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PPT National Virtual Innovation Competition 2022 (PPTNVIC '22)  
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## CREATIVE VIDEO COMPETITION: A NEW APPROACH IN NURTURING NATIONAL IDENTITY AND CITIZENSHIP AMONG PRE-DIPLOMA STUDENTS

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### ABSTRACT

The creative video competition is a teaching and learning initiative for the Introduction to Human Development Course (CTU001) in UiTM Perlis and it was implemented during the pandemic via an online platform. It aims to cultivate the values and identity of citizenship which is one of the important topics in the CTU001 course. Based on the old method, learning was through lectures in class and the assignments were assigned in written forms. With this competition, students do not have to be in class all the time but they have to prepare a video according to the theme that has been set in groups. Students are free to be creative and to present information through videos in front of eight jurors. This competition has successfully improved students' soft skills and knowledge. The findings of the survey showed that the students can understand well the values and identity of citizenship as well as they manage to cultivate good values in ensuring that the tasks given were implemented successfully. This competition program needs to be continued as an added value of teaching and learning in the CTU001 course especially during the implementation of Open Distance Learning (ODL).

**Keywords:** video competition, creative video, teaching and learning strategy, national identity, pre-diploma

### 1. INTRODUCTION

Online learning is one of the best alternatives especially during the COVID-19 pandemic phase and among the effective e-learning mediums is video-based learning. According to Widahyu (2021), video can show things that cannot be brought into the classroom and it is an appropriate and accurate medium to convey a message and it helps students to understand better. In addition, it can cultivate interest and it generates motivation to the students to always pay attention to class' lessons (Kamlin & Keong, 2020). For instance, video clips can give an overview of the course of history and students can understand history effectively through selected audio and visuals (Ni et al., 2019). Moreover, according to the study of Wan Jusoh et al. (2019), the use of videos and padlets also increased the learning effectiveness of Islamic Civilization Course. Similarly, the production of animated videos can increase students' creativity and give students the freedom to express their feelings and thoughts on an issue (Jamil, 2021). The use of video tutorials is also an effective method to replace face-to-face classes and provide good and clear guidance to students (Mardikaningrum & Supriyadi, 2018). A study by Wong (2020) also showed that learning through video is considered effective by postgraduate and undergraduate students.

Previous studies show various positive impacts of video-based learning. Therefore, a video competition was held for the Introduction to Human Development (CTU001) course at UiTM Perlis Branch to enhance students' skills and knowledge especially about national identity and citizenship. Previously, students learned the topic of values and identity of citizenship through lectures and tutorials in class as a way to increase their learning impacts, however, during the pandemic phase a video competition themed 'Islamic Approach in Nurturing National Identity and Sense of Citizenship' was held to replace the former method. All students of the CTU001 course were divided into several groups and they were

instructed to prepare videos according to different given themes. In addition, they were also given a specific format as well as a scoring rubric. A total of eight jurors were involved in the evaluation and it was done virtually through Google Meet as a medium. UiTM Perlis Branch has provided cash prizes to the group of students who won first, second and third place. Certificates of appreciation and certificates of participation were given to all involved. A study to review the perception of the students and the effectiveness of this video competition program was conducted. This article discusses the findings of the study.

## 2. MATERIAL AND METHOD

The ADDIE model which consists of five phases (analyse, design, develop, implement, evaluate) has been used for the development, implementation and evaluation of creative video competition programs. In the analysis phase, a literature review and document analysis were conducted to look at past studies related to video-based learning, implementation methods, judging and others related to the competition. Next, designing and developing the theme and the tentative for the implementation of a creative video competition as well as the appointment of committees and juries. After that, the creative video competition was implemented according to the tentative. Then in the evaluation phase, a survey study on the perception and effectiveness of the creative video competition program was conducted. A five Likert scale questionnaire was distributed to 30 students.

## 3. RESULTS AND DISCUSSION

### 3.1 STUDENTS PERCEPTION TOWARDS CREATIVE VIDEO COMPETITION

**Table 1: Perception Towards Creative Video Competition**

Items	Mean	Standard Deviation	Interpretation Level
The task of producing a video enhance students' interest in learning	4.06	.58	High
The task of producing a video improve students' knowledge related to the latest technology	4.36	.66	High
The task of producing a video fosters a spirit of teamwork	4.13	.50	High
The task of producing a video builds students' soft skill	4.10	.66	High
The task of producing a video helps students appreciate what they are learning	4.06	.58	High
The task of producing a video gives students the opportunity to spread the noble values of citizenship through new media	4.23	.56	High
I support the use of video competition as a teaching and learning method to disseminate the pure values of citizenship	4.30	.59	High
<b>Total Mean</b>	<b>4.18</b>	<b>0.59</b>	<b>High</b>

Table 1 shows that all students had a positive perception of creative video competitions with the total mean score being at a high level ( $M = 4.18$ ,  $SD = 0.59$ ,  $n = 30$ ). All items showed a high mean score between 4.06 to 4.36. The highest mean score was 4.36 where students agreed that video production enhance knowledge related to the latest technology. The students also agreed that producing a video gives them the opportunity to spread the noble values of citizenship through new media and they support the use of video competition as a teaching and learning method to disseminate the pure values of citizenship.

### 3.2 EFFECTIVENESS OF THE CREATIVE VIDEO COMPETITION

**Table 2: Effectiveness of the creative video competition**

Items	Mean	Standard Deviation	Interpretation Level
I understand more about the values of citizenship when producing videos for the competition	4.00	.74	High
I love working in groups through video competition assignments	4.13	.50	High
All members of my group cooperated well in producing the video for competition	4.10	.66	High
I became a more creative person through the task of producing videos	4.23	.56	High
I was able to work in groups while performing video production tasks	4.30	.59	High
I managed to form a good relationship with the group members while producing the video	4.20	.61	High
I suggest the task of preparing videos for competition should be continued for students CTU001 course	4.06	.58	High
<b>Total Mean</b>	<b>4.14</b>	<b>0.60</b>	<b>High</b>

Findings in Table 2 show that creative video competitions have a positive effect and improve students' civic knowledge and skills with an average mean score at a high level ( $M = 4.14$ ,  $SD = 0.60$ ,  $n = 30$ ). The whole item showed an average mean score at a high level between 4.00 to 4.30. The highest mean score was 4.30 where students agreed that they could work in groups in video production. Students also agreed they better understood the value and identity of citizenship through this assignment and agreed the program should be continued in the future.

### 4. CONCLUSION

Findings from the literature review and survey study clearly show that the implementation of creative video competitions especially in the pandemic phase can achieve the teaching and learning objectives for the Introduction to Human Development (CTU001) course. The objectives of the competition which focused on cultivating the values and identity of citizenship were also successfully achieved where the mean score for perception and effectiveness was at a high level. Students also agreed that this competition should be continued in the future. It is believed that this competition does not only facilitate online teaching and learning but it also can improve soft skills and the use of the latest technology among students has also yielded good effects to the students' developments and understanding. It turns out that teaching and learning through creative video competition is more effective and interactive in line with the new millennium education.



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