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International Jasin Multimedia & Computer Science Invention and Innovation Exhibition

International Jasin Multimedia & Computer Science Invention and Innovation Exhibition
(i-JaMCSIIX 2021)

15 FEBRUARY 2021 - 31 MARCH 2021

VIRTUAL COMPETITION • INNOVATION & INVENTION • PUBLICATION OPPORTUNITIES

EXTENDED ABSTRACT

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CONTENTS

Terengganu Cultural Trail: Using Videography in a Participant-observer Study to Enhance Cultural Heritage Appreciation Among Children.

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Abstract—**With the new technological improvements, video-based observation research is becoming a promising method in many areas. Video recording has been under-utilized as a data collection tool because of confidentiality and privacy issues. However, it has many benefits as opposed to traditional observations, and recent studies using video recording methods have introduced new research areas and approaches. This paper aimed to describe the videography project in a participant-observer study to enhance cultural heritage appreciation among children. It is also hoped to give some insights about children's appreciation of Terengganu cultural heritage when videography was incorporated as its observation tool. The researchers hoped to nurture active learning at an early age, and this includes a cultural appreciation for the participants. Participants embarked on a three-day journey to experience the cultural heritage of the mystical Terengganu, where silat, gasing and the wayang kulit were popular but unfamiliar to the participants. It hopes to nurture cultural appreciation where participants seek to understand and learn about Terengganu cultural heritage in an effort to broaden their perspective and connect with others.**

Keywords—active learning, cultural appreciation, cultural heritage, observation, videography

I. INTRODUCTION

In this era where technology has become part of our daily life, the researchers were encouraged to attempt a short video-based participant-observer study to understand and establish cultural appreciation on cultural heritage among children. Videography in the field of education is not new.

Studies show that videography has been under-utilized as a data collection tool because of confidentiality and privacy issues. However, as opposed to traditional observations, videography in learning has many benefits, and it introduces new research areas and approaches.

When studying videography in relation to the appreciation of cultural heritage and its appreciation, let us begin with defining the concept of cultural heritage. The cultural heritage defined by UNESCO (1982) also includes, among others, the works of its artists, architects, musicians, writers in the expressions of the people's spirituality, and the body of values which give meaning to life

Zsuzsa Nagy-Sándor and Berkers (2018) noted culture as a way of life where cultural expressions, which includes singing, are the manifestation of an internal desire to voice the emotions of individuals, groups, and communities which rooted in their sociocultural environment.

The importance of cultural heritage is undeniably, especially to the recent generation, as some of the youth have rare opportunity to witness of experience Malays' traditions nowadays. Smith et al. (2010) defined cultural heritage as some broaderconcerns that came from some tangible assets.

Moreno (2020) refers cultural heritage as clear reference for the public in order to construct a potential sustainable city, socially, culturally and environmentally. In order for the youth to appreciate it, those cultural heritages must be exposed either using mass media platform, digital platform, or visiting the displayed culture monuments such as to on display at the state museums.

As example, according to Balqis (2020) Terengganu Cultural Village is the best platform for young people to identify some of the traditions of the ancestors as well as being able to feel the diversity of the community in Terengganu. Balqis (2020) also mentioned traditional games and instruments that have never been seen by today's generation are parts of the artefacts that shown in the cultural village.

In a BERNAMA articles, Nordin (2018) noted the Persatuan Dunia Seni Silat Melayu Malaysia (DSMM) who wanted the silat to be gazetted as an Intangible Cultural Heritage under the United Nations Educational, Scientific and Cultural Organisation (UNESCO).

Silat is one of Malays' martial art that was established long time ago. It's used by Malay community for self-defense techniques, hunting techniques as well as fighting techniques to stop an immediate or an unprovoked attack as well as combative art to fight against those colonials that came to Malaysia (previously known as the Malay Peninsula).

Meanwhile, as the cultural appreciation to is an important concept in this video project, the researched hope to understand its basic concept. The Finery Report (2020) pointed out the cultural appreciation concept refers to "cultural exchange, in which the two parties would have consented to participate in some culture.

This also participants to understand and respect each other's culture, which can be achieved through studying other cultures, traveling, listen to shows, and even making friends as mentioned by Les Elfes International (2019) Apparently, participants involved will also be able to respect culture, understand the values and beliefs of a population in order to respond to and meet the needs of diverse participants (Preemtive Love, 2020)

This paper too wished to highlight the benefits of using videography as a technique to enhance children's appreciation as compared to the traditional observation method in cultural appreciation. In a much notable study by Norton and Hathaway (2010), authors had pointed out that video production were accepted as an instructional strategy and not as an object of study, which in this era of a "unique media savvy, multimodal, and multitasking attributes of today's students" has an important role to play inK-12 content learning.

Petr C et al. (2015) pointed out that the use of video and visuals are increasingly important, and videos are no longer only for ethnographers and specialist researchers. Petr. C (2015) suggested videography is a new, artistic was to present results of research, as it is highly effective and engaging to the audience. Authors further noted that in the society of "user-content generation," these visual data are incredibly important, original, and powerful sources providing researchers with opportunities to inventively make their results more resonant and more broadly accessible.

Meanwhile, Knobloch et al. (2014) stated that videography technique has also been used in the field of social sciences for a while, and techniques including recording and replaying too were used to observe social interaction in the respective field of study. Furthermore, Norton and Hathaway (2010) saw videos as a tool which can better demonstrate complex ideas and concepts than verbal explanations can, and visual media helps cement the information in students' minds. Short format videos have been proven to increase knowledge retention.

Belk (2013) indicates that videography as part of visual research too has much a lot of potential in many areas especially in Asian context as Asian consumer cultures are rich in visual details, and "it is natural that using visual stimuli, capturing visualdata, and using visual presentations should be used in researching such topics".

II. METHODS

This journey to experience cultural heritage took a group of enthusiasts which includes five children who embarked on a three-day journey to experience the cultural heritage of the mystical Terengganu. Here, they experienced *silat, gasing* and *wayang kulit* were popular in Terengganu but unfamiliar to the participants. The study was initiated in conjunction with the Terengganu Cultural Village which took place at various events in Kuala Terengganu in September 2020. Videography was used as a recording method to this participant-observer study, which aims to enhance cultural heritage appreciation among children who took part in this journey.

After the video was completed and edited, the video was shown to the participants. This has helped them vividly discuss their experiences of the cultural heritage they encountered. This shows that videography can be a good technique to nurture cultural heritage appreciation which can lead to cultural appreciation which helps to broaden their perspective and connect with others.

III. RESULTS AND FINDINGS

The researchers took this project as an important part of the participants' personal growth and development, understandingof the cultural heritage, norms and values and arts, understanding about themselves and others in an attempt to

connect with theworld they live in which has been greatly influenced by industrialization and urbanisation.

Viewing the video of the TerengganuCultural Trail has motivated participants to vividly discuss their experiences of the cultural heritage they encountered with *silat*,the *gasing* and the *wayang kulit* became their main highlights in their discussion. The researchers found out that videography can be a good technique to nurture cultural heritage appreciation which helps to broaden their perspective and connect with others.

IV. CONCLUSIONS

The researchers concluded that videography is a fun way for children to experience, capture and strengthen their memory of their experience. The researchers believed this has succeeded to enhance their appreciation of the children's appreciation ofTerengganu cultural heritage when videography was incorporated as its observation tool. It is proposed that videography could become an excellent technique for children to look back and revisit memories of their cultural encounter, thus encouraging cultural appreciation and cultural respect. This study could be a preliminary work for a future study which involved more participants and in a different setting.

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