 1: 21st Century Learning Framework

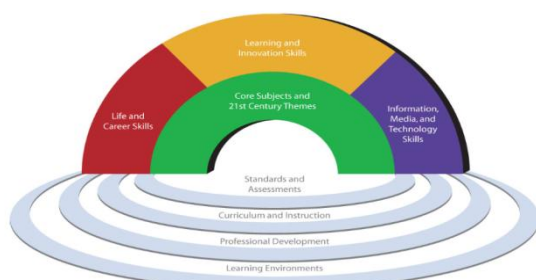


Figure 1 shows the following elements of 21st century learning:

1. Learning and innovations that emphasizes the 4Cs (Critical thinking and problem solving, Communication, Collaboration, Creativity and innovation).
2. Life and Career skills
3. Core Subjects (include history) and 21st Century Themes.
4. Information, Media and Technology
5. 21st Century Standards and assessments
6. 21st Century Curriculum and Instruction
7. Professional Development
8. 21st Century Learning Environment (Yusup Hashim, 2014)

The 21st century requires students with skills and ability to learn. Thus, the implementation of the 21st century skills is helping students in facing the challenges of globalisation with greater confidence in the field of education or career field future (Ainun Rahmah, Mohd and Wan Muna Ruzanna, 2017). Learning process for this current era is very synonymous with the application of information and communication technology skills to produce more creative and innovative students (Rosnani and Nor Mashila, 2017). A creative teaching and entrepreneurial practice are capable of producing the best generation that can produce new innovations either in technology, knowledge, inventions and new ideas (Rosnani & Mashita, 2017). Creative and innovative teacher in the classroom is able to create a more effective learning environment. It is able to stimulate students in learning and make students more highly skilled. Ainun Rahmah, Zamri & Wan Muna Ruzanna (2017) indicate that teachers who are able to stimulate learners indirectly can increase motivation and make students more active in learning

To realise the 21st century learning, the Ministry Education of Malaysia (KPM) has formulated the national curriculum to produce skilled students and possess high competencies in line with the national education philosophy produce generation to compete at international level (KPM, 2013). Hence, teachers become an important agent in implementing various skills such as good communication skills, able to collaborate and solve problems based on the reality of life (Siti Zaharah et. al, 2018). According to O'Neal, Gibson & Cotton (2017), the 21st century learning shows that the teachers are able to integrate information and communication technology with the curriculum in nurturing teachers and students skills.

3. Video in Historical Teaching

The use of video in teaching and learning is not something new in education. The teachers are aware of the benefits of the videos used as teaching aids. According to Syamsulaini and Mashitoh (2016), the video is one of the most common teaching medium used by a number of teachers in the classroom. The use of video is not limited to any subject. Even video is suitable for use by any teachers in all subjects. According to the Pera Nurfathiyah et.al, (2011), the video was an electronic media incorporating audio and visual technology to produce a more attractive show.

In general, there are two types of videos namely analog and digital video videos. According to Hamdan Husein & Dessy Noor Ariani (2016), analog video is a video that is stored in non-computer computers such as television, video tapes and movies. While a digital video is a video that produced by the computer industry. If compared to both types of videos, analog videos are better suited to teaching teachers because they have better quality than graphical aspects and are easy to handle. The video also includes videos that are edited in the form of video clips, montage or video without editing either being watched online or offline video. The video will be screened before or during the teaching session as a teaching aid in certain topics and time periods of each video being covered to the topics discussed. Brame (2016) explains the most important for maximizing student attention to educational video is keep to short and the full engagement time for videos less than 6 minutes long, that the students tended to watch the whole video. The video actually works to record any form of photo and audio information into other storage materials (Pera Nurfathiyah et, al. 2011). Video is one of the most dynamic and realistic multimedia elements compared to other multimedia elements (Siti Hajar and Rageni, 2019). Also, the video has a variety of graphic, audio and visual elements that are compiled within a specific time period and the result can be watched repeatedly (Afizal & Ahmad Fauzi, 2015).

The use of video in history teaching is a method that helps teachers and will also be able to support students learning. Previously, the use of video is considered a high-cost method due to lack of facilities and requires a long time to be prepared. Nowadays, various software and applications have existed to develop video-based learning. Therefore, historical teachers are able to produce video clips based on their respective teaching and creativity needs. According to Syamsulaini and Mashitoh (2016), using video in teaching is very practical to enhance the quality of the existing conventional methods. Learn using multimedia like a video more useful compare text because it combines text and pictures.

At least, the use of video in teaching helps students to help students understand their education more quickly and easily (Azniza, Afidah and Norbaiti, 2017). If historical teachers use this technology in the teaching session, it can indirectly facilitate the teachers and save time in explaining the matter. Through the Flipped Classroom method, teachers will provide a short video clip to be watched by students outside of school hours and when the time of teaching history, activities are more focused on discussion, training and project activities (Norhailmi, 2017). This method is suitable to be applied in historical learning due to providing early knowledge to students before entering the classroom. Indirectly, it could stimulate the interest of students to pursue a topic. According to Cruse (2006), using video in learning process has a few strengths:

- i. Reinforces reading and teaching material
- ii. Aids in the development of a common base of knowledge among students
- iii. Enhance student comprehension and discussion
- iv. Increase student motivation and enthusiasm
- v. Promotes teacher effectiveness

4. Issues and Challenges

Creativity and innovation are very important in the field of historical education in the 21st century. The main challenges that need to be faced are to produce teachers who have high creative, innovative and knowledgeable force in various fields (Rosnani & Nor Mashila, 2017). Teachers act as facilitators in organizing the whole classroom learning process. If the less skilled by teacher in the technology aspect will affect the overall student's learning sessions and they interest. Although teachers are able to produce video clips for teaching, however, there are weaknesses in recording quality, audio and less interactive quality to students. The culture of innovation must be practiced among the teachers as early steps to ensure that the generation born is highly skilled and creative to develop the country.

The use of digital resources or information technology such as visual and video materials among historical teachers is low and is still less exploited to be used in teaching (Anuar & Nelson, 2015). It is closely related to the skill level of information technology and communication (ICT) of teachers who are low among history teachers. This situation is closely related to the extent to which teachers strive and act more proactively to improve self-skills.

The use of video in teaching has made a passive student because they only watching the video display without giving any response to the material seen (Syamsulaini & Mashitoh, 2016). Find that the use of video makes some students less active because only look on video displays and lack of interaction among students (Hamdan Husein & Dessy Noor Ariani, 2016). It only involves cognitive processes without involving the active movement of learners to obtain information.

5. Conclusion

The overall the use of video in history teaching is one of the media that is able to play as the best medium in delivering information to students. The form of delivery is very dynamic because it combines several elements such as text, audio and visual. The use of video has also been able to create an attractive environment in learning sessions by giving a comment needed by the students. Video usage techniques are suitable as a method of adopting the 21st century skills to students. While the video is suitable to be applied in the current teaching process, the video selection should be adapted to learning goals, content contents, classroom environments and infrastructure facilities. The teachers are very much expected to maximise the use of video in order to ensure that historical teaching is made as the most interested subjects.

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