



# The Use of Documentary Films to Improve Learning Outcomes of Islamic Cultural History in Students

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## ABSTRAK

Media pembelajaran film dokumenter masih jarang digunakan untuk pembelajaran sejarah di sekolah tinggi termasuk Sejarah Kebudayaan Islam Film Dokumenter. Penelitian ini bertujuan untuk menganalisis perbedaan hasil belajar mahasiswa pada mata kuliah Sejarah Kebudayaan Islam antara kelompok mahasiswa belajar dokumentasi penjelasan Kelompok mahasiswa belajar dengan pembelajaran tradisional. Pendekatan penelitian yang digunakan adalah penelitian kuantitatif. Populasi penelitian ini berjumlah 250 mahasiswa. Terdiri dari 40 siswa yang merupakan kelas eksperimen, dan kelas kontrol memiliki jumlah yang sama yaitu 42 siswa. Metode pengumpulan data dengan metode tes. Analisis data menggunakan analisis kuantitatif. Hasil penelitian ini menunjukkan pemanfaatan lingkungan pembelajaran dokumenter terdapat dampak yang sustansial terhadap hasil belajar mahasiswa mata kuliah Sejarah Kebudayaan Islam. Hal ini didukung dengan diketahuinya nilai signifikansi (two-tailed) kurang 0 lebih dari 0, 05, sehingga  $H_0$  disetujui dan  $H_a$  tidak disetujui. Nilai signifikansi (2-tailed) kurang 0, 05 maka  $H_0$  tidak disetujui serta  $H_a$  disetujui. Dapat disimpulkan bahwa hasil belajar mahasiswa kelas eksperimen dan kelas pembandingan, mahasiswa menghasilkan nilai lebih unggul kelas eksperimen karena menggunakan media film dokumenter. Implikasi penelitian ini diharapkan dengan menggunakan media pembelajaran film, siswa lebih antusias dan termotivasi untuk berpartisipasi mempelajari. Sehingga, motivasi belajar siswa dapat ditingkatkan dengan mengenal film dokumenter.

## ABSTRACT

Documentary film learning media still needs to be used for history lessons in high schools, including the History of Islamic Culture Documentary Films. This study aims to analyze differences in student learning outcomes in the Islamic Cultural History course between groups of students studying explanation documentation and those studying traditional learning. The research approach used is quantitative research. The population of this study amounted to 250 students. It consists of 40 experimental students, and the control class has the same number of 42 students. Data collection method with the test method. Data analysis using quantitative analysis. This study's results indicate that using a documentary learning environment substantially impacts student learning outcomes in Islamic Cultural History courses. This is supported by the significance value (two-tailed) being less than 0.05, so  $H_0$  is approved, and  $H_a$  is not. If the significance value (2-tailed) is less than 0.05, then  $H_0$  is not approved, and  $H_a$  is approved. It can be concluded that the results of student learning in the experimental class and the comparison class, students produced superior grades in the experimental class because they used documentary film media. This research implies that using film learning media makes students more enthusiastic and motivated to participate in learning. Thus, students' learning motivation can be increased by getting to know documentary films.

## 1. INTRODUCTION

Documentary films as educational films used in schools (to teach). Except also about school films possibly used in initial teacher training continuing professional development (Ayvaci & Özbek, 2019; Warmington et al., 2011). This professional guidance will benefit budding filmmakers, the general public, and the audience. The increased timely availability of documentaries will provide audiences with expanded learning about the opposition (Iwasaki, 2021). Through this documentary, students will carry out several stages of learning according to the PjBL approach, namely determining basic (important) questions, planning project designs, scheduling, monitoring project progress, checking learning processes and outcomes, and finally evaluating a learning experience (Nenoliu et al., 2020; Seckin Kapucu et al., 2015). In addition, documentaries give instructors two opportunities to teach. As is the case, instructors can encourage learning by asking students to apply general or course-specific frameworks (Hayward & Jiang, 2016). The choice of the right media must be by the learning objectives to be achieved so that the media's main function is as a learning aid at most (Dara et al., 2016; A. Firmansyah, 2021). It shows that using the

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film learning environment as a learning positively affects the process, motivation, and student learning. Using film learning media makes students more enthusiastic and eager to participate in learning. From this, it can be concluded that students' learning motivation can be increased with the help of a documentary film learning environment (Adi et al., 2021; Mulyana, 2017; Saufi & Rizka, 2021)

However, reality shows that it is still rare for documentary film learning media to be used for history lessons in high schools, including the History of Islamic Culture Documentary Films. Students' critical thinking skills differ before and after utilizing documentary film media in geography subjects (Herzon et al., 2018; Sari et al., 2017). Even if this medium is applied as in film, Dutch colonialism in documentary films is undoubtedly used as an alternative to solve the problem (Maskun et al., 2021). Pre-service teachers in primary school inquiry with historical documentary films who concluded that by designing an inquiry exercise with documentaries that present a clear counter-narrative of the US Civil Rights Movement, teacher educators could challenge dominant racial narratives while encouraging recognition of pre-service teacher perspectives, expanding their understanding of historical matters, and encourage empathy for the motives and experiences of others (Buchanan, 2016). Studying Islam aims to understand various aspects of human life related to Islamic law. In addition, by studying Islamic history, his mind becomes creative and useful for people's life. Islam justifies rational thought and promotes an intellectual spirit (Al Anshory, 2020).

Efforts that can overcome problems in improving the learning outcomes of Islamic religious education in the Islamic cultural history course are studying the media as part of the learning process to make it easier for students to understand the subject. Learning media creates the same idea about what learning is after learning (Aeni et al., 2020; Pranata et al., 2021). Using media can help build understanding for students learning the same, so there are no misunderstandings. Advanced thinking skills are needed to analyze a problem to the stage of finding a solution to solve the problem (Lanta et al., 2019; Mulyana, 2017; Yulisdiva et al., 2023). Currently, film or video media is very popular among teenagers, as evidenced by the many young students who talk about films. They are having fun at school nowadays (Giri et al., 2016; Goodwin et al., 2021; MS et al., 2022). The development of science knows, and technology looks different from entering the world of education. Various kinds of media can be applied in the human-based media learning process, namely print, visual and audio-visual based media, and computer media (Jannah et al., 2020; Novita et al., 2019). Audio-visual or video-based media in Islamic Religious Education learning can be used in many ways at no additional cost (Ilmi & Kurniawan, 2021; Nurfadhillah et al., 2021; Setiyawan, 2021). The use of media is important to create the right learning atmosphere. Develop a media learning culture. The form of behavior, namely culture, is a complex of human behavior. Third is the form of objects, namely culture as an object of work. Civilization is usually used for subtle and beautiful parts and elements of culture (Fuady UIN Raden Mas Said Surakarta, 2022). The history of Islamic culture at UIN Khas Jember is integral to religious education. For example, Islamic culture's history contributes to students' enthusiasm to apply Islamic values in everyday life (Erniasih et al., 2018).

Several previous studies have attempted to determine how pre-service social studies teachers engage with documentaries on contemporary immigration issues. These teacher candidates analyze films mainly using two skills, evidence, and sourcing, although their fluency with these skills varies by program (elementary, intermediate) (Buchanan, 2016). But the popularity and availability of highly engaging documentaries make them a valuable teaching resource. First, a successful documentarian chooses an interesting topic and presents it in a way that catches the audience's attention (Mayer, 2005). All else being equal, documentaries likely prove to be a more immersive medium for presenting managerial situations than cases (Hayward & Jiang, 2016). The effectiveness of the documentary's structure and features when engaging with documentary videos as the main form of user interaction. Emerging trends in video consumption compared to more traditional forms of text narratives motivated us to study various aspects of documentaries (H. Firmansyah et al., 2022; Nenoliu et al., 2020). Anecdotally, narrative visualization strongly relates to presenting factual evidence in documentary films (Bradbury & Guadagno, 2020). Students also easily understand Islamic Religious Education courses and do individual and group assignments with material that will be presented in an easy way to understand. Using documentary videos makes students think more advanced (Adi et al., 2021). Documentary film media can improve student outcomes in social studies learning (Gero et al., 2019; Rosidah & Yonanda, 2019). This study aimed to analyze the differences in student learning outcomes in Islamic Cultural History courses between student groups studying explanatory documentation. Student groups studied using traditional learning.

## 2. METHODS

Methods In this study using a quantitative research approach, the implementation of data collection is limited, concise, and measurable. Using a quantitative approach was chosen because researchers desire

to know how treatment for a disease affects certain other humans through research results in the form of data based on real events that can be measured accurately. Because in the study, the control group could not fully manage external variables that impacted the implementation of the experiment, the researchers used a quasi-experimental or quasi-experimental research design with a control group and an experimental group. Research Design Nonequivalent Control Group Design is presented in [Table 1](#).

**Table 1.** Nonequivalent Control Group Research Design

Group category	Pretest	Action	Post-test
Experiment	Y1	Z1	Y2
Control	Y1	Z2	Y2

This research involved all fourth-semester students of the Islamic Religious Education course, totaling 250 students. Two classes are tested in this study, class A2 and class A3. Class A2 has 40 students, the experimental class (getting treatment), and class A3 has the same number, namely 42 students, the reference class (control class). To maintain the purity of the results of this quasi-experimental research, a target sampling technique was used to determine the research partners. The consideration of indicators in determining research partners is based on class values with similarities. Data collection techniques are observation (observation), questionnaires, and documentation. The collected data collection techniques are selected and adapted to the objectives and problems. Then the document's contents are analyzed, compared, and integrated into a complete, systematic, and integrated research output. Therefore, documentation techniques are more than just collecting and writing or reporting in the form of quotations or writings from several documents. The documents listed in the review are not raw but document analysis results. Observational data collection techniques are used for research that studies behavior, human character, activity processes, natural phenomena, and when the observations are manageable. Instrumental tests in the experimental and comparison classes showed the learning outcomes of SKI students with material about the arrival of Islam in Indonesia. Tests in the form of multiple choice questions in the experimental and control classes are distributed equally. The test prioritizes finding out an understanding of the material, causing an impact on the learning outcomes of SKI students about the history of the arrival of Islam in Indonesia.

Analysis techniques in obtaining information to meet research expectations require good measuring instruments by fulfilling two conditions: reliability and validity. The researcher performed a mock test before the real test to get a quality test as a data collection tool in this study. The purpose of the test items is to determine the validity of the items, the consistency (reliability) of items, the level of difficulty of the items, and the ability to separate the items—validity test is defined as a level in stating the reliability or validity of a measuring device. Valid instruments are measurement equipment used to obtain valid (measurement) data. Valid means that the device can measure what is being measured. A test is valid if its accuracy in expressing the conditions to be measured is high. The validity of the measurement instruments in this study is based on the validity of the content, namely. H. On useful points, state the instrument's suitability with the desired content. In this study, the validity of the test used was measured by examining the relationship between the score and the total score tested using a quantitative data processing application. The significance level of each item is measured based on the data table. Up to the significance limit of the correlation coefficient. Total questions are 30, so  $n(30)$  then  $df = 0.375$ . The validity test is expressed by a number called the item validity index which can be calculated. The validity index is presented in [Table 2](#).

**Table 2.** Validity Index

No.	Score	Validity
1	$\leq 0,375$	Valid Question
2	$\geq 0,375$	Invalid Question

In obtaining information about student learning outcomes, namely using experiments that begin with the implementation of reliability tests and validity tests. Based on the quantitative data processing application results, four questions are wrong, and 26 questions are valid. Based on this matter, the researcher used the results of the questions declared valid to test the control and experimental classes, which consisted of 26 questions. In the reliability test using a quantitative data processing application, the results obtained were Cronbach's alpha  $0.825 > 0.70$ , declared reliable. According to the quantitative data processing application results above, four questions are wrong, and 26 questions are valid. Considering this,

the researcher used the results of the declared valid questions to test the control and experimental classes, which totaled 27 questions. The results of the recapitulation of the validity and reliability tests are presented in [Table 3](#), and [Table 4](#).

**Table 3. Validity test results**

Evaluation	Question Number	Total
Valid	1, 3, 4, 6, 7, 8, 10, 11, 12, 13, 14, 15, 16, 17, 18 19, 20, 22, 23, 24, 25, 26, 27, 28, 29, 30	27
Invalid	2, 5, 9, 21,	3

**Table 4. Reliability Test**

Cronbach's Alpha	N of Items
0.825	30

This study uses two types of post-test data analysis: the normality test and homogeneity. The normality test is one of the various tests that must be carried out to understand whether data acquisition in a study can be normally distributed (arbitrary) or not. If the distribution is normal, then the formulation of the applied hypothesis test is a parametric statistical test. If the distribution is abnormal, a nonparametric statistical test is applied. It is done in two ways: normality testing using the Chi-Square formula and a quantitative data processing application. A homogeneity test is carried out to test the differences and similarities between 2 samples which can also be called the population. In this study, the testing criteria used quantitative data analysis applications, and  $H_0$  was approved.  $H_a$  was not approved if the significance value was greater than 0.05, meaning the two groups had the same variance (homogeny). If the significant result is less than 0.05, then  $H_0$  is not approved, and  $H_a$  is approved, meaning the two groups have unequal (homogeneous) variants.

Analysis of data about post-test performance with a function that is understanding the learning outcomes between the control and experimental classes. Data analysis of the effect of documentary media on improving social science learning outcomes is parametric statistics and t-test analysis for samples that are not related. In this study, an independent sample t-test was carried out using quantitative data analysis applications as a test requirement. If the meaning value or Sig. (2-sided) value  $> 0.05$ , then  $H_0$  is approved, and  $H_a$  is not approved. If the results are significant or Sig. (2tailed)  $< 0.05$ , then  $H_0$  is not approved, and  $H_a$  is approved.

### 3. RESULT AND DISCUSSION

#### Results

This study conveys that quantitative data analysis is used to analyze and test hypotheses: normality and homogeneity tests of the analyzed data. Normality test and homogeneity test, the results of the normality test, are used in understanding the fairness of the distribution carried out by the sample. This normal belief is a preliminary test before testing the hypothesis. For normal data, Kolmogorov-Smirnov analysis is calculated by applying quantitative data analysis. For the results of normality test calculations with information on the experimental and control classes, a quantitative data analysis application is used where the 5% confidence level defines the data's importance or normality level. Criteria if the value is 0.05. The results of the calculation of the normality test of the questionnaire are presented in [Table 5](#).

The homogeneity test is useful for understanding the similarity of variance between the two groups, namely the experimental group and the control group, to accept or disagree with the hypothesis in setting the sig Lavene Statistics level of 0.05 (sig 0.05) to be compared. The homogeneity test results are shown in [Table 7](#).

Based on [Table 7](#), the results of the variable research homogeneity test yielded a significance value of 0.060 above 0.05 (sig  $> 0.05$ ) from the post-test calculations so that this study could have data on homogeneous variables. This study uses the t-test as data analysis. This t-test analysis was conducted after fulfilling two conditions: normally distributed and homogeneous data. The t-test analysis was carried out to fulfill the null hypothesis formula. There is no visible increase in the influence of documentary films on student learning outcomes in the Kiai Haji Achmad Siddiq Jember SKI course in 2022. It was tested using a quantitative data analysis application with significance test criteria and Sig (2-sided)  $> 0.05$  so that  $H_0$  is approved and  $H_a$  is not approved if the significance value or Sig (2-sided)  $> 0.05$  is not approved and  $H_a$  is

approved. The results of the Independent Sample T-Test with the application of quantitative data analysis, learning outcomes (post-test) in the experimental class, and the comparison class are shown in Table 8.

**Table 5. Calculation of Normality Test**

	Class	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistics	df	Sig.	Statistic <sup>sc</sup>	df	Sig.
Learning outcomes	Pre Test Experiment	0.133	30	0.051	0.954	30	0.107
	Post Test Experiment	0.063	30	0.200*	0.952	30	0.334
	Pre Test Control	0.101	29	0.200*	0.941	29	0.186
	Post Test Control	0.109	29	0.200*	0.958	29	0.501

**Table 6. Normality Test Results in Experimental and Control Classes**

Score	Class	Probability	Significance	Correlation Level
Pretest	Experiment	0,051	>0,05	Normal
	Control	0,201		Normal
Post-test	Experiment	0,201		Normal
	Control	0,201		Normal

**Table 7. Homogeneity of Variance**

Levene Statistic		df1	df2	Sig.
Student learning outcomes	Based on Mean	3.394	1	.060
	Based on Median	2.822	1	.088
	Based on the Median andwith adjusted df	2.822	1	55.189
	Based on trimmed mean	3.391	1	.060

**Table 8. Independent Sample Test T-Test Results**

		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
Student learning outcomes	Equal variances assumed	10.397	0.003	4.566	57	0.000	14.899	3.248	8.375	21.423
	Equal variances not assumed			4.524	42.825	0.000	14.899	3.279	8.266	21.532

Based on Table 8 shows the value of Sig. (2- heads) or 0.000. It is known that the significance value or sig (two-tailed) < 0 > 0.05, so H0 is approved, and Ha is not approved. If the significance value or Sig (2-tailed) <0.05, then H0 is not approved, and Ha is approved. The results of this study indicate that the use of a documentary learning environment has a substantial impact on student learning outcomes in the Islamic Cultural History course at UIN Kiai Haji Achmad Siddiq Jember in 2022. It is evident from the results of analysis and hypothesis testing. They use an independent sample t-test with a sig (two-tailed) value of 0.000. The data states that if the results are significant or sig (2-tailed) < 0.05, it is known that the null hypothesis (H0) is not approved, and the alternative hypothesis ( Ha) is approved. It means; The use of a documentary learning environment has a significant impact on student learning outcomes in the Islamic Cultural History course at UIN Kiai Haji Achmad Siddiq Jember in 2022. The impact on student learning outcomes in test and comparison classes can be seen from the average post-test material scores and t-test analysis. The average value of post-test data for the experimental class is 87.01, and for the control class is 71.51. This difference is reflected in the students' attention when the learning environment is provided through a documentary learning environment in the experimental class. Students are happy when the

documentary about the history of the entry of Islam in Indonesia is shown. Teachers and students have immediate time to observe which learning video is being played. Students try to complete individual and group assignments from the material provided.

### Discussion

These findings indicate that the benefits of the documentary learning environment are very enthusiastic about learning outcomes. There are tons of science documentaries from television networks that can serve as resource persons for students at school. When using documentary films, teachers must make lesson plans and prepare documentaries appropriate to the subject and mentoring (H. Firmansyah et al., 2022). Through documentary material in Islamic cultural history learning, it is hoped that students will be able to do so by watching this. The documentary film will increase their awareness of studying the history of Islamic culture (Ayvaci & Özbek, 2019; Darmi, 2022; A. Firmansyah, 2021). Documentary film media can also increase students' motivation and enthusiasm for writing explanatory texts. In addition to increasing the enthusiasm and motivation of student learning, the use of documentary film media can be used as a new method so that students are not bored with writing explanatory texts and students' abilities to answer and explain (Hapsari et al., 2021; Taufik & Nurhayati, 2019). In the learning process, the media can be interpreted as a communication technology that can be used for learning purposes (Brahmowisang, 2019). Documentary history learning is one of the right efforts to instill the character of nationalism into students' lives to produce a young generation with a vision of defending the country and high integrity through the understanding and content of the video. So it becomes interesting when the documentary is related to education, where education in Indonesia is currently one of the important programs that are the government's focus.

Improving learning outcomes through documentaries is defined as a type of film in the form of factual and realistic creative reports. Documentary films are films based on facts, not fiction, not facts, or fabricated or fabricated real events, and are important documentary models that describe problems in human activities (Eko et al., 2021; Mulyana, 2017). Documentary media helps and supports learning in many interesting and versatile ways (Dara et al., 2016; Taufik & Nurhayati, 2019). So that the results of research on the exploitation of this documentary film the teacher can evaluate it with the intent and purpose every time the film is shown. Every teaching and learning process always produces learning outcomes. Learning assessment measures and provides future solutions to develop student performance and improve learning outcomes. Evaluation should have been planned after the lesson plan was made, where the evaluation was carried out by the person planning the lesson. This method is enjoyable to use while studying, increases student understanding of the subject matter, and can increase student motivation. It is very effective in increasing students' courage in making presentations and effectively training students' discipline to respect study time (Brahmowisang, 2019; Nenoliu et al., 2020).

This finding is reinforced by previous research stating that documentary films can improve learning outcomes (Adi et al., 2021; Gero et al., 2019; Maskun et al., 2021). The use of proclamation documentary films on critical thinking skills and learning outcomes (Gero et al., 2019). Documentary film learning media affects student learning motivation (Saufi & Rizka, 2021). It shows that using the film learning environment as a learning positively affects the process, motivation, and student learning. Teachers can develop documentaries of the learning environment as a guide to increase student learning motivation so that it impacts student learning processes. This research implies that using film learning media makes students more enthusiastic and motivated to participate in learning. Thus, students' learning motivation can be increased by getting to know documentary films.

### 4. CONCLUSION

There is a significant influence between the use of the documentary film learning environment on the learning outcomes of Islamic Religious Education students at UIN Khas Jember. In addition, there are differences in students' advanced thinking between groups of students studying using documentary and traditional learning.

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