Investigation of the Guidelines for Developing Animation Videos for History Subjects in Malaysia

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Abstract

In today's technology era, animated videos have found a place in various sectors, and among them is the field of education. Following that, animated videos have become a necessity in the field of education and teaching, especially for fifth-form History subjects. This is because history is a subject that attracts little interest from most students because of its passive and boring nature. Effective guidelines play an important role in developing animated videos that can improve learning outcomes, especially for this History subject. This research is intended to look at the guidelines for the development of animation videos specifically for fifth-form History subjects. This study uses a qualitative methodology with a semi-structured interview method to review the guidelines for the development of animation videos specifically for History subjects. The expert interview was carried out through five steps adapted from a previous study and involved five experts in the field of study, who were appointed in two areas of expertise, namely educational multimedia and historical education. The results of the study show that effective guidelines for the development of animated videos that meet the needs of History subjects can increase student interest and performance in SPM. Therefore, the provision of detailed and appropriate guidelines and appropriate learning is important to ensure that the animated videos developed can help the teaching and learning process (TnL) in History subjects.

Keywords: animated video, multimedia in education, History education.

INTRODUCTION

In the increasingly advanced digital era, animation videos have become essential tools to enhance learning effectiveness (Achmad et al., 2021; Hamid et al., 2014). Well-designed animation videos serve as interactive digital media that facilitate understanding and capture students' interest in learning (Hassan et al., 2022). One subject that students often find challenging is History, where they frequently struggle to grasp complex concepts due to the passive and monotonous nature of History learning (Sagala et al., 2022). To address these issues, the Guidelines for Developing Animation Videos for History Subjects were developed to provide guidance for creators in developing effective animation videos for History learning. This study aims to review the development of these guidelines and explore

the impact of using animation videos in History education. The research employs expert review methods, gathering data related to the use of animation videos in History education and the Guidelines for Developing Animation Videos for History Subjects. The study discusses findings from the guideline review and explores the benefits of using animation videos in History education. Thus, this research outlines the introduction, problem statement, research background, methodology, findings and discussion, conclusion and recommendations, followed by references used in the study conducted.

PROBLEM STATEMENT

In the digital era, animation videos have become recognized as essential tools for enhancing learning outcomes across various subjects, including History (Arba'Ain & Mohamad Yatim, 2022; Nawi, 2020). However, recent searches of multiple databases from 2018 to 2023 indicate a lack of effective guidelines for developing suitable animation videos for History subjects, highlighting an unresolved issue (Rahayu, 2023). Weaknesses in these guidelines include insufficient emphasis on crucial psychological aspects that enhance student understanding in teaching and learning contexts (Rahayu, 2023). Furthermore, the guidelines often overlook ethical considerations in delivering accurate information, potentially leading to significant issues in educational content manipulation (Dirgantari et al., 2021). Therefore, the main issue addressed in this study is to review the need for effective guidelines in developing animation videos for History subjects and how these guidelines are essential in enhancing student interest and performance.

BACKGROUND

The Malaysian Ministry of Education (KPM) decided that History is a compulsory subject to pass in the SPM examination starting in 2013, emphasizing its role in fostering national pride and harmony among students (Ruzki, 2022). Despite this, a significant number of students continue to struggle with History, necessitating efforts to improve achievement levels (Ruzki, 2022). Animation videos are increasingly popular in education, particularly in the current advanced digital era (Bhakti et al., 2022; Kaviza et al., 2021). These videos provide a more engaging and interactive learning experience, especially for subjects like History that are often perceived as monotonous, thereby enhancing students' interest and understanding (Jamil, 2021). However, creating effective and high-quality animation videos requires clear and structured guidelines. Therefore, there is a need for scientific research to assess the guidelines for developing animation videos for History subjects. For instance, studies by Sivam et al. (2023) and Talib et al. (2019) found significant improvements in student understanding and interest in History through the effective use of animation videos. However, these studies also underscored the importance of clear and structured guidelines in producing effective animation videos.

Furthermore, another study by Satya et al. (2022) developed guidelines for developing animation videos based on effective learning theories. These guidelines encompass the planning, content development, production, and assessment stages of animation videos. Research findings indicate that

these guidelines enhance the quality of animation videos and provide a better learning experience for students. Thus, scientific research on guidelines for developing animation videos for History subjects can contribute to enhancing the effectiveness of animation video use in education and provide clear guidance for video developers.

METHODOLOGY

In this study, the researcher employed a semi-structured expert interview method to gather expert opinions on the use of animation videos in History education and the Guidelines for Developing Animation Videos for History Subjects. Following Kvale (1996), the researcher adapted five steps for conducting expert interviews, as illustrated in Figure 1.
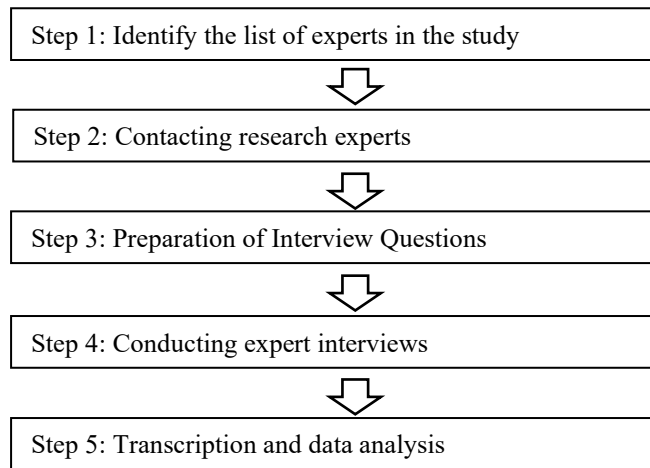
Figure 1: Steps to conduct semi-structured interviews adapted from Kvale (1996)

Expert Identification

The researcher selected a total of five experts as participants in the study. The decision to choose this number of experts aligns with the requirements for conducting research using this method, as stated by Lenaini (2021), indicating that the sample size for expert interviews does not have a fixed value. However, according to Teoh & Min (2020), Singh et al. (2014), and Sandelowski (1995), the sample size for studies using expert interview methods should be adequate, neither too many nor too few. Therefore, selecting five experts as participants in this study is deemed appropriate, with each representing a focus within the field of study. The five experts were chosen from two main fields of study conducted, namely educational multimedia and history education. Table 1 lists the names of the five experts involved.

Table 1: List of experts

Expert	Field of Expertise
1	Senior lecturer in Visual Communication (Advertising), Multimedia & Education, and Graphic Design.
2	Senior lecturer in Human-Computer Interaction (HCI), Serious Games, Multimedia & Education, Learning Technology Applications, and ICT/Multimedia Applications.
3	Senior lecturer in Game-Based Learning and Multimedia in Education.
4	Associate Professor, also a senior lecturer in History Education.
5	Senior lecturer in History Education

Table 1 shows the list of experts and their areas of expertise involved in the conducted expert interviews. From the table above, it is evident that three experts are from the field of educational multimedia, and two experts are from the field of History Education. The selection of experts from these two fields follows the research focus of developing guidelines for animation video development for History subjects.

Contacting Experts

The next step involved contacting the identified research experts. The researcher employed an effective method by sending emails to the list of identified experts. According to Agustiani (2018), email is a dominant method used for information processes among students as web searching to connect. When contacting the research experts, the researchers introduced themselves and provided a brief overview of the research being conducted with clear objectives and the benefits related to the research. Additionally, the researcher explained why these specific research experts were chosen to be contacted. In the email, the researcher included a clear and informative subject line and contact information such as email addresses and phone numbers for reference, facilitating easy communication. Subsequently, upon receiving consent from the experts to participate in the study, the researcher expressed gratitude as a token of appreciation for their agreement and informed them of the plan to contact them via WhatsApp in the near future. The researcher contacted the research experts at appropriate times using WhatsApp ethically, greeting them and introducing themselves while explaining the research purpose in more detail to ensure better understanding.

Overall, the procedure of contacting research experts can significantly contribute to improving research quality. Therefore, it is crucial for researchers to follow the steps outlined above to contact research experts in a proper and effective manner.

Preparing interview questions

Thorough preparation is essential to ensure that the expert interview session yields accurate and quality information. Therefore, the researcher made careful preparations before conducting the interview session, including preparing the questions to be asked. In preparing the interview questions, the researcher understood the purpose of the interview session with the research experts to help determine the types of questions to be asked, ensuring that all questions align with the objectives of the interview session and the research objectives (Husband, 2020). The researcher listed potential questions to be asked. The selected questions were organized systematically and logically to enable the researcher to fully understand the topics discussed. The questions provided were easy to understand and did not confuse the research experts, enabling them to provide accurate and useful information.

Additionally, the researcher considered the questioning strategy used. There were several strategies used to ask questions, including open-ended questions and specific questions. Open-ended questions provided the research experts with the freedom to provide detailed and useful information, while specific questions provided more objective information to provide more specific information with research objectives. Finally, the researcher reviewed the questions prepared to ensure that these questions were in line with the research objectives and appropriate for the interview session. The researcher also requested the views of more experienced researchers and faculty members to ensure that the prepared questions achieved the desired goals. Table 2 refers to the questions prepared to ensure that the expert interview session in the study provides good-quality information.

Table 2: Interview questions

Type of Question	List of Questions
Open-Ended Question	What are the experts' views on the development of guidelines for animation video development?
Specific Question	Could the experts explain the need for guidelines in developing animation videos as teaching aids for History subjects?

Expert Interview

In accordance with the research requirements, the researcher conducted semi-structured interviews with five experts to gather their views on the development of guidelines for animation video development focusing on History subjects using a semi-structured interview method (Ahlin, 2019). The semi-structured interview method combines elements of both structured and unstructured interviews. It is based on prepared interview questions focusing on the research topic while allowing experts the freedom to provide their views and additional information extensively. This approach was taken to understand experts' perspectives on the development of guidelines for developing animation

videos specifically for History subjects (Bearman, 2019). Simultaneously, the researcher recorded the interviews for transcription purposes and meticulously documented all information provided by the experts in a systematic manner.

TRANSCRIPTION AND DATA ANALYSIS

Transcription involves converting the recorded interviews with experts into text format for analysis, while data analysis includes the process of understanding and interpreting the information obtained from the interviews using discourse analysis theory.

Transcription

a. Review interview recordings - The researcher listened again to the interview recordings to ensure accuracy when transcribing them.

b. Transcribe interview recordings - Transcription was conducted by the researcher using specialized software and manual methods for thorough data analysis.

c. Coding - The researcher applied codes based on the review of guidelines development for specific animation video development for History subjects discussed in the interviews to facilitate data analysis.

Data Analysis

After transcription, the researcher analyzed the data comprehensively regarding the topics discussed in the interviews and summarized key ideas based on the research questions to understand perspectives on the need for developing guidelines for specific animation videos for History subjects. This data analysis employed discourse analysis theory focusing on assumptions to examine expert opinions adapted from Rahim (2018) regarding the requirements based on expert views on developing guidelines for specific animation videos for History subjects.

Discourse Analysis Theory (Normaliza Abd Rahim, 2018; 2019)		
Content	**Context**	**Assumption**
- Themes	- Grammar - Background - Emotion	- Opinion - Refer - Question

Figure 2: Discourse Analysis adapted from Rahim (2018)

RESULTS AND DISCUSSION

In this section, the data obtained from interviews with five experts in the conducted study are discussed. Table 3 presents the findings from the interviews conducted.

Table 3: Findings from Interviews with Five Experts in the Study

Expert		Interview Findings
1	a.	"Guidelines are a crucial reference and standard that must be adhered to during the development process to produce animation videos as teaching aids, especially for History subjects..."
	b.	"The development of animation videos, particularly for History subjects, requires the creation of more creative and effective teaching aids. Establishing good guidelines serves as the best reference for producing high-quality and more effective teaching aids..."
2	a.	"The development of guidelines is very necessary to achieve the goals of developing animation videos as teaching aids..."
	b.	"In today's technological era, it can be utilized in producing teaching aids to develop enjoyable animation videos, while still adhering to the concepts and learning objectives. The development of animation videos needs to follow guidelines and consider many aspects, especially creativity and innovation, to produce effective teaching aids for History subjects..."
3	a.	"In my opinion, in general, guidelines are a fundamental and crucial element in ensuring that all content outcomes in the development of animation videos are clearly understandable by students during the learning process..."
	b.	"Guidelines serve as a benchmark and reference for producing something, such as the development of animation videos as teaching aids, because guidelines emphasize all the content requirements of teaching aids to meet the learning objectives for History subjects. The development of animation videos also needs to adhere to learning principles to achieve better educational goals..."
4	a.	"Without guidelines, there is a high possibility that the development of animation videos for History subjects will not achieve the true learning objectives and will not be suitable for students..."
	b.	"The development of animation videos, especially for History subjects, is very important in considering its suitability... Therefore, it is necessary to look at guidelines to ensure that their production meets the appropriate requirements..."
5	a.	"Guidelines are highly necessary and important in their applicability, focusing on students and learning objectives..."

> b. "With the guidelines for developing animation videos, developers can identify and ensure learning objectives and all necessary aspects to be applied to the production and development outcomes..."

a. Expert 1 views that guidelines need to be developed considering creativity aspects in animation video development. Guidelines should not limit the creativity of video developers but instead, provide freedom to create something new and enjoyable for students. Following this, Rochmania and Restian (2022) also state that creativity in animation videos can influence students' understanding during the learning process. The expert emphasizes that video developers should view guidelines as general guidelines that can guide them in creating creative, engaging, and quality content for animation videos.

b. Expert 2 adds that the development of animation videos as teaching aids should consider technological advancements and creativity. The produced animation videos should be able to strengthen learning and be enjoyable for students. Therefore, developing guidelines for animation video development as teaching aids should consider creativity and innovation aspects in developing interesting, quality, and effective animation video content.

c. Expert 3, on the other hand, believes that guidelines in animation video development play a crucial role in ensuring that the content conveyed in animation videos can be clearly understood by students. According to Rahmawati and Ramadan (2021), clear content in animation videos is necessary in video production to provide understanding to the target audience, which is students. Guidelines help video developers focus on the content delivered to facilitate students' understanding of learning. The expert also emphasizes that guidelines need to be applied based on teaching and learning principles to ensure that the produced animation videos can have a positive impact on student learning (Mahat et al., 2022).

d. Experts 4 and 5 have similar views on the necessity of guidelines in animation video development. They believe that guidelines are essential to ensure that the content of animation videos produced is suitable for the students' learning level and can meet the teaching and learning objectives. The findings from this study are consistent with the opinion of Ab Rahman et al., (2021) that learning must meet learning objectives and be appropriate to the learning level. The fifth expert provides a view that guidelines are needed in the development of animation videos as teaching aids to ensure that the content of the animation video focuses on the learning objectives. Guidelines can help animation video developers understand and identify learning objectives and important aspects that need to be highlighted in the animation video. Additionally, guidelines also help ensure that the produced animation video is suitable for the learning level of a subject.

In answering the specific question posed, all experts agree that the development of guidelines for developing animation videos as teaching aids for History subjects is very important. Guidelines will help ensure that the content in the animation video is in line with the teaching and learning objectives,

especially in History subjects. Experts also emphasize that the content in animation videos should be carefully developed based on accurate and valid historical facts.

Therefore, guidelines are crucial in the development of animation videos as teaching aids for History subjects. Guidelines help animation developers focus on the content of the animation video delivered to facilitate student understanding in learning. The development of guidelines should be done carefully based on the teaching and learning objectives of History subjects. At the same time, the development of animation videos should consider technological advancements and creativity aspects in creating interesting and quality content for students.

CONCLUSION

The development of specific guidelines for animation videos for History subjects is an important requirement that needs to be developed by considering creativity and innovation aspects in creating interesting and quality content for students. In addition, guidelines should also be applied based on teaching and learning principles and ensure that the content of the animation video produced is appropriate for the learning level of a subject, especially for History subjects (Mahat et al., 2022). The content of the animation video produced should also be carefully developed based on accurate and valid historical facts. As an improvement, this study can be conducted by collecting data from History teachers in schools and experts in creativity and technology in developing animation videos as teaching aids. Structured interviews can be conducted to obtain their views on the preparation of guidelines for developing specific animation videos for History subjects. Interview data analysis through discourse analysis theory can also be conducted to provide detailed and practical guidelines for developing quality animation videos for History subjects.

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