

History Learning through Short Videos to Enhance Patriotic Appreciation and National Identity Formation among Secondary School Students in the Context of the Thirteenth Malaysia Plan (13mp)

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Abstract

This study examines students' perceptions of the effectiveness of short-video integration in History education and its relationship with patriotic appreciation and national identity formation within the context of the Thirteenth Malaysia Plan (13MP). A quantitative survey design was employed, involving 86 secondary school students from SMK Penrissen, Kuching, Sarawak, selected through purposive sampling. Data were collected using a structured Likert-scale questionnaire and analysed using Statistical Package for the Social Sciences (SPSS) version 29.0 to generate descriptive and inferential statistics. The findings revealed that the integration of short videos had a strong positive influence on students' interest, learning engagement, conceptual understanding, and retention of historical knowledge. In addition, students demonstrated high levels of patriotic appreciation and national identity formation following the implementation of short-video-based History learning. Pearson's correlation analysis indicated significant positive relationships between the effectiveness of short-video integration and patriotic appreciation ($r = .354, p < .05$), as well as national identity formation ($r = .465, p < .05$). These findings suggest that integrating short videos into History pedagogy can enhance students' learning experiences while strengthening patriotic values and national identity. The study contributes to the growing body of knowledge on digital learning in History education and provides empirical support for the integration of innovative digital pedagogies in achieving the educational aspirations of the Thirteenth Malaysia Plan and Malaysia's nation-building agenda.

Keywords: History Education, Short Videos, Patriotic Appreciation, National Identity

Introduction

History education plays a significant role in fostering students' sense of identity, national identity, and patriotic values among secondary school students in Malaysia. Beyond serving

as a medium for transmitting historical knowledge, History functions as an important platform for cultivating love for the nation, historical consciousness, and an understanding of nation-building processes. In the contemporary educational landscape, History pedagogy must be aligned with the learning characteristics of Generation Z students, who are highly exposed to digital technologies and visually oriented learning environments.

In line with the aspirations of the Thirteenth Malaysia Plan (13MP), which emphasises the development of human capital with a strong national identity, technology-enhanced pedagogical innovations should be strategically integrated into teaching and learning practices. The use of short videos in History education has emerged as a promising instructional approach to increase students' learning interest, strengthen their understanding of historical content, and foster deeper patriotic appreciation through meaningful and contextualised learning experiences. Previous studies have demonstrated that digital technologies, including educational videos, social media platforms, and interactive visual content, positively influence students' national identity formation and patriotic values (Fedorova et al., 2021; Ainur Farahin & Hadzirah, 2025).

Problem Statement

Although History is a compulsory core subject in the Malaysian secondary school curriculum, numerous studies have reported that students' interest, engagement, and appreciation of History learning remain at a moderate and concerning level. Previous research indicates that many students perceive History as a subject that is monotonous, heavily dependent on rote memorisation of historical facts, and insufficiently connected to contemporary life, particularly among Generation Z learners who have grown up in a digitally mediated environment (Zahari & Yang, 2024; Mohd Tohar & Bukhari, 2024). Such perceptions negatively affect meaningful learning outcomes and undermine the role of History education as a key platform for cultivating patriotism and strengthening national identity.

From a pedagogical perspective, History teaching in many classrooms continues to be dominated by teacher-centred instruction, textbook-based learning, and lecture-oriented approaches. The literature suggests that limited instructional time, insufficient diversity of learning activities, and an excessive emphasis on examination-oriented content have resulted in students acquiring patriotic values primarily at the cognitive level, with limited emotional engagement and affective internalisation (Zahari & Yang, 2024; Hamid et al., 2024). This situation contradicts the fundamental objectives of History education, which seek to develop citizens with a strong sense of national identity and patriotic commitment.

In the digital era, students are increasingly attracted to concise, visually engaging, and easily accessible digital content, particularly short videos that dominate social media platforms and informal learning environments. Empirical evidence indicates that more than 60% of Generation Z students actively and passively engage with visual digital content, including short videos, in preference to traditional printed learning materials (Abd Hamid & Mohamed Johar, 2025). Furthermore, international studies have demonstrated that the systematic integration of digital technologies into civic and patriotic education can significantly enhance students' engagement and civic awareness (Fedorova et al., 2021; Li & Xia, 2025).

Despite these developments, the integration of short videos as a pedagogical tool in Malaysian secondary school History education remains limited and insufficiently supported by empirical evidence. Existing studies have primarily focused on general instructional strategies or the use of digital media in civic and patriotic education at the tertiary level. Comparatively few studies have specifically investigated students' perceptions of learning History through short videos and examined its relationship with patriotic appreciation and national identity formation among secondary school students (Badaruddin et al., 2019; Abd Hamid & Mohamed Johar, 2025).

This lack of empirical evidence represents a significant research gap and limits History teachers' ability to make evidence-based pedagogical decisions, particularly in adapting instructional practices to meet the learning preferences of twenty-first-century students. Addressing this gap has become increasingly important as the Thirteenth Malaysia Plan (13MP) emphasises strengthening national identity, accelerating digital education transformation, and developing a generation of resilient, competitive, and nationally conscious citizens.

Accordingly, this study aims to examine students' perceptions of History learning through the use of short videos and to investigate the relationships between short-video-based learning, patriotic appreciation, and national identity formation. It is anticipated that the findings will provide valuable empirical evidence to support the development of more contextualised, meaningful, and evidence-based pedagogical practices in History education that are aligned with Malaysia's contemporary educational priorities.

Purpose of the Study

This study aims to examine the effectiveness of using short videos as a pedagogical medium in secondary school History education. Specifically, the study focuses on students' perceptions of the effectiveness of short-video integration in enhancing learning interest, attention, conceptual understanding, and retention of historical knowledge.

In addition, the study seeks to evaluate the extent to which history-themed short videos contribute to students' patriotic appreciation, particularly in terms of their appreciation of the nation's struggle for independence, pride in being Malaysian citizens, and awareness of the importance of safeguarding national sovereignty.

Furthermore, this study aims to identify the role of short videos in supporting students' national identity formation, including their understanding of citizenship, appreciation of Malaysia's cultural diversity, and sense of belonging within a multicultural society.

Finally, the study seeks to determine the relationships between the effectiveness of short-video integration in History education and students' levels of patriotic appreciation and national identity formation. It is expected that the findings will provide empirical evidence on the role of digital technology in strengthening both the cognitive and affective dimensions of History education.

Research Objectives

This study aims to:

1. To identify students' perceptions of the effectiveness of short-video integration in History education in terms of learning interest, attention, conceptual understanding, and retention of historical knowledge.
2. To determine the level of students' patriotic appreciation after participating in History learning through history-themed short videos.
3. To determine the level of students' national identity formation following History learning through short videos, particularly in terms of their understanding of citizenship, appreciation of cultural diversity, and sense of belonging.
4. To examine the relationship between the effectiveness of short-video integration in History education and students' patriotic appreciation.
5. To examine the relationship between the effectiveness of short-video integration in History education and students' national identity formation.

Research Questions

This study seeks to address the following research questions:

1. What are students' perceptions of the effectiveness of short-video integration in History education in terms of learning interest, attention, conceptual understanding, and retention of historical knowledge?
2. What is the level of students' patriotic appreciation after participating in History learning through history-themed short videos?
3. What is the level of students' national identity formation following History learning through short videos in terms of their understanding of citizenship, appreciation of cultural diversity, and sense of belonging?
4. Is there a significant relationship between the effectiveness of short-video integration in History education and students' patriotic appreciation?
5. Is there a significant relationship between the effectiveness of short-video integration in History education and students' national identity formation?

Literature Review

Previous studies have consistently demonstrated that the use of short history videos represents a promising multimedia-based instructional strategy for fostering patriotic appreciation and national identity formation, particularly within the contexts of secondary education and citizenship education. This pedagogical approach is well aligned with the learning preferences of today's digital generation, who tend to favour visual, concise, and contextualised learning materials. Consequently, the integration of short videos has the potential to make History education more meaningful, engaging, and relevant to contemporary learners.

Nuryadi and Widiatmaka (2023) reported that video-based learning in citizenship education enhances students' understanding of historical content and nationalism. Their findings indicate that educational videos facilitate students' comprehension of complex information through engaging visual presentations, thereby promoting a deeper understanding of historical events and national movements. Furthermore, the study found that video-based instruction increased students' interest in History and encouraged them to explore historical content independently.

Similarly, Zhide et al. (2022) found that the use of media technologies, including videos and other digital media, plays a significant role in fostering students' patriotic values and civic awareness. Continuous exposure to nation-related digital content was found to strengthen students' sense of responsibility, loyalty, and appreciation towards their country. Beyond functioning as a medium for information delivery, visual media also serve as an effective platform for cultivating civic values and positive attitudes among students.

Within the context of History education, Cuprianto et al. (2023) demonstrated that visual media effectively promote students' nationalism and collective identity. Their findings revealed that visual learning resources enable students to develop a deeper understanding of shared historical experiences, strengthen their pride in the nation's history, and reinforce moral and humanitarian values. Moreover, the use of visual media encourages historical thinking by enabling students to interpret historical events from multiple social, cultural, and political perspectives.

Likewise, Fedorova, Ivanova, and Balysheva (2021) found that the integration of digital technologies, including video-based content, into civic and patriotic education contributes to greater civic awareness and stronger national identity among students. Their study highlighted that digital-media-based learning enables students to recognise their roles as responsible citizens while connecting historical knowledge with social responsibility in the context of a modern nation.

Li and Xia (2025) further argued that national identity education in the digital era requires pedagogical approaches that correspond to the learning characteristics of younger generations. Their findings suggest that visual and narrative digital content, particularly short videos, effectively promotes students' national identity formation and patriotic appreciation. The study also emphasised that digital media make History and citizenship education more relevant to students' everyday experiences.

Within the Southeast Asian context, Badaruddin et al. (2019) concluded that patriotism and nationalism in History education can be strengthened through instructional approaches that integrate historical narratives, values education, and multimedia resources. Their findings indicate that contextualised visual materials and historical storytelling enable students to develop a more holistic understanding of history while supporting national identity formation within multicultural societies.

At the national level, Zahari and Yang (2024) reported that History teaching strategies which emphasise values, contextual learning, and students' learning experiences contribute positively to the cultivation of patriotism among school students. Although their study did not specifically investigate the use of short videos, the findings underscore the importance of student-centred and contextualised pedagogical approaches in promoting patriotic values through History education.

Overall, the existing literature consistently demonstrates that the integration of visual media and video-based learning into History and citizenship education enhances students' historical understanding, patriotic appreciation, and national identity formation. Nevertheless, studies

specifically examining the use of short history videos in Malaysian secondary school History education, particularly their relationship with patriotic appreciation and national identity formation, remain limited. This gap highlights the need for further empirical research to provide evidence-based guidance for History teachers and policymakers in strengthening digital pedagogical practices within the Malaysian education system.

Methodology

Research Design

This study employed a quantitative research approach using a survey research design. This design was considered appropriate because it enables the systematic collection of empirical data regarding students' perceptions, attitudes, and appreciation of short-video integration in History education, particularly in relation to patriotic appreciation and national identity formation (Creswell, 2014; Fraenkel, Wallen, & Hyun, 2019).

The study adopted a non-experimental research design, as it was conducted within an authentic classroom setting without manipulating any of the study variables. This approach allowed the researchers to investigate the phenomenon as it naturally occurred in the educational environment, thereby providing findings that accurately reflect students' real learning experiences (McMillan & Schumacher, 2014).

Population and Sample

The target population of this study comprised secondary school students at SMK Penrissen, Kuching, Sarawak, who were enrolled in the History subject and had access to short-video learning as part of the teaching and learning process. From this population, a total of 86 students were selected as the study sample.

The sample was selected using purposive sampling. This sampling technique was considered appropriate because the study specifically involved students who met predetermined inclusion criteria, namely those who had previously participated in History lessons incorporating short videos and had access to digital devices. According to Creswell (2014) and Fraenkel, Wallen, and Hyun (2019), purposive sampling is appropriate when researchers intend to select participants who possess specific characteristics and relevant experiences related to the research objectives.

Research Instrument

The research instrument employed in this study was a structured questionnaire developed based on previous studies and adapted to align with the objectives of the present research. The questionnaire was administered online using Google Forms. A five-point Likert scale was employed to measure respondents' level of agreement with each statement, ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). The Likert scale was selected because it is widely recognised as an appropriate instrument for quantitatively measuring students' attitudes, perceptions, and levels of appreciation regarding the integration of short videos in History education (Likert, 1932; Fraenkel, Wallen, & Hyun, 2019).

Table 1

Questionnaire Structure

Section	Questionnaire Content
A	Demographic Information
B	Effectiveness of Short-Video Integration in History Education
C	Patriotic Appreciation
D	National Identity Formation

Data Collection

Data collection was conducted after obtaining approval from the school administration. The questionnaire was distributed to the students who participated in the study, and all respondents were provided with a brief explanation of the study's objectives, together with assurances regarding the confidentiality and anonymity of the information they provided. This procedure was undertaken to ensure compliance with established research ethics, particularly the principles of informed consent and respondent confidentiality (Creswell, 2014; Cohen, Manion, & Morrison, 2018).

Respondents completed the questionnaire independently within the allocated time frame. This approach was adopted to minimise external influences and to ensure that the responses accurately reflected students' genuine perceptions and levels of appreciation regarding the integration of short videos in History education (Fraenkel, Wallen, & Hyun, 2019).

Data Analysis

The collected data were analysed using the Statistical Package for the Social Sciences (SPSS) version 29.0. Descriptive statistical analysis was employed to obtain the mean and standard deviation values in order to determine the levels of the effectiveness of short-video integration in History education, patriotic appreciation, and national identity formation among the students. Frequency analysis was also conducted to determine the distribution of respondents in terms of frequencies and percentages.

To address the research questions and test the research hypotheses, Pearson's product-moment correlation analysis was performed to examine the relationships between the effectiveness of short-video integration in History education and students' patriotic appreciation, as well as their national identity formation.

Table 2

Interpretation of Mean Scores (Chua, 2011)

Mean Score	Interpretation
1.00 – 2.33	Low
2.34 – 3.66	Moderate
3.67 – 5.00	High

Table 3

Interpretation of Pearson Correlation Coefficient (r)

Correlation Coefficient (r)	Interpretation
0.70 – 0.99	Very High
0.50 – 0.69	High
0.30 – 0.49	Moderate
0.10 – 0.29	Low
0.01 – 0.09	Very Low
0.00	No Correlation

Research Findings*Profile of Valid Respondents*

A total of 86 valid respondents participated in this study. Of these, 37 respondents (43.0%) were male, while 49 respondents (57.0%) were female. Overall, the demographic distribution indicates that female students constituted a higher proportion of the study sample than their male counterparts.

With regard to respondents' ethnic background, the majority comprised Sabah and Sarawak Bumiputera students, accounting for 51 respondents (59.3%). This was followed by Chinese students with 16 respondents (18.6%), and Malay students with 15 respondents (17.4%). Respondents classified under the Other ethnic category totalled 4 students (4.7%). No respondents from the Indian ethnic group participated in the study.

Overall, the ethnic composition of the respondents reflects the multicultural demographic characteristics of secondary school students in the study area and is consistent with Malaysia's multi-ethnic social context.

Table 4

Distribution of Respondents by Gender

Gender	Frequency (f)	Percentage (%)
Male	37	43
Female	49	57
Total	86	100

Table 5

Distribution of Respondents by Ethnicity

Ethnicity	Frequency (f)	Percentage (%)
Malay	15	17.4
Chinese	16	18.6
Indian	0	0
Sabah and Sarawak Bumiputera	51	59.3
Others	4	4.7
Total	86	100

Does the Integration of Short Videos in History Education Have a Positive Impact on Students' Learning Interest and Retention of Historical Knowledge?

Table 6

Students' Perceptions of the Effectiveness of Short-Video Integration in History Education

Questionnaire Item	N	Minimum	Maximum	Mean	SD
Short history videos make History learning more interesting.	86	2	5	4.30	.687
Short history videos help me stay more focused during History lessons	86	2	5	4.09	.680
Short history videos help me understand historical concepts and events	86	2	5	4.22	.658
Short history videos increase my motivation to learn History	86	1	5	4.12	.742
Short history videos help me retain historical facts	86	1	5	4.13	.764
Valid N	86				

The results indicate that the item "Short history videos make History learning more interesting" recorded the highest mean score ($M = 4.30$, $SD = 0.687$), suggesting that the majority of students agreed that the integration of short videos enhanced the attractiveness of History learning. This finding demonstrates that short videos are effective in stimulating students' interest and creating a more engaging learning experience.

The item "Short history videos help me understand historical concepts and events" also recorded a high mean score ($M = 4.22$, $SD = 0.658$), while "Short history videos help me retain historical facts" obtained a mean score of 4.13 ($SD = 0.764$). These findings suggest that short-video integration not only increases students' interest in History but also facilitates conceptual understanding and improves the retention of historical knowledge.

With regard to learning engagement, the item "Short history videos help me stay more focused during History lessons" recorded a mean score of 4.09 ($SD = 0.680$), while "Short history videos increase my motivation to learn History" achieved a mean score of 4.12 ($SD = 0.742$). The high mean scores for these items indicate that short videos effectively enhance students' attention and motivation during History lessons.

Overall, the descriptive statistical analysis demonstrates that the integration of short videos in History education has a strong positive impact on students' learning interest, attention, conceptual understanding, and retention of historical knowledge. These findings provide empirical evidence that short-video integration is an effective pedagogical approach for enhancing the cognitive dimensions of History learning among secondary school students. Accordingly, the first research question is answered by confirming that the integration of short videos contributes positively to students' learning experiences and cognitive outcomes in History education.

How Do History-Themed Short Videos Influence Students' Sense of Pride and Appreciation for the Nation's Struggle for Independence and National Sovereignty?

Table 7

Students' Levels of Patriotic Appreciation

Questionnaire Item	N	Minimum	Maximum	Mean	SD
Short history videos increase my appreciation for the struggles of national heroes	86	2	5	4.13	.764
I feel prouder to be a Malaysian after watching short history videos	86	3	5	4.36	.631
Short history videos help me understand the importance of defending the nation	86	3	5	4.36	.612
Short history videos increase my appreciation of national unity after watching them	86	3	5	4.42	.622
Short history videos enhance my understanding of the sacrifices made in achieving the nation's independence	86	3	5	4.47	.568
Valid N	86				

The results indicate that the item "Short history videos enhance my understanding of the sacrifices made in achieving the nation's independence" recorded the highest mean score ($M = 4.47$, $SD = 0.568$). This finding suggests that history-themed short videos effectively strengthen students' understanding and appreciation of the sacrifices made by national leaders and citizens in the struggle for independence.

The item "Short history videos increase my appreciation of national unity after watching them" also recorded a high mean score ($M = 4.42$, $SD = 0.622$), while "I feel prouder to be a Malaysian after watching short history videos" achieved a mean score of 4.36 ($SD = 0.631$). These findings indicate that exposure to history-themed short videos promotes students' sense of national pride and reinforces their appreciation of the importance of unity within Malaysia's multicultural society.

Furthermore, the item "Short history videos help me understand the importance of defending the nation" recorded a mean score of 4.36 ($SD = 0.612$), whereas "Short history videos increase my appreciation for the struggles of national heroes" obtained a mean score of 4.13 ($SD = 0.764$). These findings suggest that short-video integration contributes to strengthening students' appreciation of the contributions of national heroes while enhancing their awareness of the importance of safeguarding national sovereignty.

Overall, the descriptive statistical analysis demonstrates that history-themed short videos exert a strong positive influence on students' patriotic appreciation, particularly in fostering national pride, appreciation of the struggle for independence, and awareness of national sovereignty. Accordingly, the second research question is answered by confirming that the

integration of history-themed short videos is an effective pedagogical approach for cultivating patriotic appreciation among secondary school students.

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Students' Levels of National Identity Formation

Questionnaire Item	N	Minimum	Maximum	Min	SD
Short history videos help me understand my identity as a Malaysian citizen	86	3	5	4.42	.542
I have a better understanding of Malaysia's cultural diversity after watching short history videos	86	3	5	4.49	.548
Short history videos help me relate the nation's history to my own life	86	3	5	4.22	.658
Short history videos strengthen my sense of belonging and national identity	86	3	5	4.23	.607
Short history videos help me recognise my role as a young generation responsible for building the nation's	86	3	5	4.34	.625
Valid N	86				

The descriptive analysis revealed that all questionnaire items recorded high mean scores ($M = 4.22$ – 4.49), indicating that history-themed short videos made a substantial contribution to students' national identity formation.

The highest mean score was obtained for the item "I have a better understanding of Malaysia's cultural diversity after watching short history videos" ($M = 4.49$, $SD = 0.548$). This finding suggests that history-themed short videos effectively enhance students' awareness and appreciation of Malaysia's multicultural society, thereby fostering greater respect for cultural diversity.

The item "Short history videos help me understand my identity as a Malaysian citizen" also recorded a high mean score ($M = 4.42$, $SD = 0.542$), indicating that the integration of short videos supports students in developing a stronger sense of identity and citizenship.

Furthermore, "Short history videos help me recognise my role as a young generation responsible for building the nation's future" achieved a mean score of 4.34 ($SD = 0.625$), while "Short history videos strengthen my sense of belonging and national identity" recorded a mean score of 4.23 ($SD = 0.607$). These findings suggest that short-video integration promotes students' sense of belonging, strengthens their national identity, and enhances their awareness of their responsibilities as future nation builders.

The item "Short history videos help me relate the nation's history to my own life" obtained a mean score of 4.22 ($SD = 0.658$), indicating that learning History through short videos enables students to connect historical knowledge with contemporary life experiences, thereby making History learning more meaningful and relevant.

Overall, the descriptive statistical analysis demonstrates that the integration of history-themed short videos has a strong positive impact on students' national identity formation. Specifically, it enhances students' understanding of their identity as Malaysian citizens, appreciation of cultural diversity, sense of belonging, and awareness of their role in contributing to the nation's future. Accordingly, the third research question is answered by confirming that history-themed short videos constitute an effective pedagogical approach for fostering national identity formation among secondary school students.

Is There a Significant Relationship Between the Effectiveness of Short-Video Integration in History Education and Students' Patriotic Appreciation and National Identity Formation?

To address the fourth and fifth research questions concerning the relationships between the effectiveness of short-video integration in History education and students' patriotic appreciation as well as national identity formation, Pearson's product-moment correlation analysis was conducted.

Table 9

Correlation Between the Effectiveness of Short-Video Integration and Patriotic Appreciation

Variable	1	2
Effectiveness of Short-Video Integration	1.000	.
Patriotic Appreciation	.354**	1.000

Note. Correlation is significant at the 0.01 level (2-tailed).

Pearson's correlation analysis revealed a significant positive relationship between the effectiveness of short-video integration in History education and students' patriotic appreciation ($r = .354$, $p < .001$, $N = 86$). According to Davies (1971), this correlation represents a moderate positive relationship, indicating that greater perceived effectiveness of short-video integration is associated with higher levels of patriotic appreciation among students. These findings suggest that history-themed short videos enhance students' awareness of the contributions and sacrifices of national heroes, strengthen their pride in being Malaysian citizens, and reinforce their understanding of the importance of safeguarding national sovereignty. Consequently, the integration of short videos contributes positively to the development of patriotic values among secondary school students.

Table 10

Correlation Between the Effectiveness of Short-Video Integration and National Identity Formation

Variable	1	2
Effectiveness of Short-Video Integration	1.000	.
National Identity Formation	.465**	1.000

Note. Correlation is significant at the 0.01 level (2-tailed).

The findings further revealed a significant positive relationship between the effectiveness of short-video integration in History education and students' national identity formation ($r = .465$, $p < .001$, $N = 86$). This coefficient indicates a moderate positive relationship, although it is stronger than the relationship observed for patriotic appreciation. The results suggest that students who perceived short-video integration as more effective also demonstrated stronger national identity formation.

The findings further indicate that history-themed short videos help students develop a clearer understanding of their identity as Malaysian citizens, appreciate Malaysia's cultural diversity, strengthen their sense of belonging, and recognise their role as the younger generation responsible for contributing to the nation's future. Overall, these results provide empirical evidence that integrating short videos into History education contributes not only to patriotic appreciation but also to the development of students' national identity.

Discussion

This study examined the effectiveness of integrating short videos into History education and their influence on students' learning interest, retention of historical knowledge, patriotic appreciation, and national identity formation. Overall, the findings demonstrate that short-video integration has a significant positive impact on both the cognitive and affective dimensions of students' learning.

With respect to learning interest and engagement, the consistently high mean scores across all questionnaire items indicate that students perceived short-video integration very positively. These findings suggest that the combination of visual, audio, and narrative elements in short videos enhances the appeal of History, a subject that is often perceived as being dominated by factual content and rote memorisation. Beyond increasing students' interest, short videos also improved their attention and learning motivation throughout the instructional process. This finding supports the view that concise, dynamic, and contextualised digital media are well aligned with the learning preferences of today's digital generation.

From a cognitive perspective, the findings further demonstrate that short videos facilitate students' understanding of historical concepts and events while improving their retention of historical knowledge. The visual presentation and storytelling techniques employed in short videos appear to promote more effective encoding and long-term retention of information. Consequently, short videos function as an effective cognitive support tool by reducing students' reliance on memorisation and promoting more meaningful learning experiences.

In terms of values education, the study revealed that history-themed short videos exert a substantial influence on students' patriotic appreciation. Students reported high levels of agreement that short videos enhanced their understanding of the sacrifices made by national heroes, strengthened their appreciation of national unity, and increased their pride in being Malaysian citizens. These findings suggest that visual and narrative approaches are more effective in eliciting emotional engagement than conventional text-based instructional methods. Historical visual elements, including archival footage, historical illustrations, and dramatized historical narratives, have considerable potential to foster historical empathy among students.

The findings also demonstrate that short videos play a significant role in promoting students' national identity formation. Students reported a greater understanding of Malaysia's cultural diversity, a stronger awareness of their identity as Malaysian citizens, and a clearer recognition of their responsibilities as the younger generation in contributing to the nation's future. These findings indicate that History education supported by short-video integration extends beyond the transmission of historical knowledge by contributing to the development

of civic awareness and a stronger sense of belonging. Such outcomes are particularly important within Malaysia's multicultural society, where intercultural understanding and national unity remain fundamental educational priorities.

Pearson's correlation analysis further revealed significant positive relationships between the effectiveness of short-video integration and both patriotic appreciation and national identity formation. Notably, the relationship between short-video integration and national identity formation was stronger than that observed for patriotic appreciation. This finding suggests that short videos may be particularly effective in strengthening students' sense of identity and civic responsibility, rather than merely stimulating patriotic emotions. Nevertheless, the moderate correlation coefficients indicate that patriotic appreciation and national identity formation are multidimensional constructs influenced by a range of factors beyond classroom instruction, including family background, the social environment, and other educational experiences.

Overall, the findings support the integration of short videos as an innovative pedagogical strategy in History education. In addition to enhancing students' cognitive learning outcomes, short-video integration contributes meaningfully to the development of patriotic values and national identity among secondary school students. Therefore, History teachers are encouraged to integrate short videos systematically into classroom instruction in alignment with curriculum objectives to maximise their educational effectiveness. Furthermore, the findings provide empirical support for the wider implementation of digital pedagogical innovations in History education, consistent with the aspirations of the Thirteenth Malaysia Plan (13MP) to strengthen national identity and advance digital transformation in education.

Conclusion

This study examined the effectiveness of integrating short videos into History education and its relationship with students' patriotic appreciation and national identity formation. Overall, the findings demonstrate that short-video integration has a positive influence on students' learning interest, attention, conceptual understanding, and retention of historical knowledge. Furthermore, Pearson's correlation analysis revealed significant positive relationships between the effectiveness of short-video integration and both patriotic appreciation and national identity formation.

The findings provide empirical evidence that short-video integration is effective not only in enhancing students' cognitive learning outcomes but also in fostering positive values, civic awareness, and a stronger sense of national identity among secondary school students. Consequently, the integration of short videos into History education should be further promoted as an innovative and relevant pedagogical strategy for addressing the demands of twenty-first-century education and supporting meaningful learning experiences.

This study contributes to the growing body of literature on digital learning in History education by providing empirical evidence of the educational value of short-video integration in strengthening patriotic appreciation and national identity formation. The findings also support Malaysia's educational aspirations under the Thirteenth Malaysia Plan (13MP), particularly in advancing digital education transformation and cultivating a generation of citizens with a strong national identity and civic responsibility.

Despite these contributions, the study has several limitations. The research was conducted in a single secondary school with a relatively small sample of 86 students, which may limit the generalisability of the findings. Future studies are therefore recommended to include larger and more diverse samples from different educational settings. In addition, further research could employ mixed-methods or experimental research designs to provide a deeper understanding of the effectiveness of short-video integration in History education and its long-term impact on students' patriotic appreciation and national identity formation.

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