

# Promoting School Events of Triam Wittaya School in Thailand Using Highlight Videos on Facebook

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## KEYWORDS

## ABSTRACT

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This paper investigates the use of highlight videos on Facebook for secondary high school promotion in Thailand. Triam Wittaya School is a secondary school in Sakho Tai, Mayo, Pattani, Thailand. The school uses highlight videos on Facebook for promotional purposes since Facebook is the most widely used by prospective students and their parents to look for prospective schools. Based on the observation, most of the school's existing promotional videos were either livestreams or a collage of photos. In this study, we use a qualitative method which comprises observation, interview, and documentation. The author started by observing the school's Facebook page contents and then conducted interviews with the internship supervisor about upcoming events. Throughout the data collection, the author documented various activities, identifying key areas of the recording. The results show that several components, including visual content, duration, clips and photo selection, as well as the background music, fit the atmosphere of each event and contribute significantly to the promotional strategy of the school to attract prospective students.

Keywords: highlight videos, promotion, secondary school, Thailand

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## Introduction

Triam Wittaya School is a distinctive educational institution that combines Islamic teachings with modern academic disciplines, located in Akhong village, Pattani Province, Thailand. The curriculum includes traditional Islamic subjects such as Quranic studies, Islamic jurisprudence, and Arabic, alongside standard academic subjects like mathematics, science, and languages. This integrated approach aims to produce well-rounded individuals who are both spiritually grounded and academically proficient.

The school also places significant emphasis on extracurricular activities, which are essential for fostering students' intellectual, emotional, and social development. Events such as academic expos, study tours, sports days, and religious ceremonies provide students with opportunities to showcase their talents, engage with their peers, and strengthen their sense of community.

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These events also promote collaboration between students, teachers, and parents, reinforcing the importance of a strong school-community bond.

School events play a crucial role in the educational landscape, providing students with opportunities to develop various skills outside the traditional classroom setting. Events such as academic expos, study tours, sports days, and religious ceremonies allow students to explore their interests, showcase their talents, and build friendships. These events also offer a platform for students to engage with teachers, parents, and the community, thereby strengthening school bonds and promoting a collaborative spirit. At Triam Wittaya School, academic expos showcase students' intellectual prowess and research skills through projects and presentations. Study tours offer experiential learning opportunities, connecting classroom knowledge with real-world applications. Sports days promote physical fitness, teamwork, and healthy competition. Religious ceremonies, such as Eid celebrations and Quranic recitation competitions, reinforce the school's Islamic identity and provide spiritual enrichment. Cultural events celebrate regional diversity, fostering understanding and appreciation of different traditions. Collectively, these events contribute to a vibrant school community, enhancing students' social skills, leadership abilities, and sense of belonging. However, effectively promoting these diverse events presents its own set of challenges.

Despite these efforts, the school faces challenges in effectively promoting its events to a wider audience. Currently, the school utilizes live videos and photo collages on its Facebook page to share event content. However, these methods often result in long, unedited videos that fail to capture the full essence of the events, leading to lower levels of audience engagement. This issue underscores the need for a more efficient and engaging promotional strategy.

Moreover, Triam Wittaya School faces difficulties in showcasing the vibrancy of its events to a wider audience. The school promotes events by uploading live videos and photo collages to its Facebook page. While these methods provide coverage, they often result in lengthy videos that fail to clearly convey the main content and excitement of the events, leading to reduced audience engagement (Wout, 2022). To address this challenge, highlight videos offer a solution. These videos succinctly capture the essence of events, showcasing key moments and high-energy segments in a shorter, more appealing format. Easily shareable on social media, highlight videos can enhance reach and engagement (Rugrien, 2023). Their concise and engaging nature is more likely to hold viewers' attention, allowing for better storytelling and clearer communication of the events' significance.

Highlight videos offer a potential solution by providing a concise and visually engaging format to showcase key moments from events. Typically lasting between 1-3 minutes, these videos can capture the highlights and energy of the events while maintaining viewer interest. By presenting the most exciting and meaningful moments in a compact form, highlight videos are more shareable on social media platforms, potentially increasing reach and audience engagement.

In order to reach a wider audience, English video promotion can be an effective theoretical lens for analysing and creating persuasive multimedia content. Videos allow creators to combine verbal and visual rhetoric to put forth arguments and engage viewers (Blair, 2008). Research has shown that video content is an effective teaching tool that can improve student learning outcomes and engagement (Almuslamani et al., 2020). The use of educational videos can also increase student participation in the classroom (Brame, 2016). Using English video promotion can provide a clear structure for understanding and analysing the effectiveness of the video in promoting fun English learning in schools in Thailand. Overall, this framework elucidates how English video promotion can leverage linguistic and cinematic techniques to produce compelling promotional content.

## **Method**

The basic approach to the promotional video project was first obtained from observing the existing school environment and events. Observation is an important tool for obtaining accurate, unfiltered data about daily activities and specific school characteristics. As Baker (2006) states the method allows observers to fully understand individuals around them in their natural context by seeing ‘things’ from their point of view. By utilizing the observational method, we intended to capture the culture of the school, student interactions as well as educational practices. This method allows us not only to get insights into human behaviour and attitudes but also interactions. In addition, it also ensures our promotional video presents an accurate and compelling picture of the school. We use the results of the observation for the video production. In addition, we also conducted an online observation through social media.

The promotional video project began with an observation of the school environment and events to gather unfiltered data about its unique characteristics. Observation, as Baker (2006) suggests, provides a naturalistic perspective, offering insights into behaviors, interactions, and practices. Both on-site and online observations were conducted, with the latter focusing on the school’s social media presence. It was found that the school primarily relies on a Facebook page, featuring live streams and photo collages for event promotion. This highlighted the need for more structured and engaging event documentation.

Secondly, interviews were conducted to validate and expand upon the findings from observations. According to Brounéus (2011), interviews provide detailed insights through direct interactions. A dual approach was employed, involving both the school supervisor and 3rd-grade students. The supervisor clarified the school’s current promotional strategies, while students shared their experiences and perspectives on events, adding depth to the understanding of promotional needs and objectives. The primary function of the interviews we conducted was to confirm and expand upon the results of our observations regarding the school's social media account, video content, and activities. This aligns with

Brounéus (2011) assertion that interviews are a crucial step in the research process, allowing for the collection of rich, detailed information through in-depth conversations with experts or individuals possessing relevant experiences. These interviews serve to support and elaborate on the initial findings from the observational phase. As Brounéus (2011) notes that interviews can be conducted through various means, including face-to-face interactions, telephone calls, or video conferencing, depending on the specific context and feasibility. In our case, these interviews provided an opportunity to verify our observations, gain additional insights, and ensure a comprehensive understanding of the school's digital presence and event activities, thus strengthening the foundation for the promotional video project.

The documentation phase focused on collecting high-quality visual materials, including videos and photographs, to create compelling promotional content. As Siddique & Lee (2021) emphasize, systematic documentation ensures that the essence and purpose of events are effectively captured. Different approaches were used for the Academic Expo and Khatam Al-Qur'an, with content tailored for specific platforms, aspect ratios, and audience engagement, ensuring comprehensive and visually appealing material.

The editing process combined techniques such as trimming, transitions, and audio synchronization to create polished videos. Songs were carefully chosen to align with the themes of the events, adding emotional resonance. Using CapCut, footage was refined, background music added, and transitions synchronized to the beat. These videos were shared on social media platforms to broaden the school's outreach and engage prospective students and parents effectively.

## Results

The result of our investigation on the presence of the school's social media platforms – such as Facebook, Instagram and Tiktok – shows that the school has an official account only on Facebook. This Facebook page provided essential information about the institution, including its address written in Thai script '28 ม.4 ต.สาครใต้ อ.มาบจ.ปัตตานี, 94140', or in English '28 Moo 4, Sakho Tai Subdistrict, Mayo District, Pattani Province, 94140'. The page also indicated that the school is categorized as a private school. The primary purpose of this Facebook account is for promotion featuring a mix of contents including photographs, videos, and written posts to showcase the school's activities.

A detailed observation of the event activities featured in these videos was also conducted, after we reviewed the school's Facebook video content. Based on our observation, Academic Expo and Khatam Al-Qur'an were the most frequent events on the school's Facebook account. To gain a deeper understanding, we closely observe the live streaming videos and photographs related to these events. This observation was crucial in preparing for the promotional videos for both the Academic Expo and Khatam

Al-Qur'an. The live videos on Facebook, although lengthy, provided valuable insights on the events' structure, content, and overall atmosphere.

We discovered that the Khatam Al-Qur'an event primarily consists of Qur'anic competitions, showcasing students' abilities in recitation and memorization as Hafiz and Hafizah (male and female Qur'an memorizers, respectively). The Academic Expo, on the other hand, presents a diverse range of student achievements. It features scientific projects such as simulated volcanic eruptions, language-based initiatives like creating small English dictionaries, and various artistic displays. These events collectively demonstrate the school's commitment to both religious education and academic excellence across multiple disciplines.

On the other hand, the Academic Expo, they explained, was a four-day affair comprising various activities: displays of students' scientific works from different subjects, a parents' gathering, academic quizzes, and practical sessions on Islamic funeral rites, each occurring on separate days. The primary objectives of the Academic Expo were to showcase the school's academic programs and unique features, while providing students with a platform to present their work. Regarding the Khatam Al-Qur'an event, the students revealed that it extended beyond mere recitation and memorization of the Qur'an.

It also included a ceremony to honour students who had successfully memorized all 30 juz (chapters). The school's motivation for organizing these Qur'anic competitions and rewards was to inspire other students to enthusiastically engage in Qur'an memorization, encouraging them to progress according to their individual abilities and predetermined targets. Through these interviews, we were able to confirm and gather detailed information about the school's social media presence, events, and their respective purposes, which will be valuable for this study.

## **Discussion**

The effectiveness of highlight videos can be maximized through strategic use of social media, which plays a significant role in the Thai market. Platforms like Facebook, YouTube, Line, and Pantip influence consumer decision-making (StatCounter, 2024). In Thailand, these platforms are essential to daily life, with many businesses using them to connect with consumers and promote their products. As of January 2023, there are around 57.3 million Facebook users in Thailand, with a nearly even split between male and female users (CR Team, 2023). Given Facebook's extensive reach and engagement potential, it is a powerful platform for promoting school events.

The data was collected at the Triam Wittaya School, a secondary Islamic educational institution located in Amphoe Mayo, Pattani Province, Thailand. This internship was facilitated through the PERSAIT global internship initiative and lasted for approximately three months, from 1st January to 7th March 2024. The programme provided a meaningful opportunity for us to engage in English and Malay language teaching, as well as contribute to the

school's promotional and public relations efforts.

Throughout the data collection, we taught English to students in Matthayom levels 3 to 6 (equivalent to Years 9 to 12) and Malay to students in Matthayom levels 1 and 2 (Years 7 and 8). Our teaching activities were supervised and guided by two experienced English teachers at the school, Ms Rokeeyoh Numa Pradu B.A. and Ms Sabreeyah Doloh B.A., who supported us not only in classroom management but also in understanding the cultural and educational environment of the institution.

Aside from teaching responsibilities, we were also tasked with creating highlight promotional videos to showcase key school events. These included the Academic Expo, Khatam Al-Qur'an ceremony, student council elections, school promotional visits to elementary schools, scout camp, and the graduation ceremony. We took on the role of event documentarian, capturing visual materials in both photo and video formats. We created short-form videos suitable for social media platforms (especially in portrait mode), as well as longer, cinematic-style videos in landscape format for more comprehensive documentation.

The process involved several stages. We began with direct and online observation of the school's environment and social media presence, followed by interviews with supervisors and students to understand event objectives and audience preferences. During events, we collected visual materials with attention to detail and storytelling. The videos were edited using CapCut, with carefully chosen background music that matched the tone and values of each occasion. Additionally, we designed visual titles, credits, and captions to enhance the videos' professionalism and viewer engagement.

As a result, our work contributed to improving the school's promotional output. The videos I produced offered a more engaging and well-structured alternative to the school's prior content, which mainly consisted of photo collages or long live streams. These highlight videos were uploaded to the school's official Facebook page, received positive responses from the school community, and were utilised during outreach visits to local primary schools to attract future students.

In conclusion, the internship enabled us to apply our academic background in English communication and multimedia production in a real-world educational setting. It allowed us to develop practical competencies in teaching, video editing, interpersonal communication, and cross-cultural adaptability. Moreover, we were able to make a valuable contribution to the school's promotional strategies while gaining insights into Thai education and Islamic schooling contexts.

During the internship, we taught English to students from Matthayom levels 3 to 6 (grades 9–12, ages 15–18) and Malay to Matthayom levels 1 and

2 (grades 7–8, ages 13–15). The teaching schedule spanned various age groups, which required adaptability in both content delivery and communication strategies. In English classes, I focused on speaking practice through fun activities such as guessing games and interactive roleplays, designed to create a comfortable and engaging learning environment in line with Rachmawati et al. (2020) who promote fun learning for language engagement.

While teaching was one of our core responsibilities, its main significance lay in its contribution to the creation of highlight promotional videos, which were the central product of our final project. As our research aimed to showcase Triam Wittaya School's vibrancy and values through event documentation, including authentic classroom moments helped build a comprehensive and genuine visual narrative of school life.

The highlight videos were not just recordings of formal events such as the Academic Expo or Khatam Al-Qur'an ceremony, but also included footage from daily learning activities. Capturing moments where students were actively participating in class reflected the school's educational spirit. This approach aligns with the idea of English video promotion presented by Blair (2008) and Almuslamani et al. (2020), who suggest that combining visual storytelling with educational content enhances the emotional and persuasive appeal of promotional media.

Additionally, the experience of teaching English helped us understand which scenes could best represent the school's efforts in language learning. These scenes became part of the final edited videos uploaded to the school's official Facebook page, aimed at attracting prospective students and parents. The strategy was built on the observation that the school's previous content mainly livestreams and static photo collages, lacked narrative structure and engagement (Wout, 2022).

As an intern at an Islamic school, we were required to adhere to a specific dress code that included wearing skirts and long headscarves. At first, we were unfamiliar with this regulation, but with the school's support, we were provided with attire that complied with their dress regulations, which helped us adjust more easily. This process of adaptation went beyond clothing; it required a broader awareness of religious values, gender roles, and social conduct observed by the school and local community.

This cultural adaptation was essential to the success of our research project, which focused on the creation of highlight videos for school promotion. To authentically represent the school's environment and values in the videos, we needed to fully immerse ourselves in the school's daily life, traditions, and community norms. As Baker (2006) explains, observation in natural settings is most effective when the observer understands the context from something we could only achieve by respecting and participating in the cultural practices of the school.

By aligning ourselves with local expectations, we were granted greater trust and access during school events, which was crucial for documenting key moments. This trust enabled us to capture candid interactions, religious ceremonies, and community involvement in a way that was respectful, accurate, and compelling for promotional purposes. As a result, the videos not only highlighted the school's academic activities but also reflected its cultural identity and values, making them more relatable and engaging for the intended audience of prospective students and their parents.

Therefore, cultural adaptation was not merely a matter of etiquette, but a strategic component of the research process. It allowed us to build rapport, gain deeper insights, and document school events with cultural sensitivity, all of which directly supported the effectiveness of the final highlight videos.

The internship coincided with a severe rainy season that caused widespread flooding in southern Thailand. This natural disaster, although challenging, demonstrated the resilience of the local community and the effectiveness of coordinated relief efforts. The experience emphasized adaptability and community engagement as essential skills for overcoming unexpected challenges.

In addition to teaching, we contributed to the school's promotional efforts by creating videos to showcase events and facilities, which served as marketing tools for prospective students. we also documented school events for archival purposes and participated in outreach initiatives to local elementary schools, promoting the school's programs and strengthening its community presence.

During our internship, we had the privilege of receiving mentorship from two experienced English teachers, Ms. Rokeeyoh Numa Pradu B.A. Her support was instrumental in enhancing our skills not only in teaching but also in video production and editing, which were key components of our final project. Through their advice, we gained insights into effective storytelling and visual techniques, both of which helped shape the highlight events video for the school. This mentorship provided us with the tools to effectively convey the school's activities, ensuring that the video captured the essence of the events while contributing to our professional development in multimedia communication.

## **Conclusions**

In conclusion, the use of highlight videos represents a significant improvement in the promotion of school events at Triam Wittaya School. By creating engaging and concise video content and leveraging social media platforms, particularly Facebook, the school can better showcase its events, increase community engagement, and inspire greater participation. This approach aims to enhance the school's promotional strategies, ensuring that the vibrancy and importance of its events are effectively



communicated to a broader audience, ultimately strengthening the school's community and reputation in the digital era.

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