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Use of YouTube Videos as a New Technology in Teaching and Learning Malaysian Nationhood Study

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ABSTRACT

Malaysian Nationhood is a core subject in public universities offered to undergraduate students and is a compulsory subject to pass. The main learning outcome of this subject is to produce a young generation with a spirit of patriotism. The content in Malaysian Nationhood is compiled to discuss the concepts of the nation-state, history of the country, and government of Malaysia so that students have a feeling of love for the homeland. However, it is fairly difficult to know the students' appreciation of patriotism in the teaching and learning process. Therefore, this study highlights an unconventional alternative method by using videos from YouTube to help increase students' appreciation of patriotism. The objective of this study is to identify learning and teaching methods using YouTube videos, study their effects, and recommend YouTube videos to facilitate the teaching and learning of Malaysian Nationhood. This study applies the Action Research approach with three Cycles. Cycle 1 - self-observation of conventional methods and reflection, Cycle 2 - using YouTube videos (black and white and long duration) and reflection, and Cycle 3 - continuing the use of YouTube videos (short and in colour). The analysis of the study is based on the rubric of patriotism and descriptive narration in assessing students' reflection. This study found that students are more inclined to use YouTube videos as a teaching and learning method in helping them to increase their appreciation of patriotism compared to the conventional method alone. An additional finding was that the YouTube videos must be shorter in time, fewer than five minutes, and in colour so that students could focus better.

1. Introduction

The subject of Malaysian Nationhood is offered by all public universities to undergraduate students as a compulsory core subject. At Universiti Utara Malaysia (UUM), Malaysian Nationhood is under the responsibility of the School of Languages, Civilisation and Philosophy (SLCP) at the College of Arts and Sciences and uses the course code SADN 1033. The element of patriotism is part of the fourth Course Learning Outcome (CLO) of Malaysian Nationhood, which is to produce a young generation that has a spirit of patriotism (feeling of love for the homeland). The overall content of

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Malaysian Nationhood covers the concept of the nation-state, national history, and the Malaysian government.

1.1 Research Background

Malaysian Nationhood is offered to undergraduate students who normally take this subject while studying in the first or second semester (not many are among students in semesters three to seven). The total number of students per semester is around 120 to 140 students per instructor. The teaching and learning of Malaysian Nationhood comprise 20 hours of face-to-face classes and is based on conventional techniques that rely mainly on slide notes. Conventional approaches without appropriate teaching and learning tools can make Malaysian Nationhood classes monotonous and bland. This will affect the emotions of students in understanding and achieving the main learning outcome of this subject, which is to produce feelings and spirits of patriotism. Based on self-observation through a weekly reflection of class Semester A 171 2017/2018 on 10 October 2017, it was discovered that if the instructor only depends on slide notes in explaining the concept and events of national patriotism, students will not give an encouraging response in class. Students will just listen and not give any proactive feedback during the lecture presentation on patriotism. Therefore, it is difficult to know whether students appreciate the concept of patriotism as conveyed by the instructor using this conventional method. An important alternative is to find an appropriate teaching and learning method to present to students the topic of patriotism so that they can better express their appreciation. The use of technology is one of the alternatives that can be used to improve student understanding in teaching and learning. Research by Nurul Aini Jaafar *et. al.,* [1] showed a digital technology becomes important in learning to enhance students understanding, knowledge and visualization. While the study by Raihana Ridzuan *et. al.*, [2] about the use of new technology in teaching and learning found that students were showing favourable perceptions and demonstrating positive reactions to the flipped-classroom approach compared to the traditional classroom. New technology that is considered pertinent to aid the teaching and learning process to express appreciation towards patriotism among students is the use of YouTube videos.

1.2 Research Problems

The results of self-observation through a weekly reflection in the Malaysian Nationhood class found that students were less interested in relying only on the conventional method (slide notes) as a learning tool to appreciate the subject. Classes were quite active when there were group discussion activities. According to Gwo-Dong Chen *et al.,* [3], self-observation is when a person can evaluate him/herself while teaching. It may have a positive effect on the observer to make corrections and self-analysis, which is beneficial in teaching. Richard and Farrell [4] explained that self-observation comprises “activities in which information about one’s teaching is documented or recorded to review or evaluate teaching”. Self-observation based on reflection helps to identify weaknesses in teaching and make improvements for self-development. This study aims to provide another alternative, namely using YouTube videos, in helping classroom teaching to be more effective in increasing students' appreciation of patriotism. The aim of showing YouTube videos related to independence, for example, is to increase students' appreciation during lessons that previously relied solely on slide notes. Besides, the study also investigates the effect of using YouTube videos for teaching and learning in enhancing students' appreciation of patriotism.

1.3 Literature Review

Fralinger [5] examined students' perceptions of the use of YouTube videos as a medium that provides effectiveness in teaching. YouTube videos not only serve as entertainment but are very useful for teaching and learning. Gustafsson [6] argued YouTube videos as an innovative educational tool capable of replacing conventional educational tools such as 'print books and black and white boards. The purpose of his research was to find out the types of materials which have been uploaded on YouTube that can assist the teaching of physics. The same goes for Dorothy De Witt *et al.,* [7] who noted that students learn and understand better when they see, hear and practice. They discussed video as one of the social media for Web 2.0 technology that can make learning more effective. More interestingly, they focused on YouTube videos during teaching. This makes learning more fun compared to conventional approaches in the 21st-century era. Their study aimed to obtain the consensus and advantages of YouTube as a learning and teaching tool. Fleck *et al.,* [8] discussed the best method to implement YouTube videos during teaching and learning. Their study also looked at students' perceptions when YouTube videos were implemented as educational tools. After watching the videos, students were engaged to discuss some structured questions. This is a better approach to get student feedback after watching YouTube videos.

Wilson [9], through his research entitled 'YouTube in the Class', emphasized that YouTube videos can be integrated into the classroom as educational material in the 21st century. Therefore, educators should have sufficient knowledge of technology to ensure that they can implement YouTube in teaching and learning. Wilson lists three important things, namely the lack of awareness education about the various features offered by YouTube, the impact of internet disruption, and the policy of school boards to watch videos in the classroom. Research by Othman [10] explained that, currently, university students no longer accept the traditional ways of teaching. This is because, nowadays, the young generation is exposed to the latest digital technology. Therefore, the reason YouTube can be accepted by students, especially in higher education learning and teaching, needs more attention. Roodt and Peier [11], Roodt *et al.,* [12] and Moghavvemi *et al.*, [13] discussed a similar view in examining the effectiveness of the use of YouTube videos as a current technology in education to enhance student learning in the classroom.

In assessing students' appreciation of patriotism, Nazri Muslim and Jamsari Alias [14] revealed that the lack of spirit of patriotism among the younger generation can lead to social problems. Furthermore, appreciating and understanding patriotism can help shape the younger generation to possess good morals and attitudes. On the contrary, if the younger generation has no sense of patriotism, it can make them involved in social problems. A study on the integration between patriotism and the younger generation was written by Aziz Ujang *et al.*, [15]. Their article examined the awareness of the younger generation towards patriotism and integration in Malaysia. They emphasized that the sense of patriotism and integration among the younger generation is gradually declining based on five important factors: safety, economy, age, education, and environment. Their study is useful to understand the appreciation of the young Malaysian generation towards patriotism is something to be concerned about. This is due to the young generation playing a great role as the future generation to govern the country. If the sense of patriotism is gradually declining, our government should take proactive action to increase the feeling of love for the homeland among the younger generation. Mohd Mahadee *et al.*, [16] found that the lack of feeling of patriotism among the younger generation should seriously concern society and the government. Their research focused on the National Service Training Program (PLKN), which can contribute to raising the spirit of patriotism. The results of their study showed that PLKN has contributed to increasing the feeling of

patriotism among the younger generation. Based on the previous studies, this article will focus on the use of YouTube videos to increase students' appreciation of the concept of patriotism.

2. Methodology

This study applied the Action Research method. Eileen Ferrance [17] explained that Action Research is 'a cycle of posing questions, gathering data, reflection and deciding the course of action'. Ferrance noted that this method is a process of presenting an issue or question, then gathering materials or resources by making reflections to determine action. The Action Research method was also discussed by Heidi Watts [18], who stated that an educator should carefully examine his teaching when using this method by considering several assumptions: firstly, identify problematic issues, secondly, re-evaluate the action by the issues that have been identified by the instructor and thirdly, be able to self-evaluate the outcome of the action. The educator then collaborates with his fellow educators to provide feedback to enhance the development of professionalism as a calibre educator Watts [18].

The Action Research employed in this study was performed with the collaboration of two educators (with different backgrounds). Collaboration in Action Research can help provide insights during the analysis of the results. Margaret Riel [19] explained that the benefit of Collaborative Action Research is that 'the data analysis can be done by action researcher(s) but is more powerful when it is done with a group of people who are invested in the outcome'. There are five stages in every Action Research cycle – Identify the Problem, Gather Data, Interpret Data, Act on Evidence, Evaluate Results.

In the Identify the Problem stage, it was observed that students do not respond in class during teaching on the topic of patriotism in the 'Malaysia Independence' chapter due to the use of a conventional approach (slide notes). This question was identified as a result of self-observation. Susi Eka Lestari [20] stated that 'Self-observation is absolutely fulfilled by the teachers themselves. Teachers should observe their own classes to find any improvement in their teaching performance for a better achievement'. Susi [20], who based her study on Burns [21], stated that there are four stages to create a cycle of self-observation, namely planning, action, observation, and reflection. Through this self-reflection, the researchers identified the question based on the conventional teaching method as causing students to become bored and not appreciate the spirit of patriotism.

The next stage was to Gather Data from students' reflections and evaluate videos recorded during teaching and learning. Then, this data was interpreted at the Interpret Data stage using the patriotism rubric. Based on the evidence obtained from this data, changes were made to the variable in the next Cycle. The variable identified was the use of YouTube videos to increase the appreciation of patriotism among students. The initial step was continued, which was to repeat with data collection through a YouTube video that was quite long in duration and the pictures in black and white. Then, students' reflections were noted. The next two stages were the Act of Evidence and Evaluate Results. If there are still changes in the variables, then it should be repeated with the Gather Data step. The condition was improved by the use of short duration, 3.43 minutes and colour video from YouTube, followed by students' reflections (Cycle 3). All the steps in the Action Research were repeated in each Cycle until the results were obtained in Evaluate Results. The collected data is considered enough evidence for improvements in teaching and learning.

2.1 Data Collection Methods

Two methods were used to collect data, namely:

i. Self-observation
Self-observation was made through reflection and video recording during the teaching process. This technique is applied to identify weaknesses during teaching, which is then used to improve teaching techniques. This was implemented in Cycle 1.

ii. Reflection
Reflections from instructors and students on the use of YouTube videos in enhancing the appreciation of patriotism among students were implemented in Cycles 1, 2, and 3. The reflections were given in the descriptive written form. Based on this student reflection, the appreciation of patriotism will then be assessed according to the following question criteria:

- Do students directly express patriotism in the reflection?
- Do students not directly express patriotism in the reflection?
- Do students not express anything of patriotism in the reflection?

Indeed, to assess reflection is something difficult yet not impossible. Reflection is essential to understand the situation that happened in the past, present, and future. According to Machost and Stains [22], 'In less philosophical phrasing, reflection entails considering past or present experiences, learning from the outcomes observed, and planning how to better approach similar situations in the future.' In this research, reflection was used to evaluate student's expression of patriotism in the present situation. In all three Cycles, the study involved 30 respondents, consisting of multiracial students of Malaysian Nationhood subject. This number is the minimum number for the determination of respondents. Shari L. Dworkin [23] stated that the number of respondents between 25 and 30 is sufficient to achieve saturation and avoid data repetition if conducting an in-depth interview.

3. Results

The results of the study for Reflection 1 in Cycle 1, Reflection 2 in Cycle 2 and Reflection 3 in Cycle 3 were assessed based on the Patriotism Appreciation Rubric as below:

Table 1
KKM 3 Rubrics – Social Skills and Responsibility

Attribute	Sub-attribute	Very Weak 0-1 Marks	Weak 2-3 Marks	Satisfactory 4-5 Marks	Good 6-7 Marks	Very good 8-10 Marks	Mark
Passionate love for country and nation (loyal)	**Rational attitude towards society pelbagai budaya**	Not concerned and do not care about diversity of values and/or beliefs as well as community wellbeing.	Less concerned and less care about diversity of values and/or trust as well as community wellbeing.	Concerned and take care of diversity of values and/or trust as well as community wellbeing.	Aids in enhancing knowledge of community wellbeing.	Willing to protect for the sake of community wellbeing.	
	Contribution to society	Fail to play a role as a change agent (such as safeguard, rectify and stabilize the moral values and norms) in the community	Less role as a change agent (such as safeguard, rectify and stabilize the moral values and norms) in the community	Can play a role as a change agent (such as safeguard, rectify and stabilize the moral values and norms) in the community	Able to play a role as a change agent (such as safeguard, rectify and stabilize the moral values and norms) in the community	Able to play an active role as a change agent (such as safeguard, rectify and stabilize the moral values and norms) in the community	
Proud to be a Malaysian	**Morale**	Not practice moral values or have bad behaviours	Practices moral values or good behaviour only in some circumstance.	Practices morale values and good behaviour in many circumstance.	Practices morale values and good behaviour in almost all circumstance.	Always practice moral values and good behaviour in all situations	
	Pro-active	Not show an active attitude in every circumstance	Shows limited active attitude in many circumstances	Shows active and positive attitude in many circumstances	Shows active and positive attitude in almost all circumstances.	Always show active and positive attitude in all situations, although critical.	
	Attitude	Shows no interest in defending the dignity of the nation, religion and country.	Demonstrates a divisive attitude in defending the dignity of nation, religion and country.	Demonstrates an attitude of wanting to defend the dignity of nation, religion and country in	Demonstrates an attitude of wanting to defend the dignity of nation, religion and country in	Always show the attitude of wanting to defend the dignity of the nation, religion	

	many circumstances.	almost all circumstances	and country in any situation.

2.2 Action Research - Cycle 1 (Reflection 1)

In Cycle 1 of the Action Research, students were required to reflect on the topic of Nationalism that was presented by the instructor in a conventional method. Students' reflections were reviewed based on the Patriotism Rubric, which assessed two aspects of patriotism: firstly, the attribute of 'Passionate love of country and nation'. This first attribute is divided into two sub-attributes: namely 'Rational attitude towards a multicultural society' and 'Contribution to society'. Secondly, the attribute of 'Proud to be a Malaysian' is broken down into three sub-attributes, namely 'Moral', 'Proactive', and 'Attitude'. Based on the rubric, the score to determine the level of appreciation of patriotism was determined according to the scale below:

Table 2
Score, Level and Frequency

Score	Level	Frequency
Weak	2-3	5
Satisfactory	4-5	4
Good	6-7	11
Very Good	8-10	10

A descriptive analysis was performed on a sample taken from 30 respondents selected from the reflections of multiracial students. These respondents consisted of 15 male students and 15 female students, divided into 7 Chinese students, 6 Indian students, 16 Malay students, and one from other races. The analysis found that a total of 10 students' reflections obtained very good scores, 11 students reflected on a good score (the highest frequency for the overall score), 4 on a satisfactory score, and 5 reflections on a poor score.

Reflection 1 showed that the students understand the topic of Nationalism contained in one of the chapters in Malaysian Nationhood. Generally, their understanding is to have a sense of love for the homeland and pride to be Malaysian children. Although the students of generations Y and Z are the post-independence generations, they can understand the concept of nationalism and the struggle towards independence even if it is only presented theoretically. But, a presentation on its own without a description will not make students fully appreciate patriotism better. Attention should focus on the response of students who gave relatively weak reflections. They may be less clear or unable to describe the real situation during the struggle for independence fought by the nationalists. Hence, they gave rather vague and unclear reflections. As a result, one variable has been identified as a medium to help the teaching and learning process - YouTube videos. This aims to increase appreciation and interest among students, especially those who are relatively weak in reflecting on patriotism. This improvement was made in the next Cycle of Action Research - Cycle 2.

2.3 Action Research - Cycle 2 (Reflection 2)

In Cycle 2, the instructor showed a YouTube video related to Independence. To ensure that students pay attention to the video, a set of questions related to the topic were distributed to them before the video was played. Students were required to answer the questions as a reflection after watching the YouTube video. Their feedback was analysed using the same rubric as before.

Table 3
Score, Level and Frequency

Score	Level	Frequency
Weak	2-3	0
Satisfactory	4-5	0
Good	6-7	18
Very Good	8-10	12

The analysis was conducted on 30 respondents, consisting of 10 male students and 20 female students. In terms of ethnicity, 17 students were Malays, 8 Chinese, and 5 Indians. The overall analysis of the patriotism appreciation score found that 18 students scored at good and 12 students scored at very good. The analysis showed that the overall score for the attribute 'Passionate in love of race and country' was lower compared to the attribute 'Proud to be a Malaysian'. The analysis found that there were respondents getting a score at satisfactory for the first attribute. However, the overall score for the appreciation of patriotism was scored at good in the Cycle 2. This is due to the respondent scored good or very good for the second attribute of Patriotism Appreciation Rubric.

However, there are two sub-attributes of both attributes that need to be emphasized in teaching to enhance the appreciation of the spirit of patriotism. The sub-attributes from the first attribute are caring for the multicultural society and from the second attribute is the desire to defend the dignity of the nation, religion, and country, respectively. Based on the results of this reflection, improvements have to be made in the selection of YouTube videos for Cycle 3 of the Action Research.

2.4 Action Research - Cycle 3 (Reflection 3)

In Cycle 3, students were instructed to watch a short and colourful YouTube video related to Independence. After watching the video, students were required to reflect based on the question posed by the instructor; 'What is your view, does the meaning of independence need to be expressed to show the spirit of patriotism?' Answers from students' reflections were assessed based on the Patriotism Appreciation Rubric. The instructor randomly selected 30 answers from the students. Based on the rubric, the score to determine the level of appreciation of patriotism was determined according to the scale.

Table 4 shows the results from students' reflections. There were 15 males and 15 females consisting of 5 Indian students, 9 Chinese students and the rest are Malay students. The frequency of the good score was 29 out of 30 respondents, and only 1 responded at the satisfactory score. This situation is analysed descriptively to illustrate that there was an increase in the good score. Although not at a very good score, the results were enough to show that the respondents were interested in YouTube videos. The video shown was relatively short (less than five minutes) and in colour to help students understand the spirits of patriotism. Based on the reflection, most students gave a good score because it described both attributes (Patriotism Rubric) clearly.

Table 4
Score, Level and Frequency

Score	Level	Frequency
Satisfactory	4-5	1
Good	6-7	29

4. Discussion

This study has found that the use of YouTube videos in teaching is in line with research conducted regarding the advantages of using YouTube videos as a new technology in teaching and learning. Baharudin and Ibrahim [24] noted that conventional learning in the form of 'chalk and talk' that depends entirely on the teacher and whiteboard is less suitable in today's net generation. Muhammad Zulazizi [25] also stated that video streaming media, such as YouTube, has become very popular and influential, and widely used in teaching and learning mediums. This teaching tool is important in the development of today's modern education world. Further, Hanifah [26] emphasised that appropriate teaching techniques based on the latest media technology should be mastered by educators so that the learning and teaching process (P&P) at the school level can be widely used to encourage student's interest in the mastery of knowledge. They can also expose students to the interactive and interesting learning process in class.

Although there is no study of using YouTube videos to increase the appreciation of patriotism, this study is in line with research on the use of YouTube videos to support student learning in terms of interest, understanding, skills, knowledge, and achievement of the topics studied. This is supported by Nor Shahila and Fariza [27], who found a significant increase in score achievement for the treatment group due to their eagerness to use YouTube videos in Physical Geography compared to the control group. This shows that teaching materials such as YouTube videos can improve achievement, and many students are interested in studying Geography or other potential subjects. A study by Tan and Carol [28] showed that the use of YouTube videos as BBM in History subjects can increase students' level of interest and understanding of a particular process in learning History. Various elements such as audio, text, and animation can maintain students' concentration throughout the teaching and learning process. Findings showed that students are not easily bored when YouTube videos are used in learning History. Barzola *et al.,* [29] found that YouTube videos have a positive effect on students and are considered the most innovative learning technology. YouTube videos help to explain the main ideas in sociology courses and are seen as a very effective method to support students learning.

The current study found that several improvements need to be made in selecting videos from YouTube, such as the type of video, video duration, animation, graphics, colour, sound, and reinforcement activities after watching the video. These improvements are necessary to increase students' focus and help them better understand and appreciate the concept of patriotism. The findings of this study are similar to those of Purnamasari and Hafnita [30], who found that students are more attracted to and interested in using YouTube videos as a learning medium due to the colourful graphic displays and a combination of interesting multimedia elements that provide them more impact and interest in acquiring knowledge.

5. Conclusion and Recommendations

In the process of teaching and learning Malaysian Nationhood, it is difficult to increase the appreciation of patriotism among students if the materials are delivered through conventional methods alone. This can make the students feel easily bored because they cannot clearly describe their love for the homeland when there are no displayed situations that can ignite the feelings of patriotism. Therefore, the appropriate medium that can help students understand and appreciate patriotism is YouTube videos. The action research method used in this study involved three Cycles. Changes/improvements were made to the teaching tool after each Cycle to demonstrate an increase in students' appreciation of patriotism. Cycle 1 started with the conventional method of delivery,

using slide notes. Cycle 2 used a long, black and white documentary video, and Cycle 3 ended up with a relatively short and colour video. In Cycle 3, it was found that although there was no reflection at a very good score, all students, except one, responded with a good score. It showed that, although the use of YouTube videos is appropriate, instructors need to consider the duration of each video and ensure the content is interesting.

Students are the younger generation, from generation Z, who are in the age of digital technology. Thus, it is important and appropriate if the delivery method is coordinated with the soul of the younger generation as well. Overall, the students' reflections showed that they have a sense of love for the homeland and have a good attitude as loyal Malaysian citizens. Appropriate use of YouTube videos helps to increase student appreciation of patriotism during the teaching and learning process. An explanation without a clear picture will cause students to be easily distracted, let alone touch on pre-independence events. This is because youths from generation Z were born in the age of digital technology. Therefore, it is highly recommended for instructors teaching Malaysian Nationhood to use YouTube videos when discussing the elements of patriotism. Instructors must always search for effective alternatives to increase students' appreciation. On the other hand, there is also a possibility that students still find it hard to appreciate or remember the concept of patriotism. Thus, it is imperative for instructors to be creative in identifying videos from YouTube that are suitable for teaching and learning Malaysian Nationhood topics so that the main goal in raising students' appreciation of patriotism is achieved.

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