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The Effect of Documentary Films Using The Biographical Method on Students' Visual Literacy Skills in History Learning

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Abstract

This research is motivated by the phenomenon of the lack of intensity of interest in reading, analyzing, and describing visual events in the past of students during history learning. So that to achieve learning success requires learning media that can support the phenomenon of lack of visual intensity of students such as documentary films. This study aims to see the effect of the selected media, namely documentary films on students in learning history and analyzing differences before and after giving documentary film media. This study involved 64 students who were divided into control and experimental classes. The research method used is experimental quantitative research using test instruments and interviews. The results of the study showed that the documentary film of the proclamation of Indonesian independence had a significant effect on visual literacy skills as shown in the partial eta square value of 0.080. This research shows that the chosen media, namely documentary films, can have a significant influence on students' visual literacy skills to analyze historical events that occurred in the past.

Keywords: Documentary Film, Visual Literacy, History Learning

Abstrak

Penelitian ini dilatarbelakangi oleh fenomena rendahnya intensitas minat peserta didik dalam membaca, menganalisis, dan mendeskripsikan peristiwa visual masa lalu pada pembelajaran sejarah. Kondisi tersebut menunjukkan perlunya media pembelajaran yang mampu mendukung peningkatan intensitas visual peserta didik, salah satunya melalui penggunaan film dokumenter. Penelitian ini bertujuan untuk menganalisis pengaruh penggunaan film dokumenter terhadap pembelajaran sejarah serta mengidentifikasi perbedaan kemampuan peserta didik sebelum dan sesudah diberikan perlakuan berupa media film dokumenter. Penelitian ini melibatkan 64 peserta didik yang dibagi ke dalam kelas kontrol dan kelas eksperimen. Metode yang digunakan adalah penelitian kuantitatif dengan pendekatan eksperimen, menggunakan instrumen tes dan wawancara untuk mengumpulkan data. Hasil penelitian menunjukkan bahwa penggunaan film dokumenter tentang Proklamasi Kemerdekaan Indonesia memberikan pengaruh yang signifikan terhadap kemampuan literasi visual peserta didik, yang ditunjukkan oleh nilai partial eta squared sebesar 0,080. Temuan penelitian ini menunjukkan bahwa film dokumenter sebagai media pembelajaran mampu memberikan pengaruh yang signifikan terhadap kemampuan literasi visual peserta didik dalam menganalisis peristiwa sejarah yang terjadi pada masa lalu.

Kata kunci: film dokumenter, literasi visual, pembelajaran sejarah.

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Introduction

The learning procces in a classroom is a form of communication that take place between educators and student. The success of the teaching an learning procces depends on each student's ability to effectively absorb and apply the knowledge gained. The goal is to achieve a successful learning prosess by utilizing appropriate learning tools and media. The role of educators in schools also determines success, supported by appropriate learning tools or materials in the classroom, so that students will be more engaged in active learning situations to develop their abilities to the fullest (Hikmah et al., 2021). To create effective learning, educators must understand the psychological characteristics of student, particularly their learning styles, in order to determine the appropriate teaching methods (Puji & Ahmad, 2015).

Visual literacy skills are the ability to read and understand visual images, with the aim of developing a person's ability to comprehend images and relate them to their surroundings in order to interpret them creatively. The term "Visual Literacy Skill" was coined by John Debes in 1968, who defined it as a set of visual competencies that humans can develop by observing visual images and integrating them with other sensory experiences(Baylen & D'Alba, 2015). The human ability to analyze the environment by observing objects becomes increasingly skilled and effective in interacting with the environment; the function of visual literacy extends beyond merely how humans receive and understand visual experiences(Patterson, 2019). The experiences humans gain through understanding how to view objects—and subsequently interpreting how an individual perceives and learns from those objects—constitute part of the field of visuality (Elkins, 2009). This has a significant impact on the development of human competencies, which is a learning process for the average person; when these competencies are developed, they enable visually literate individuals to distinguish or interpret actions, objects, symbols, nature, or even man-made objects in their environment (Baylen & D'Alba, 2015).

Visual literacy is an individual's ability to process phenomena related to the visual; it is not merely the ability to understand transitions from verbal to visual forms or from visual to visual forms, but also the ability to conduct analyses of the visual works within them (Aji, 2021). Teaching visual literacy to students is one way to help them become aware of and critically evaluate the visual objects in their learning environment, as visual literacy equips students with the ability to actively reconstruct the meanings embedded within an image (Fatimah & Maryani, 2018). The implementation of visual literacy itself can be carried out through various learning activities using different types of media, namely images and films, which can stimulate students' visual literacy skills during the teaching-learning process in the classroom. Selecting appropriate images and films is highly recommended as it can guide the individual abilities of each student (Bu'ulolo, 2021).Teaching history using documentary films is an innovation well-suited to enhancing students' literacy in schools. Advances in technology, computers, mobile devices, and the like have impacted the film industry, which continues to evolve with the times. Films are categorized into four types: fiction films, animated films, experimental films, and documentary films. Documentary films are essentially a form of national cultural expression that embodies human creativity and ingenuity, and they play a crucial role in supporting development—particularly in the fields of education, research, scientific and technological advancement, and the dissemination of information (Firmansyah et al., 2022).

Documentary films are a film genre that documents factual phenomena or events that actually occurred and contain the filmmaker's subjectivity. The reality presented in these documentary films serves various purposes; due to the nature of the documentary genre, these films are always produced with the aim of disseminating information, education, and propaganda to specific individuals or groups (Trianton, 2013). History education becomes engaging when the material presented by educators is linked to documentary films. Ineffective history teaching methods in the 21st century continue to pose challenges for educators; one solution is to utilize e-learning and audiovisual resources, specifically documentary films (Rikarno, 2015).

This documentary film aims to develop the ability to think chronologically in accordance with the sequence of scenes in the film, which provides knowledge about the past and can be used to understand the development of a phenomenon that explains societal changes and sociocultural diversity in global society (Sukraningsih, 2021). Since, by its very nature, a documentary film is a presentation of actual facts that occurred without any fabrication in the production process, many documentary films address cultural themes such as customs, nationalism, biology, physics, and other scientific fields, while the screening of these

documentaries provides good and positive knowledge to their audiences (Firmansyah et al., 2022; Pranata et al., 2019).

Making a documentary is not about creating an event, but rather visualizing what actually happened. Documentary films are produced in a simpler format without the use of special visual effects. The presentation of facts in documentary films employs various methods depending on the documentary producer. Additionally, documentary films have the ability to record an event live as it unfolds (Pranata et al., 2019). Documentary films can also reconstruct an event that has already occurred. Documentary films also have several specific technical features, the primary purpose of which is to ensure comfort, speed, flexibility, and overcome recording constraints (Putra & Ilhaq, 2021). Film production is also often related to duration; if a film's runtime is less than 60 minutes, it is categorized as a short film. Meanwhile, films longer than 60 minutes are categorized as feature-length films (Magriyanti & Rasminto, 2020). The themes presented in documentary films also offer a wide range of options that can be interpreted using specific methods, such as the biographical method is a general termfor loosely related set of activities with various tittles, such as narrative, life history, oral history, autobiography, biographical interpretation, storytelling, ethnography, and memoirs (Bornat, 2008).

Here, the researcher will use a documentary film on the theme of learning about the Proclamation of Independence of the Republic of Indonesia, which also covers the roles of the first President and Vice President of the Republic of Indonesia, namely Ir. Soekarno and Moch. Hatta. This documentary film originates from the National Archives of the Republic of Indonesia (ANRI), which is a Non-Ministerial Government Agency (LPNK) under the authority of the President. This study contributes two variables. It examines the impact of documentary films that implemented using the biographical method on visual literacy. The integration of historical figures into documentary films and this method constitutes an innovative approach, as the media learning cannot be applied without using method. It requires the methodological variable to be applied alongside it.

Literature Review

Documentary Film on the Proclamation of Indonesian Independence

Film, as an audiovisual medium, has existed since the late 19th century. It has continuously evolved, a process that is undoubtedly linked to technological advancements and support. Generally, films are categorized into three types: documentary, fiction, and experimental (Putra & Ilhaq, 2021). A documentary film is an effort to recount a reality or reality using facts and data. It cannot be denied that data and facts are crucial for communicating information in the production of documentary films. Documentary films are closely tied to specific characters, objects, moments, events, and locations, making them truly realistic. Filmmakers do not require a plot but rather base their work on a theme or the filmmaker's argument. Documentary films do not have the same structure as feature films, which require a main character and so on. Documentary films have a simple narrative structure, making it easier for viewers to understand and trust the facts presented in the documentary (Gunnisa et al., 2021; Santyadiputra et al., 2017).

This study employs an analytical film theory approach derived from Carl Gustav Jung's psychological theory, which analyzes past events and relates to the analysis of characters in the documentary film Proclamation of Indonesian Independence. Film production is also often related to duration. If a film is less than 60 minutes long, it is categorized as a short film. Meanwhile, films with a runtime of more than 60 minutes are categorized as feature-length films (Magriyanti & Rasminto, 2020). Films provide a wealth of information and serve as a rich source of authentic, contextual material (Thurn, 2016).

The documentary film Proclamation of Indonesian Independence is not merely about an event but visualizes what actually occurred. The documentary film on the Proclamation of Indonesian Independence was produced in a simpler format without the use of special visual effects. The presentation of facts in the visuals of the documentary film on the Proclamation of Indonesian Independence employs various methods depending on the documentary film producer. Additionally, the documentary film on the Proclamation of Indonesian Independence also has the capability to record an event live as it unfolds (Pranata et al., 2019).

Documentary films are also capable of reconstructing events that have already occurred. Documentary films also have several specific technical features, the primary purpose of which is to ensure convenience, speed, flexibility, and the ability to overcome challenges in recording events (Putra & Ilhaq, 2021). Therefore, the researcher will use a documentary film on the theme of learning about the Proclamation of Independence of the Republic of Indonesia, which also covers the roles of the first

President and Vice President of the Republic of Indonesia, Ir. Soekarno and Moch. Hatta, sourced from the National Archives of the Republic of Indonesia (ANRI). The documentary film on the Indonesian Proclamation of Independence is used in this study because it aligns with the history curriculum.

Visual literacy

Visual Literacy is intended to survey the meaning of the expression, and related notions such as visual competence (Praditya et al., 2020). The visual literacy skills used in this study are Callow's indicators, described as follows (Callow, 2008):

1) Affective, namely expressions of satisfaction when examining or exploring images, which are signs of affective engagement. This can also be assessed through observation of facial features and body language, discussions about the images, and the enjoyment visible when students participate in an activity.
2) Composition, namely the use of specific metalinguistic language. Such as actions, symbols, length, image selection, angles, gaze, color, layout, emphasis, lines, and vectors that reflect metalinguistic knowledge of visual texts.
3) Critical, namely providing comments on the illustrator's failure to depict a scene clearly or effectively, which can serve as a precursor to more complex criticism by students.

The Callow Visual Literacy Index has been used in various previous studies. This indicates that the instrument has been validated and is reliable for use in research.

Biographical Method

The biographical method involves selective, analytical, and interpretive characteristics (Monteagudo, 2000; Nurannisaa, 2017). The biographical method used in this study follows Adejunmobi's approach, described as follows (Adejunmobi, 1979):

1) Asking media-related questions that emphasize a biographical approach to capture students' attention. Asking simple, repetitive questions such as "Do students know of any documentary films that tell the stories of historical figures?" to stimulate students' interest in history using the biographical method.
2) Communicating the learning objectives provided by the educator to the students.
3) Determine the teaching methods to be used in the classroom. The Biographical Method is divided into two teaching methods: the lecture method (or direct instruction) and the group method. The lecture method is a common approach used by educators to provide students with an in-depth and comprehensive overview of the subject of the biography through oral instruction. The group method involves dividing students into several groups to carry out specific tasks through discussion with one another.
4) Assigning two general tasks to students during the lesson. First, students present hypotheses or express opinions regarding the media that has been presented. Second, they coordinate with their group to analyze important events in the figure's life, and students must draw conclusions regarding the figure's early adolescence, the start of their career, the peak of their fame, the period following their fame, the figure's impact on society, and the lessons that can be learned.

Method

This study employs an experimental research design using a quantitative approach. Experimental research is specifically designed to investigate the existence of a cause-and-effect relationship regarding a particular characteristic between a treatment group and a control group (Abdullah, 2015). The population in this study was 271, comprising eleventh-grade students in secondary schools. The researcher used a simple random sample. This sampling technique aims to save costs, time, and effort, while maximizing results if implemented correctly. The researcher chose simple random sampling because every member of the population has an equal chance of being selected. This study will select a sample size based on 10% of the population. This unusual or general sample size choice is based on previous studies, or a sample size chosen solely based on a tolerable margin of error. The sample selection in this study used grade XI-1 for the control group and grade XI-3 for the experimental group. This study involved 64 students who were divided into control and experimental classes. 34 students in the control class and 34 students in the experimental class. This study used test and interviews as supporting instruments. The researcher uses this type of research to identify the effect of documentary films based on the biographical method on students' visual literacy skills in history education. The objective is to determine whether documentary films can influence the visual literacy

skills of the student group receiving the treatment administered by the researcher. This study uses the one-way ANCOVA test in processing quantitative data through SPSS based on test instruments.

The experimental method is also known as a method for investigating the effect of a treatment on a group under controlled conditions. It is used to determine whether there is a change in a strictly controlled condition that requires the application of a treatment under those conditions (Machali, 2021). Research tools or instruments play a crucial role in achieving the research objectives (Pallant, 2010). The quality of a study is often assessed based on the quality of the tools used by researchers. This is because research instruments are tools used to collect data to address research questions and problems or to achieve the study's objectives. If the valid data collected is incorrect, the resulting decisions will also be incorrect. The researcher will focus on the pre-test and post-test techniques to be employed in this study.

Results and Discussion

Instrument Validation

a. Validity Test

The instruments used will first be tested using SPSS version 25, which allows the researcher to determine whether the instruments are valid or invalid. The validity test will also indicate which instruments are considered valid before they are administered to the experimental and control classes, consisting of pre-test and post-test instruments. The following are the results of the validity test conducted on the instruments in this study.

Table1. Validity for pre test

Items	Dimensions	Sig	Description
Describes actions, events and settings, using evidence	Affective	0,013	Valid
Explains symbolic images	Affective	0,000	Valid
Using positive or negative affective comments and expressions	Affective	0,000	Valid
Returns to look at particular pictures	Affective	0,000	Valid
Shows enjoyment in reading or viewing	Affective	0,001	Valid
Describes actions, events and settings, using evidence	Compositonal	0,021	Valid
Explains symbolic images	Compositonal	0,000	Valid
Describes shot distance used, angle, and character gaze; explains the effect of each.	Compositonal	0,000	Valid
Describes colors and related moods or symbolism	Compositonal	0,019	Valid
Describes types of lines, shapes, or textures and how they create effects	Compositonal	0,008	Valid
Identifies salient part of image that initially takes his or her gaze and explains reasons	Compositonal	0,000	Valid
identifies a possible reading path that the eyes might follow on the page	Compositonal	0,002	Valid
Identifies strong lines (vectors) that drew his or her gaze and points them out	Compositonal	0,001	Valid
Inclusion and exclusion of racial, cultural, and social groups	Critical	0,031	Valid
Who is represented as being powerful or important and who is not	Critical	0,025	Valid
Discussion of what choices were made by the image maker and why they were made	Critical	0,004	Valid

Table 2. Validity for pre test

Items	Dimensions	Sig	Descrpition
Describes actions, events and settings, using evidence	Affective	0,015	Valid
Explains symbolic images	Affective	0,000	Valid
Using positive or negative affective comments and expressions	Affective	0,000	Valid
Returns to look at particular pictures	Affective	0,000	Valid
Shows enjoyment in reading or viewing	Affective	0,030	Valid
Describes actions, events and settings, using evidence	Compositonal	0,028	Valid
Explains symbolic images	Compositonal	0,000	Valid
Describes shot distance used, angle, and character gaze; explains the effect of each.	Compositonal	0,000	Valid
Describes colors and related moods or symbolism	Compositonal	0,028	Valid
Describes types of lines, shapes, or textures and how they create effects	Compositonal	0,000	Valid
Identifies salient part of image that initially takes his or her gaze and explains reasons	Compositonal	0,000	Valid
identifies a possible reading path that the eyes might follow on the page	Compositonal	0,006	Valid
Identifies strong lines (vectors) that drew his or her gaze and points them out	Compositonal	0,016	Valid
Inclusion and exclusion of racial, cultural, and social groups	Critical	0,000	Valid
Who is represented as being powerful or important and who is not	Critical	0,000	Valid
Discussion of what choices were made by the image maker and why they were made	Critical	0,000	Valid

The validity test table for the pre-test and post-test columns, using the respective test instrument methods, consisted of 16 test questions administered to the instrument test class in Grade 11-2, with a total of 36 student respondents. The validity test in this study yielded a correlation coefficient r_(observed) > r_(table), so it can be concluded that the research instrument is valid. Therefore, since this test has been met and the instrument is valid, the researcher proceeded to the next data analysis step, namely the reliability test. all items received significance <0.05 which indicates that all items are valid.

b. Reliability Test

The instruments used in this study are considered reliable if the Cronbach's alpha value is > 0.70 for each variable used in this study. The following are the results of the reliability test for the research instruments:

Table 3. Reability test

Variable	N	*Cronbach Alpha*	Description
Pre-test	36	0,716	Reliabel
Post-test	36	0,732	Reliabel

The reliability test table for the pre-test and post-test classes showed a high level of reliability, with a Cronbach's Alpha value for the pre-test of 0.716 and a Cronbach's Alpha value for the post-test of 0.732. This indicates that the pre-test and post-test met the reliability criteria, as the Cronbach's Alpha value exceeded 0.07. Therefore, the instrument in this study was deemed reliable, allowing for further data analysis, namely the swimmer trial.

Assumption of ANCOVA test

a. Normality Test

The following are the results of the normality test for the pre-test and post-test of students in the experimental and control classes:

Table 4. Normality test

	N	***Statistic***	**Df**	**Sig.**	**Keterangan**
experimental class pre	34	0,104	34	0,200	Normal
control class pre	34	0,100	34	0,200	Normal
experimental class post	34	0,108	34	0,200	Normal
control class post	34	0,118	34	0,200	Normal

The normal distribution is normal with a significance level of >0.05. The normality test table for the experimental and control classes for the pre-test and post-test data shows a Kolmogorov-Smirnov value of 0.200, which is greater than 0.05. Therefore, the results of the normality test in this study indicate that the data are normally distributed, allowing for the next assumption test, namely the Reliability of the Covariate.

b. Measurement of the Covariate

This assumption emphasizes that the covariate must be measured before the experimental treatment or manipulation is administered. This is tested statistically, but is part of the research design and procedure. In this study, the independent variable used as a covariate is a documentary film based on the biographical method, while the dependent variable is visual literacy skills. Therefore, after this assumption has been met, the next assumption test can proceed, namely the Reliability of the Covariate.

c. Reliability of the Covariate

The reliability of the covariate was assessed prior to conducting the ANCOVA analysis to ensure the internal consistency of the measurement instrument. Establishing the reliability of the covariate is an important prerequisite, as it reduces measurement error and strengthens the validity of subsequent analyses. Cronbach's Alpha coefficient was used to evaluate the reliability of the covariate, and the results are presented in Table 5.

Table 5. Reliability of the Covariate

Cronbach's Alpha	***Cronbach's Alpha Based on Standardized Items***	***N of Items***
0,788	0,775	3

This assumption concerns the reliability of the covariates in the research. The covariates used and the available measurement tools must be reliable by calculating Cronbach's Alpha. To test the reliability of an instrument, a Cronbach's Alpha value of at least 0.70, or preferably 0.880, is required. The Reliability of the Covariate table for this study shows that the Cronbach's Alpha value is 0.788, which means it exceeds 0.07 and meets the assumption. Therefore, this assumption can be continued to the next assumption test, namely correlations among covariates.

d. Corelations Among Covariate

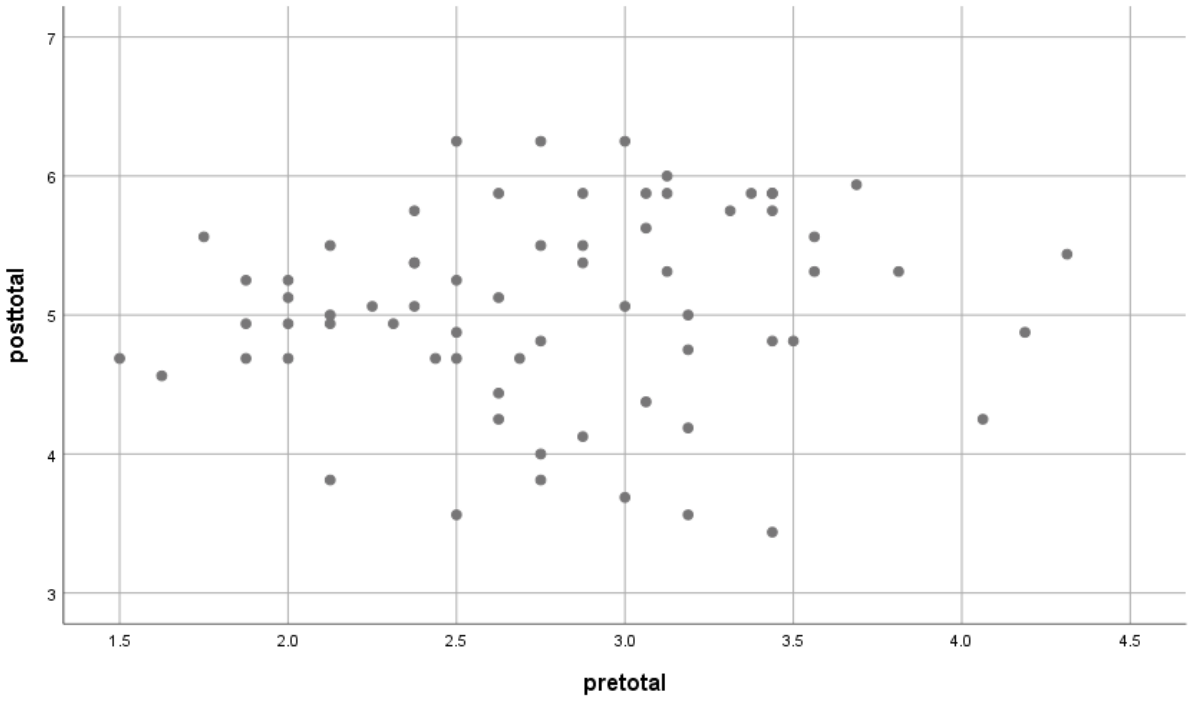


Chart 1. Correlation chart

Table 6. Corelations Among the Covariate

Correlations				
			pretotal	posttotal
Spearman's rho	pretotal	Correlation Coefficient	1.000	0,177
		Sig. (2-tailed)	.	0,150
		N	68	68
	posttotal	Correlation Coefficient	0,177	1.000
		Sig. (2-tailed)	0,150	.
		N	68	68

The assumption of correlations among covariates will be met if the researcher uses more than one covariate, so it must be ensured that the covariates are not too strongly correlated with each other (e.g., r = 0.8). The correlation test results table above shows that the pre-test and post-test values are 0.177, indicating a positive correlation. This indicates that the two variables have a low relationship, the form of the relationship is positive. The assumption is that when the dependent variable increases, the independent variable also increases. Therefore, this correlation test can state that when the documentary film media of the proclamation of Indonesian independence based on the biographical method is implemented properly, the visual literacy skills of students will also increase or be high. Then, we can proceed to the next assumption test, namely the linear relationship between the dependent variable and covariate.

e. Linear relationship Between Dependent Variable and Covariate

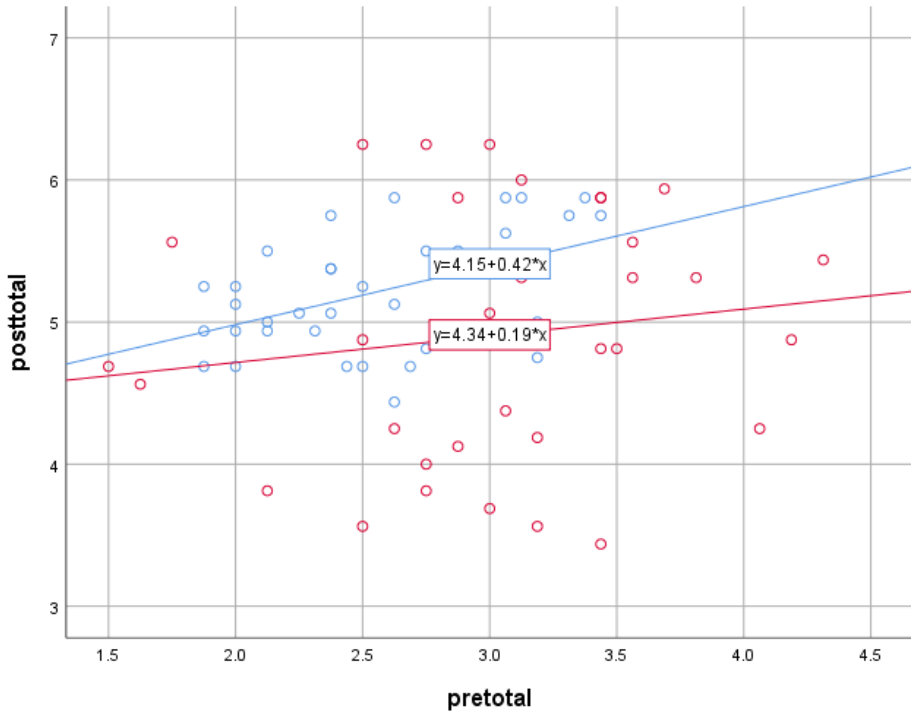


Chart 2. Correlation chart

The assumption of this linearity test is to see the linear relationship between the dependent variable and covariates for all instruments, whether there is a linear relationship (straight line). If there is a curved line in this test, there is a linear relationship assumption that is violated and the use of the covariate needs to be reconsidered. The linearity test graph above shows that the dependent variable and its covariate have a linear relationship (straight line) in each sample. It can be seen in the line graph shown in the experimental class and the control class have similar straight lines, but there are also significant differences seen between the lines of the experimental class and the control class. The line in the experimental class shows more improvement compared to the line in the control class. Therefore, it can be concluded that the linearity test of the experimental class has a greater influence on students' visual literacy skills than the control class. Then the next assumption test can be carried out, namely the Homogeneity of Regression Slopes.

f. Homogenity of Regression Slopes

Table 7. Homogenity of Regression Slopes

Source	***Type III Sum of Squares***	**df**	***Mean Square***	**F**	**Sig.**
Corrected Model	3.258[a]	3	1.086	2.363	0,079
Intercept	46.204	1	46.204	100.538	0,000
Class	.023	1	.023	0,050	0,823
Pretotal	1.783	1	1.783	3.880	0,053
Class * pretotal	.254	1	.254	0,554	0,460
Error	29.412	64	.460		
Total	1771.641	68			
Corrected Total	32.670	67			

The final assumption in this prerequisite test concerns the relationship between the covariate and the dependent variable in each group. This assumption is assessed statistically by observing the statistically significant interaction between the treatment and the covariate. If the interaction sig. > 0.05, then it does not violate the Homogeneity of Regression Slopes assumption. The data in the table above shows that the sig. value of class*pretotal is 0.460, where the sig. value or probability value has exceeded 0.05. It can be concluded that the assumption of the Homogeneity of Regression Slopes test has been met without violating the assumption and can proceed to the next stage of data analysis testing, namely the hypothesis test in the form of one-way ANCOVA.

Hypothesis Testing

a. Descriptive Statistics

Table 8. Descriptive Statistics

Class	$\bar{x}$	***Std. Deviation***	**N**
Experimental class	5.20	0,423	34
Control class	4.91	0,876	34
Total	5.06	0,698	68

The descriptive statistics table above shows that the experimental class, which was given the documentary film on the Indonesian Proclamation of Independence based on the Biographical Method, had a sample of 34 students, with a mean score of 5.20 and a standard deviation of 0.423. Meanwhile, the control class, which was given the PowerPoint presentation, had a sample of 34 students, with a mean score of 4.91 and a standard deviation of 0.876.

b. Levene's Test of Equality of Variances

Table 9. Descriptive Statistics

F	**df1**	**df2**	**Sig.**
23.170	1	66	0,000

Levene's test is used to determine whether the data violates the assumption of equality of variance. If the sig. value is less than 0.05, it means the data does not violate the assumption of one-way ANCOV. According to the Levene's test results table above, the sig. value is 0.000, which does not violate the assumption of one-way ANCOV because it is less than 0.05. Therefore, we can proceed to the next assumption test, the Test of Between-Subject Effect.

c. Test of Between-Subject Effect

Table 10. Test of Between-Subject Effect

Source	**Type III Sum of Squares**	**df**	**Mean Square**	**F**	**Sig.**	**Partial Eta Squared**
Corrected Model	3.003[a]	2	1.502	3.290	0,044	0,092
Intercept	51.012	1	51.012	111.768	0,000	0,632
pretotal	1.533	1	1.533	3.358	0,071	0,049
kelas	2.583	1	2.583	5.660	0,020	0,080
Error	29.667	65	.456			
Total	1771.641	68				
Corrected Total	32.670	67				

The Test of Between-Subject Effect (TBS) was conducted to determine whether the groups being tested differ significantly. If the sig. value is less than 0.05, then the groups are significantly different. The data table above shows a sig. value of 0.020, which is less than 0.005, indicating that H01 is rejected and HA1 is accepted. Therefore, the Test of Between-Subject Effect (TBS) concludes that there is a significant difference between the use of the documentary film on the Proclamation of Indonesian Independence and students' visual literacy skills in history learning.

d. Partial Eta Square

The next assumption is to consider the effect size using the partial eta square value. This value also indicates how much of the dependent variable is explained by the independent variable. The partial eta square table shows a value of 0.080, indicating that the use of the documentary film on the Proclamation of Indonesian Independence had an effect on students' visual literacy skills, which falls into the Moderate Effect category. Therefore, we can proceed to the next assumption test according to Cohen. The following standard effect sizes are shown in the table below:

Table 11. Partial Eta Square

Effect Size	**Chategory**
0,01	*Small Effect*
0,06	*Moderate Effect*
0,14	*Large Effect*

e. The Influence of Covariance

The next assumption is Correspondence to the Covariance, which is obtained from the Partial Eta Square value by converting it to a percentage and multiplying it by 100 (shifting the decimal point two places to the right). The Partial Eta Square value table for this study shows a figure of 0.080, which, when expressed as a percentage, equals 8.0%. Therefore, the documentary film on the Proclamation of Indonesian Independence was 8.0% effective in improving students' visual literacy skills in history learning, with the remaining 92% influenced by other factors.

f. Estimates Marginal Means

Table 12. Estimates Marginal Means

			95% Confidence Interval	
Class	**Mean**	**Std. Error**	***Lower Bound***	***Upper Bound***
Experimental class	5.270[a]	0,121	5.028	5.512
Control class	4.844[a]	0,121	4.602	5.086

According to the Estimates Marginal Means table above, it can be described that the experimental class given the media treatment of the Indonesian proclamation of independence documentary film had a mean value of 5,270, while for the control class given the media treatment of PowerPoint had a mean value of 4,844. So there is a difference in the mean value of 426 which means this shows that the experimental class and the control class have different influences. Therefore, the use of documentary film media has a significant influence on students' visual literacy skills in history learning.

Discussion

A one-way ANCOVA between groups was conducted to compare the effectiveness of two different interventions designed to reduce participants' fear of statistics. The independent variable was a documentary film based on the biographical method, and the dependent variable was visual literacy skills. Furthermore, participants' scores on the statistical test before the intervention (pre-test) were used as covariates in this study's analysis.

Initial checks or prerequisite tests were conducted to ensure there were no violations of normality, linearity, homogeneity of variances, homogeneity of regression slopes, and reliable measurement of the covariate. After adjusting for pre-intervention scores (pre-test), there was a significant difference between the two intervention groups in post-intervention scores in the test of between-subject effects ($F = 5.660$, $p = 0.020$, partial eta-square = 0.080). There was a strong correlation between pre-intervention and post-intervention scores in the statistical test, as indicated by the partial eta-square value of 0.080.

This research supports research by (Lanta et al., 2019; Özsoy & Saribaş, 2021; Sukamto, 2023; Thurn, 2016; Utaminingsih & Cahyani, 2020), which states that documentary films can improve various student skills in aspects intended to be achieved in learning. Previous research indicates that documentaries can be used to explain several basic competencies, analyze observed differences, increase motivation, improve writing skills, and enhance students' ability to answer questions or explain the visuals they have seen. Therefore, it can be concluded that documentaries have effective benefits in the classroom learning process.

Documentaries can help students focus better through visual presentations relevant to the material being presented. Another advantage is that documentaries can improve student retention because they contain visual, audio, and dramatic elements. The use of documentaries in the learning process allows students to not only listen to the teacher's explanation but also engage in other activities such as observing, performing, demonstrating, acting out, describing, and so on. Therefore, the use of documentaries provides students with a realistic picture, which is expected to enable them to conclude what they have learned and stimulate critical thinking based on the material presented (Lanta et al., 2019; Thurn, 2016).

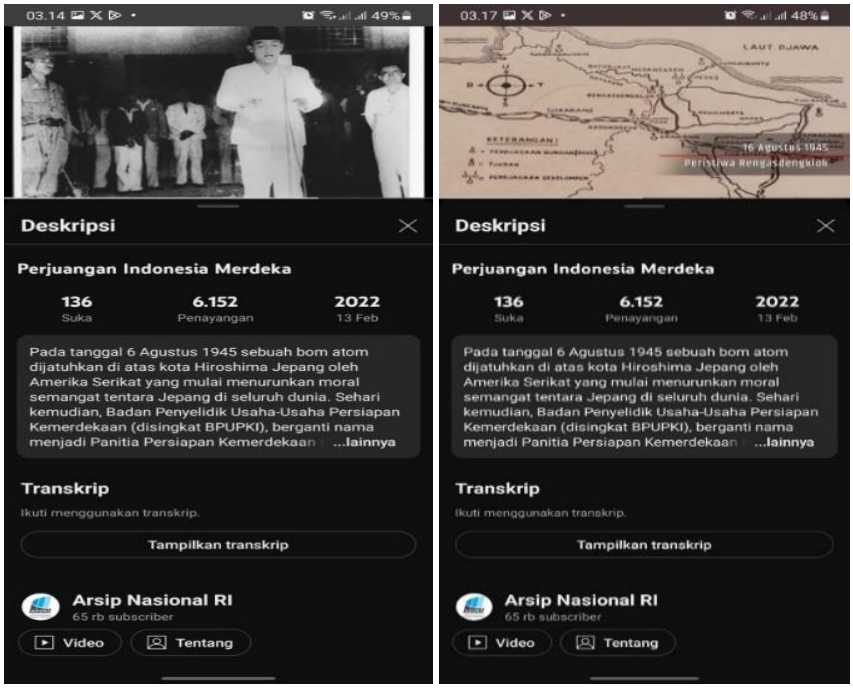


Figure 1. Documentary films

Furthermore, researchers conducted observations and collected data through interviews with five students from the sample class at SMA Negeri 5 Jember. This interview was administered to students with four questions representing indicators of visual literacy skills, such as difficulty remembering images or scenes, favorite and disliked scenes, and influential figures. The following are statements from students representing the sample.

(Question 1: Do you like documentaries?)
"Yes, I like the opening scene about Hiroshima the most..."

(Question 2: Do you have difficulty remembering images or scenes from the film?)
"I personally don't have any difficulty remembering images or scenes from the film, because the film is quite clear and detailed in my opinion."

(Question 3: Choose your favorite scene from the Indonesian Proclamation of Independence film! Explain!)
"…my favorite scene is the Proclamation of Independence. Because it serves as proof that our country is free from colonial rule."

(Question 4: Is there a character or figure you like? Explain!)
"My favorite is Ir. Soekarno because he read the proclamation..."

In addition to supporting interviews for data collection, the researcher also linked the students' post-test results to the documentary film about the Indonesian Proclamation of Independence that was given before the post-test. Based on the post-test results, students were able to answer questions representing affective indicators, namely, their favorite scene was when Ir. Soekarno proclaimed independence. Evidence of students' ability to understand the questions and answer correctly is shown by evidence from one of the scenes in the documentary film, the Proclamation of Indonesian Independence.

Next, the results of the post-test answers representing the composition indicator, namely when students were asked to indicate the setting of an event in a documentary film scene of the proclamation of Indonesian independence, students answered the question correctly, as proven by one of the scenes in the documentary film which clearly stated the setting of the place and date the event occurred. The post-test results represent a critical indicator. Students were asked to name a figure who seemed important. Students answered the question correctly, as evidenced by a scene in the documentary that clearly stated the setting and date of the event.

Conclusions and Recommendations

Conclusions

Based on the research results that have been processed and discussed by the researcher, the following conclusions can be drawn: a) The homogeneity test in the between-subjects effect table shows a significant value of 0.020, which is less than 0.005, indicating that H01 is rejected and HA1 is accepted. Therefore, the Test of Between-Subjects Effect concludes that there is a significant difference between the use of the documentary film "The Proclamation of Indonesian Independence" and students' visual literacy skills in history lessons. b) There is a significant difference in the visual literacy skills of students in the experimental class that used the documentary film "The Proclamation of Indonesian Independence," while there is no significant difference in the visual literacy skills of students in the control class that used PowerPoint. This study suggests that the use of documentary films as a teaching resource, based on the biographical method has a significant impact on improving pupils' visual literacy skills. This provides a recommendation for educators to utilise this combination of approaches to address the low levels of visual literacy among pupils.

Recommendations

Based on the research results and conclusions, the following recommendations are made: a) Educators are encouraged to vary their learning media to support learning activities and improve students' visual literacy skills. b) Principals are expected to motivate educators to develop learning media, such as documentaries, in their teaching to improve students' visual literacy skills. c) Future researchers are expected to add research variables to analyze and identify other factors that may influence students' visual literacy skills in learning.

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