# Integrating Parody Video in Audio and Video Courses: Enhancing Creativity and Critical Thinking among Diploma Multimedia in UIS

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| ARTICLE INFO | ABSTRACT |
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| | This paper examines the use of the parody video project as a method of teaching Audio and Video in Multimedia for Diploma in Multimedia students at Universiti Islam Selangor (UIS). Basically, students who learn audio and video can operate, edit clips and use the software, but they do not know how to transform ideas into meaningful and creative content. This study explores creative parody works as a pedagogy to engage learners critically through audio-visual learning. Within the framework of project-based learning (PBL), students must create parodies based on existing films or use humorous storytelling as an amusing and critical vehicle. The data collection was gathered using class observation and the criteria of assessment rubrics on 15 students in Diploma Multimedia. However, the results of this study demonstrate that students' use of audio-visual and critical thinking skills is lacking when creating parody videos. The study's findings indicate that students' critical thinking skills need to be improved when it comes to project development. |

## 1. Introduction

Audio and Video in Multimedia is a course for semester four for Diploma in Multimedia students at Universiti Islam Selangor. The teaching objective of this course is for students to know and practice how to use audio and video in their lives and in the world of work later. This course emphasizes more on the practical than the theoretical, this is because it is in line with the goals of the Ministry of Higher Education. Referring to the Programme Standard of Multimedia Creative Technology, the PEO for the diploma is basic level. Terms are used like PEO 1 Apply and PEO 3 is operated [1]. This course is 100% coursework in accordance with the conditions set by the MQA. Based on Table 3 in the Programme Standards: Multimedia Creative Technology, the percentage of continuous and final assessments for each common core and discipline core course is provided [1]. The table shows that the percentage of continuous assessment is around 60% to 70%. Whereas the percentage of those assessments will be 30% to 40%. Among the breakdowns of the coursework is that students are required to produce

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a project to replace the Final Exam. The name of the final exam is now called Final Assessment.  The student's score for this project is 30%.

The Parody Video is a multimedia diploma student project given during week 12 and must be presented in week 14. Students are given three weeks to produce the project. This project is an individual work, designed to maintain the integrity of the students and prevent plagiarism among them. According to Lex Renaissance 2024 [6], a parody is used for critique or commentary while being sufficiently transformed. It is also known as creative reinterpretation or imitation of an original.

The objective of this study is to identify the creativity of students through the production of parody videos and evaluate the extent to which this approach encourages critical thinking. The idea of giving assignments such as the Video Parody Project to students is based on the observation of student behaviour, specifically that students enjoy suggesting and following a shot from several films or dramas that they have watched. The main issues of this study, students can basically operate cameras, edit shots (clips) and use software, but they did not know how to transform ideas into meaningful, creative content and think out of the box.  This study gives the parody video project to the students to reinterpret, not just replicate, which pushes them to think conceptually.

## 2. Literature Review
### 2.1 Project-based learning

According to this project, project-based learning was applied to these courses. Based on Journal, Developing 21st Century Teaching Skills, Project-Based Learning epitomizes a dynamic, learner-centered paradigm of education, wherein students engage in intricate, real-world projects that necessitate the application of knowledge and competencies across multiple disciplines. In contrast to traditional instructional methods that frequently emphasize the passive reception of information, PBL actively encourages students to assume a proactive role in their educational pursuits [8]. The project-based learning is relevant to the diploma-level student because they pay more attention and interact with the practical skills rather than writing and reading. It is also in line with the name of the courses, audio and video in multimedia. The student will operate the project using the specific software requirements. This project requires students to explore and operate Adobe Premiere and Adobe Audition software in their projects. According to Astutie 2021 [3], embedding project-based learning could be beneficial in programs aiming to develop 21$^{st}$ centuri skils example like critical thinking, problem solving and other.

### 2.2 Parody as media literacy

The project given to the student is a parody video. Nowadays, students like to criticise and follow a certain shot or scene from any films or drama or social media platform. Observation of the situation brings an idea to produce the parody video as their project. According to [15], parody role in public literature means it can infuence how people perceive serious works, ideologies, or cultural norms, making parody a potent tool for social commentary. The studies [4] mention that the epistemic framework within which we produce knowledge is transforming because our world is being transformed (of course with AI and digital media etc). Satire or parody is a  potent way to criticise, and question, these changes via literature.

The parody video is based on a scene in an existing film or drama. This activity is organized as a structured learning process that involves film or drama analysis, storyboard development, production planning, video shooting, and post-production editing. Each phase is aligned with the

learning outcomes of project-based learning such as understanding description structure, demonstrating creativity in multimedia integration.

## 2.3 Audio-video production in higher education

The project task for this course is to produce a video. The student needs to produce a video from the title or theme given by the lecturer until the end process, like transferring the skills planning, storyboarding, filming, editing and media publishing. In line with the course, students create audio-visual assignments or projects; they also capture images, record video sequences, add audio, and produce short film projects. Through the process, the student came out with a deeper engagement in practically producing the project. The studies from [5], basic production theory are understand how lighting, sound, framing, and set design influence the quality of the educational video. According to Goli 2022 [7], the media project covered aspects such as story writing skills, production skills, screenplay, audio-video capturing, direction, and editing. Among the topics discussed by Goli are active production rather than passive consumption, skill development, media complexity & affordances and collaborative and social learning. However, the collaboration in this project was not emphasized because of this course's focus on the individual rather than group work. Based on [16], the feedback on video, audio and e-portfolio is an offer the good ways to increase the quality of higher education, encourage deeper understanding and reflection.

## 2.4 Creativity and Critical Thinking in Multimedia Learning

The main objective of this project is to highlight the creativity and indirectly show the critical thinking to the students. Based on Muda (2025) [11], Problem-based learning (PBL) is effective in developing critical thinking at all educational levels. Additionally, the paper identifies the problem, information, and evaluation. Additionally, increasing the level of collaboration and hands-on learning experience furthermore this PBL will also be applied in any area of study. Aside from these, there are a variety of other voices on critical thinking. According to [13], Critical thinking is the leading competitiveness skill. This is a learned skill, not something that comes naturally.

Another point to note is that the active construction of interactive video materialize media literacy as well as the skill in being able to interpret and criticize audiovisual messages [9] both of which are indispensable elements for critical thinking in parody narration. Based on [12], critical thinking educates self-awareness, independent and the ability the improve of own thought processes at the personal level of human.

## 3. Methodology

This project used an action research approach, focusing on continuous reflection and improvement in the teaching context. This project was conducted in three weeks within the Audio and Video in Multimedia courses. A total of 15 Diploma Multimedia students from Universiti Islam Selangor participated in this study. Students need to develop a short parody video individually in 1-2 minutes each.

## 3.1 Project Design

The project provides the procedure of the video process, like phase 1 (pre-production), phase 2 (production) and phase 3 (post-production). According the Singh 2023 [14] the same process was applied for the journal.

1. Phases 1: In the pre-production phase, students must analyze the selected film or drama related to the theme given. The student was required to conduct the content analysis to determine character, storyline, setting and scenes to be parodied.

2. Phase 2: While developing the production process, to develop the project, students must use equipment such as a video camera or a DLSR camera.

3. Phase 3: And lastly process is post-production, students do editing and combining in software (Adobe Premiere and Adobe Audition). They must submit their project in video format and a reflection of the report. The data collection was conducted based on observations and the evaluation of the rubric.

## 3.2 Data Collection

The data collection was conducted through two primary sources:

1. Classroom observations

The lecturer observed the student throughout the phase of the project. Observation focused on the problem-solving strategies and challenges encountered during the production process.

2. Performance assessments using a rubric

The evaluation using the structured rubric that was assessed by the student, like the context of content, creativity and originality, critical thinking (adhere to parody concept), the quality of audio and video and technical skill (editing process).

## 4. Finding

This study was conducted based on five criteria, examples as content, creativity, critical thinking, technical skills and audio & video quality. This project assessed Diploma in Multimedia students at Universiti Islam Selangor. A total of fifteen (15) student-produced video parodies were evaluated for this project in 2025. The table summarizes the evaluation results and indicates the presence of each criterion demonstrated in the respective works.

This project demonstrated varying levels of achievement towards the assessment criteria. The majority of the students show good performance in content development and creativity. The students were able to go through conceptually engaging narratives and adapt the existing film or drama themes effectively into the video parody. Three video titles, such as Seniman Bujang Lapok (VP3) , Mr Bean- Episode 13: Goodnight Mr Bean (VP7) and Dr. Pontianak (VP14) illustrated thoughtful reinterpretations of popular works, display originality and humour aligned with the parody genre. Besides, Paskal (VP11) and Desolusi(VP15) demonstrate comprehension achievement in technical skills and audio-video quality. The finding suggests that students are increasingly integrating advanced techniques, sound design, and the post-production process in their work.

Furthermore, Sherif: Narko Intergriti (VP5) and Mat Kilau- Kebangkitan Pahlawan (VP9)displayed notable competency in critical thinking and creativity, reflecting a deeper understanding of narrative reinterpretation and humor timing — essential elements in effective parody construction. According to Mayarni 2023 [10], A student who learned the video-based Inquiry-Based Learning (IBL) approach

is scored higher in critical thinking than normal learning process. On the other hand, a few projects showed limited development in technical skills and audiovisual refinement. For example, "It's Okay to Not Be Okay" (VP1) and "Lovely Runner" (VP13) demonstrated strong conceptual and narrative elements, with slight deficiencies noted in audio mixing and visual composition, indicating a need for further emphasis on production quality control in the curriculum.

**Table 1**
The criteria of video parody assessment for Audio and Video course Diploma Multimedia

| Video Parody Number (VP#) | Title of Film/Drama | Year of producing VP | Content | Creativity | Critical Thinking | Technical Skills | Audio & Video Quality |
|---|---|---|---|---|---|---|---|
| VP1 | Its Okay To Not Be Okay | 2025 | √ | √ | | | |
| VP2 | Babah | 2025 | √ | √ | | √ | √ |
| VP3 | Seniman Bujang Lapok (1961) | 2025 | √ | √ | √ | √ | √ |
| VP4 | Project : Anchor Spm | 2025 | √ | √ | | | |
| VP5 | Sherif: Narko Intergriti | 2025 | √ | √ | √ | √ | √ |
| VP6 | Pendekar Bujang Lapok (1959) | 2025 | √ | √ | √ | √ | √ |
| VP7 | Mr.Bean - Episode 13: Goodnight Mr.Bean | 2025 | √ | √ | √ | √ | |
| VP8 | Hantu Kapcai (2012) | 2025 | √ | √ | | √ | |
| VP9 | Mat Kilau - Kebangkitan Pahlawan | 2025 | √ | √ | √ | √ | √ |
| VP10 | Descendants of The Sun | 2025 | √ | √ | | √ | |
| VP11 | Paskal | 2025 | √ | √ | | √ | √ |
| P12 | Harry Potter And The Prisoner Of Azkaban | 2025 | √ | √ | | √ | |
| VP13 | Lovely Runner | 2025 | √ | √ | | | |
| VP14 | Dr.Pontianak | 2025 | √ | √ | √ | √ | |
| VP15 | Desolasi | 2025 | √ | √ | | √ | √ |

## 4.1 Discussion

The project revealed a remarkable improvement in the students' capacity to identify the technical and artistic components needed to create humorous and significant parodies. The table's assessment criteria encompass learning outcomes that cover every aspect evaluated. As students engage critically with the source material and reimagine it through a multimedia lens, the continual integration of critical thinking demonstrates that most projects are highly valuable to them. In practice, assessing critical thinking in video parodies means looking for ways in which students such as reflect on and convey meaning: through dialogue, visual metaphors, students demonstrate that they understand not only the original content, but why it is important, and how its themes or allusions can be reimaged. According to Aljalabneh 2024 [2], the outlines methodologies for instructing students in the critical analysis of visual media, including video, particularly about misinformation. To enhance the critical thinking aspect of the rubric, demonstrates how media literacy education pertains to the quality and interpretation of video content.

However, the research shows that criteria such as critical thinking and audio-video implementation cannot be achieved by most students. This is because students cannot identify, analyse and think critically, generate new ideas and need more skills in operating video cameras well.

This shows that students' critical thinking skills and audio and video implementation in creating projects need improvement.

## 5. Conclusions

This study is about parody video as a project-based learning for the Diploma Multimedia students in Universiti Islam Selangor, Malaysia. Overall, this study helps students learn how to generate ideas for the video, identify suitable elements to satirize it, and refine the video's workflow and good cinematography. Furthermore, the effectiveness of PBL the students can think out of the box which is vital in multimedia fields. Besides, this study builds up a higher level of cognitive processing, although certain student still needs scaffolding.

This evaluation shows that the technical skills of using the software, creativity of development and content requirements are fulfilled, but critical thinking and audio-video quality are the major skill gaps. Therefore, to raise this study, the teaching should be reinforced by increasing the technical training in audio and video handling (like capture and shooting) and reviewing the critical analysis of the source material of the video.

Besides, this study also has a limitation this study as limited data sources. This study does not include an interview with a subject matter expert and a pre-/post-test assessment of the critical thinking skills. Because of this, the development of parody videos by students does not meet the needs of critical thinking. Furthermore, the use of basic or personal equipment is a limitation of this study. Students do not use appropriate cameras, and improper use prevents the audio and video quality not reaching this study. This study indicates that students' critical thinking skills need to be improved when it comes to project development.

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