

BENEFITS AND CHALLENGES OF DOCUMENTARY VIDEO FOR SOCIAL LEARNING: A SYSTEMATIC REVIEW

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Abstract

Social learning refers to the process of observation through which individuals acquire and refine behaviors. It plays a crucial role in helping individuals differentiate between appropriate and inappropriate actions. Documentary videos can enhance this learning process by providing observational opportunities through the figures depicted in the videos. This article reviews studies on the advantages and challenges of using documentary videos in social learning. A systematic literature review method was employed, incorporating 23 studies—18 focusing on the benefits and 5 addressing the challenges of documentary videos. The studies were collected from Google Scholar, Taylor & Francis, Elsevier, Wiley, and SAGE Journals. The findings indicate that documentary videos contribute to performance improvement and behavioral development. However, a major challenge lies in the lack of standardized guidelines for documentary video production. Future research should explore strategies to address these challenges and optimize the effectiveness of documentary videos in social learning.

1. Pendahuluan

Observational learning, in which individuals unconsciously observe and imitate others, is one of the most common learning methods (Karnan et al., 2022). In modern society, this process occurs not only in real-life interactions but also through social media. Research by Abbas et al. (2019) indicates that continuous exposure to content on social media significantly influences an individual's educational development. This suggests that social media usage enhances observational learning (Neely et al., 2021). However, the quality of content observed—whether positive or negative—shapes behavioral patterns. Without conscious awareness, frequent exposure to certain behaviors can lead to their internalization (Fuhl, 2021). Individuals capable of discerning beneficial behaviors can optimize this learning process, emphasizing the importance of understanding social learning as an observation-based learning method.

Russell and Ward (2003) found that many behavioral problems stem from exposure to negative role models within one's environment. Individuals raised in environments dominated by negative values often internalize and replicate those behaviors (Eccles & Wigfield, 2020). Similarly, Updegraff and Taylor (2021) observed that exposure to negative behavioral models increases the likelihood of transmitting such behaviors to others. Therefore, individuals must develop the ability to critically evaluate which behaviors should be adopted or avoided.

Social learning theory posits that individuals acquire knowledge and behaviors by observing others (Horsburgh & Ippolito, 2018). These behaviors serve as models that facilitate the acquisition of new knowledge (Laato et al., 2020). Through social learning, individuals assess the consequences of observed behaviors—whether positive or negative—and decide whether to adopt them (Ajzen, 2020). Social learning theory also highlights the role of early socialization experiences and self-regulation in shaping an individual's overall development (Uslu, 2020). Attributes such as dependency, aggression, academic proficiency, and artistic skills are believed to emerge from learning experiences influenced by family, peers, and broader social environments.

Observational learning is fundamental because humans primarily learn through sensory experiences, with vision being the most utilized sense (Pescaru, 2018). Observing becomes an unconscious habit that informs learning processes (Lawtoo, 2019). Before engaging in a task, individuals typically observe how it is performed, reinforcing the necessity of continued social learning practice (Knickmeyer, 2020).

Research by Finn and Bandettini (2021) suggests that habitual exposure to negative behaviors can lead individuals to adopt similar actions due to subconscious influence (Kopsov, 2021). Repeated exposure ingrains these behaviors, making them habitual. Social learning is not merely about acquiring knowledge; it involves behavioral adaptation within a social context. Individuals often conform to behaviors that minimize social criticism rather than adopting specific viewpoints. Sartre (2007) emphasized that humans inherently seek social acceptance, leading them to observe and adjust behaviors based on societal expectations. Through social learning, individuals tend to replicate the behaviors of successful role models (Albert, 2017). While social learning is often associated with formal education, it is an unconscious process embedded in daily life.

A key challenge in social learning is the identification of suitable models. Effective role models are crucial in shaping behavioral outcomes (Picardi et al., 2005). However, determining a model's success is complex, as it involves multifaceted evaluations (Anderson, 2013). Documentary videos serve as valuable tools in this regard, offering in-depth portrayals of influential figures. Through interviews and reenactments, documentary videos immerse viewers in the subject's journey, enhancing engagement and understanding.

Despite the growing use of documentary videos, there is a lack of research on their advantages and challenges in social learning contexts. Observational studies from 2018 to the present (Wong et al., 2015) indicate an absence of comprehensive analyses on this topic, particularly in educational settings. Delbecke (2022) examined the challenges documentary-oriented artists face in the Anthropocene era, focusing on climate change narratives. Meanwhile, Varela-Candamio et al. (2018) explored the design of documentary videos for online courses. While previous studies primarily address documentary video production, they do not specifically analyze their effectiveness in social learning. Further research is needed to assess the benefits and limitations of documentary videos in fostering observational learning.

According to social learning theory, children acquire cognitive, emotional, and behavioral patterns through observation, modeling, guidance, and reinforcement (Heyes, 2012). Traditional frameworks describe children's responses using personality constructs such as identification, conditioning, and impulse control, while contemporary perspectives emphasize cognitive factors like personal agency, trust, and self-regulation (Kendal et al., 2018). Self-regulatory competencies developed through social learning enable children to adapt to changes

in their environment, including age-related developmental shifts (Heyes, 2017). Since socialization often requires delaying gratification or altering familiar coping mechanisms, self-regulation becomes essential for navigating long-term benefits over immediate rewards.

Regardless of length, a documentary video aims to objectively present factual information about real-life events or technical subjects (Watson, 2017). It is essential to distinguish documentary videos from other nonfiction genres and fictional films (Jenny, 2020). John Grierson originally defined documentaries as the "creative treatment of actuality," highlighting their rhetorical and aesthetic dimensions. Various categorizations of documentary genres exist, with Bill Nichols' (1991) framework being among the most widely recognized. Nichols identifies four primary modes of representation: (1) expository documentaries, which directly address the viewer, often using voice-over narration to present explicit arguments; (2) observational documentaries, which rely on edited visual observations and recorded dialogues without overt commentary; and (3) interactive documentaries, which emphasize self-reflection and poetic strategies to explore the relationship between the film and reality.

2. Method

This study employs a systematic literature review (SLR) to analyze existing research on the use of documentary videos in social learning. The SLR method allows for a structured synthesis of relevant studies, enabling the identification of key trends, challenges, and gaps in the literature. By systematically reviewing prior investigations, this study aims to provide insights that contribute to a more comprehensive understanding of the topic and inform future research directions.

The researcher focused on studies examining both the advantages and challenges of using documentary videos in social learning. A comprehensive literature search was conducted to identify relevant research, particularly regarding the impact of documentary videos on learning outcomes. This study includes research published between 1995 and 2022. Relevant articles were identified through keyword, abstract, and title searches in databases such as Google Scholar, Science Direct, Scopus, Springer Link, Wiley, Sage, and Taylor & Francis Online. The search strategy incorporated terms like "*documentary video*" and "*social learning*" to ensure comprehensive coverage.

2.1. Selection of Articles

The selection process was guided by the following inclusion criteria: (1) Studies focusing on the advantages of using documentary videos and (2) Studies discussing the challenges associated with documentary video implementation.

Only peer-reviewed, English-language journal articles were included. Excluded sources comprised master's or doctoral theses, government reports, conceptual papers, and non-scholarly literature.

2.2. Data Extraction

To ensure a systematic analysis, specific keywords such as "*documentary film*" and "*social learning*" were used to filter relevant studies. A total of 23 articles met the inclusion criteria, with 18 articles exploring the benefits of documentary videos and 5 articles discussing the associated challenges. Extracted data included (i) author names, (ii) year of publication, and (iii) key study findings.

3. Results and Discussion

This review examined 23 studies that met the inclusion criteria and were relevant to the research question. These studies, published between 1995 and 2022, were sourced from reputable academic journals, ensuring a diverse and comprehensive examination of the topic. The selected articles were obtained from various well-regarded sources, including conference proceedings, interdisciplinary journals, and specialized publications in education, media studies, and social sciences.

Among the identified sources, three studies were published in the IOP Conference Series: Earth and Environmental Science, demonstrating the relevance of documentary videos in environmental education. Additional studies were published in journals covering a wide array of disciplines, such as:

- Education and Pedagogy: *Gerontology & Geriatrics Education, Journal of Language and Education, Teaching of Psychology, Journal of Education and Vocational Research, Journal of Management Education, Journal of Teaching in Social Work, The Social Studies, International Journal of Learning, Teaching and Educational Research.*
- Media and Communication Studies: *Advances in Journalism and Communication, Journal of Religion & Film, Information Visualization.*
- Linguistics and Language Learning: *Language Learning Journal, Indonesian Science Education Journal, International Journal of Applied Linguistics and English Literature.*
- Science, Technology, and Innovation: *International Journal of Innovation in Science and Mathematics Education, Proceedings of the Fifth IEEE International Symposium on Signal Processing and Information Technology.*
- Social Sciences and Healthcare: *Journal of Clinical Nursing, Australian Journal of Career Development.*
- Interdisciplinary and Conference Publications: *International Journal of Qualitative Methods, In CoMBInES-Conference on Management, Business, Innovation, Education, and Social Sciences.*

The inclusion of studies from multiple fields highlights the broad applicability of documentary videos as an educational tool. This diversity of sources also underscores the evolving role of documentary media in various academic and professional domains. Future research should continue to explore the intersection of documentary videos with emerging digital learning technologies, media engagement strategies, and pedagogical innovations.

Table 1. Distribution of articles by journal

| Journals | Number of Articles |
|---|--------------------|
| IOP Conference Series: Earth and Environmental Science | 3 |
| Gerontology & Geriatrics Education | 1 |
| Advances in Journalism and Communication | 1 |
| Language Learning Journal | 1 |
| Jurnal Pendidikan IPA Indonesia | 1 |
| International Journal of Applied Linguistics and English Literature | 1 |
| Information Visualization, International Journal of Innovation in Science and Mathematics Education | 1 |
| Teaching of Psychology | 1 |
| Journal of Language and Education | 1 |
| International Journal of Qualitative Methods | 1 |
| Journal of Religion & Film | 1 |
| In CoMBInES-Conference on Management | 1 |
| Business, Innovation, Education and Social Sciences | 1 |

| Journals | Number of Articles |
|---|--------------------|
| Journal of Education and Vocational Research | 1 |
| Australian Journal of Career Development | 1 |
| Proceedings of the Fifth IEEE International Symposium on Signal Processing and Information Technology | 1 |
| Journal of Management Education | 1 |
| Journal of Clinical Nursing | 1 |
| Journal of Teaching in Social Work | 1 |
| The Social Studies | 1 |
| International Journal of Learning | 1 |
| Teaching and Educational Research | 1 |

3.1. Global Research on Documentary Videos: A Comparative Analysis

Research on the advantages and challenges of documentary videos has been conducted worldwide, reflecting their significant role in education, media literacy, and social awareness. These studies vary in scope, methodology, and focus areas, highlighting the diverse applications of documentary videos across different regions and disciplines.

3.1.1. United States: Documentary Videos in Media Literacy and Classroom Engagement

Five studies conducted in the United States emphasized the role of documentary videos in shaping historical narratives, enhancing media literacy, and fostering classroom engagement. These studies primarily focused on how documentaries influence students' critical thinking skills, particularly in subjects such as social studies and history education (Marcus & Stoddard, 2010). Researchers also examined the pedagogical potential of documentaries in higher education, particularly in civic education and journalism. The use of documentary videos in U.S. classrooms has been linked to increased student participation, deeper comprehension of complex topics, and improved analytical skills.

3.1.2. Indonesia: Documentary Videos for Language Learning and Environmental Education

In Indonesia, six studies explored the integration of documentary videos in educational settings, with a particular emphasis on language acquisition, environmental awareness, and historical education (Sapar et al., 2019; Siregar, 2021). Researchers investigated how documentary videos can increase student engagement and comprehension, particularly in subjects that require visual reinforcement. Additionally, studies highlighted their effectiveness in raising environmental consciousness, encouraging students to adopt more sustainable behaviors through immersive storytelling.

3.1.3. Other Countries: Expanding Perspectives on Documentary Video Use

Beyond the United States and Indonesia, eleven additional studies were conducted in countries such as Bangladesh, Hong Kong, Taiwan, Australia, Canada, Nigeria, New Zealand, North Dakota, Norway, and Pennsylvania. These studies offer a diverse range of insights into the social, cultural, and technological dimensions of documentary video use.

- Australia and Canada: Research in these countries focused on the pedagogical applications of documentary films in higher education, particularly in sociology, communication, and environmental science (Valverde-Berrococo et al., 2020).
- Nigeria and Bangladesh: Studies in these regions examined the accessibility and cultural relevance of documentary videos, particularly in areas with limited digital infrastructure.

Researchers explored how locally produced documentary films can enhance cultural identity and indigenous knowledge preservation.

- Hong Kong and Taiwan: Studies in these regions investigated how documentary videos contribute to media literacy among younger audiences, emphasizing their role in combating misinformation and promoting critical media consumption.
- New Zealand and Norway: Research explored the use of documentary videos in teacher training programs, evaluating their impact on pedagogical development and instructional strategies.

3.1.4. Unspecified Study and Future Research Directions

One study did not specify its geographical location, underscoring the universal relevance of documentary videos as an educational and research tool. The diversity of geographical contexts in these studies highlights key factors influencing the effectiveness of documentary videos, including cultural differences, technological advancements, and educational policies.

Future research could benefit from comparative analyses that examine how documentary videos function in different cultural and institutional settings. Exploring the best practices for integrating documentary videos in both formal and informal learning environments could provide valuable insights for educators, policymakers, and media creators worldwide. Additionally, researchers should investigate how emerging technologies—such as interactive documentaries and virtual reality (VR)—can further enhance the educational impact of documentary storytelling.

Table 2. Synthesis of articles by location and author

| Location of Study | Researchers |
|-------------------|---|
| Indonesia | (Asri et al., 2020; Gusnissa et al., 2021; Katoppo et al., 2020; Sapar et al., 2019; Siregar, 2021; Wibowo & Manelsi, 2022) |
| USA | (A. Bradbury, 2012; Friend & Caruthers, 2016; Lee, 2012; Marcus & Stoddard, 2010; Simpson, 2008) |
| Bangladesh | (Hoque et al., 2020) |
| Hong Kong | (Gardner, 2007) |
| Taiwan | (Soong, 2012) |
| Australia | (Kuchel et al., 2014) |
| Canada | (Borish et al., 2021) |
| Nigeria | (Auta & Giwa, 2020) |
| New Zealand | (Haines, 2013) |
| North Dakota | (Dong & Li, 2005) |
| Norway | (Bartlett et al., 2022) |
| Pennsylvania | (Levinson et al., 2016) |
| Location Unknown | (Comer & Holbrook, 2011) |

3.2. The Advantages of Using Documentary Videos

Several studies highlight the advantages of documentary videos, particularly in influencing behavioral change. Lee (2012) found that showing documentary videos to students increased their motivation and enthusiasm, especially in challenging ageist stereotypes. Gardner (2007) also reported that documentary videos improved students' language skills. Kuchel et al. (2014) noted that documentary videos can serve as an effective scaffolding tool for student learning. Simpson (2008) emphasized that positive documentary videos can enrich students' perspectives in various ways. Similarly, Gusnissa et al. (2021) and Alexander (1997) suggested that documentary videos enhance learning outcomes, particularly in history education. Additionally, Siregar (2021) demonstrated that documentary videos contribute to vocabulary acquisition.

Auta and Giwa (2020) and Sapar et al. (2019) found that documentary videos improved student engagement and skills more effectively than traditional learning methods.

Borish et al. (2021) argued that documentary videos facilitate project development and collaboration among diverse groups, enhancing their sense of belonging. Haines (2013) highlighted that documentary videos offer a dynamic medium for data presentation, making research findings more accessible than traditional reports. Comer and Holbrook (2011) suggested that documentary videos help individuals develop resilience and overcome significant personal challenges. Levinson et al. (2016) described documentary videos as an innovative visual tool that promotes deeper and broader learning outcomes.

Research by Marcus and Stoddard (2010) indicated that documentary videos help minimize misunderstandings and mitigate negative perceptions. Asri et al. (2020) found that using documentary videos increased public knowledge and discouraged harmful behavior. Katoppo et al. (2020) emphasized that documentary videos effectively raise awareness of environmental conservation. Friend and Caruthers (2016) further noted that documentary videos provide opportunities for storytelling and perspective-sharing, fostering community-driven change.

Table 3. Key findings on the study

| Authors | Key Findings |
|----------------------------|---|
| (Lee, 2012) | Documentary videos enhance learning motivation and challenge ageist stereotypes. |
| (Hoque et al., 2020) | Documentaries reduce misunderstandings and mitigate negative news. |
| (Gardner, 2007) | Documentary videos contribute to language improvement. |
| (Asri et al., 2020) | Documentary videos increase public awareness and discourage harmful behavior. |
| (Kuchel et al., 2014) | Student-led documentaries support scaffolding activities. |
| (Simpson, 2008) | Documentary videos facilitate perspective shifts in classroom learning. |
| (Gusnissa et al., 2021) | Documentary videos improve local history learning outcomes. |
| (Siregar, 2021) | Documentary videos enhance vocabulary acquisition. |
| (Borish et al., 2021) | Documentary videos support project conceptualization and collaboration. |
| (Alexander, 1997) | Documentary videos enhance teaching effectiveness. |
| (Auta & Giwa, 2020) | Documentary videos improve student performance more than conventional teaching methods. |
| (Haines, 2013) | Documentary videos provide an accessible alternative to paper-based reports. |
| (Comer & Holbrook, 2011) | Documentary videos foster resilience and problem-solving skills. |
| (Levinson et al., 2016) | Documentary videos serve as a visual tool for demonstrating learning outcomes. |
| (Marcus & Stoddard, 2010) | Documentary videos aid in exploring perspectives and teaching controversial issues. |
| (Katoppo et al., 2020) | Documentary videos effectively promote environmental conservation. |
| (Friend & Caruthers, 2016) | Documentary videos facilitate storytelling and encourage social change. |
| (Sapar et al., 2019) | Documentary videos increase student engagement in learning. |

3.3. Challenges of Using Documentary Videos

Despite their advantages, documentary videos present several challenges. Soong (2012) noted that documentary videos lack the structured organization of textbooks, which can make it difficult for learners to follow a clear sequence of information. Unlike textbooks that provide a step-by-step approach to learning, documentary videos often present information in a fragmented manner, requiring additional scaffolding to ensure comprehension.

Bradbury and Guadagno (2020) highlighted the absence of a clear visualization framework for narrative delivery. Without a standardized structure, some documentary videos may struggle to present complex information coherently, leading to potential misinterpretations. This issue is particularly significant when documentaries cover controversial or multifaceted topics, as the lack of a clear guiding framework can result in biased or incomplete understandings.

Similarly, Wibowo and Manelsi (2022) found that documentary videos are more commonly used by older generations, limiting their appeal to younger audiences. Traditional documentary formats may not align with the fast-paced, interactive, and visually engaging content preferences of digital-native learners. As a result, younger viewers may find documentaries less engaging compared to other multimedia learning resources such as interactive videos or gamified content.

Additionally, accessibility remains a major concern. Many documentary videos do not offer subtitles, translations, or alternative formats, making them less inclusive for individuals with hearing impairments or non-native language speakers (Neely, Eldredge, & Sanders, 2021). Furthermore, issues related to copyright restrictions and limited access to high-quality documentary content in certain regions can hinder their widespread adoption in educational settings.

Another challenge is the potential for misinformation or biased representations. Simpson (2008) pointed out that while documentaries are often perceived as factual, they may incorporate persuasive elements that reflect the filmmaker's viewpoint rather than objective reality. This can influence audience perception and lead to misconceptions if viewers do not engage in critical analysis.

To address these challenges, future research should explore ways to enhance the educational value of documentary videos, such as integrating structured learning guides, developing interactive features, and ensuring inclusivity in content design. By overcoming these limitations, documentary videos can become a more effective and widely accepted tool in diverse learning environments.

Table 4. Challenges of using documentary videos

| Challenge | Description | Reference |
|-------------------------------------|--|-----------------------------------|
| Lack of Structured Organization | Documentary videos often lack a clear, step-by-step learning sequence, making it difficult for learners to follow the content. | Soong (2012) |
| Absence of Visualization Framework | Without a standardized narrative structure, documentaries may struggle to present complex information coherently. | Bradbury & Guadagno (2020) |
| Limited Appeal to Younger Audiences | Traditional documentary formats may not align with the interactive and visually engaging preferences of digital-native learners. | Wibowo & Manelsi (2022) |
| Accessibility Issues | Lack of subtitles, translations, and alternative formats makes documentaries less inclusive for diverse learners. | Neely, Eldredge, & Sanders (2021) |
| Copyright and Content Availability | Access to high-quality documentary content may be restricted due to licensing issues and regional limitations. | - |
| Potential for Misinformation | Documentaries may include persuasive elements or biased representations that can lead to misconceptions. | Simpson (2008) |

4. Conclusion

This systematic literature review concludes that documentary videos offer numerous advantages in social learning, making them a valuable pedagogical tool across various disciplines. These advantages include increased motivation, enhanced learning outcomes, skill development, language acquisition, exposure to diverse perspectives, and improved behavioral formation. Documentary videos engage learners by presenting real-world scenarios, fostering critical thinking, and encouraging active participation in discussions. Their ability to present authentic, emotionally compelling narratives also helps bridge the gap between theoretical knowledge and real-life applications, making learning more meaningful and impactful.

Additionally, documentary videos serve as an effective scaffolding tool, providing a structured yet flexible learning experience. By combining visual, auditory, and narrative elements, they support multimodal learning, catering to different learning styles and enhancing information retention. The integration of documentary videos in educational settings has been shown to improve comprehension, particularly in complex subjects such as history, environmental science, and social studies, where visual storytelling can provide context and deepen understanding. Moreover, their role in fostering empathy and cultural awareness is particularly significant in a globalized world, helping learners appreciate diverse perspectives and social issues.

However, despite these benefits, challenges remain in the implementation of documentary videos as an educational resource. One major limitation is the lack of standardized guidelines for their creation and integration into curricula. Many documentary videos are designed for general audiences rather than structured educational purposes, leading to inconsistencies in content quality, relevance, and instructional effectiveness. Furthermore, issues such as bias in documentary narratives, varying levels of accessibility, and differences in audience reception pose additional challenges.

To maximize their potential, future research should explore structured frameworks for the development and systematic integration of documentary videos in educational settings. This includes establishing best practices for selecting, curating, and designing documentary content that aligns with pedagogical objectives. Additionally, research should investigate how technological advancements, such as interactive and immersive media (e.g., virtual reality and augmented reality documentaries), can further enhance the learning experience. By addressing these gaps, documentary videos can be more effectively utilized as a powerful educational tool, ensuring their accessibility and effectiveness for diverse learners across different educational contexts.

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