

The Impact of Television Drama in Understanding History

Abdallah Mahmoud Adway*

Abstract

Drama is an important source for knowing history in our time, as many historical series and films are produced. This study aims to explore the impact of dramatic treatment on historical texts in achieving understanding and memorizing scientific information presented to an audience. This study examines the manner in which elements of dramatic treatment such as dramatic structure, characters, accuracy of information, content, and location affect the effectiveness of historical TV drama, and further demonstrates the capacity of dramatic treatment in achieving this understanding. This study used a quantitative method by collecting quantifiable data, and used the questionnaire as a data collection tool. The population sampled consisted of West Bank Palestinians, who watched one of the most successful historical TV drama series, entitled *Omar*. Subsequently, data were subjected to statistical analysis by SPSS. This study concludes that the difficulties in understanding and memorizing scientific information are mitigated by learning information presented in the form of drama, which can enhance the audience's comprehension and retention of information. Additional factors such as location and content contribute to the quality of understanding of historical drama presented through television, wherein if a drama producer seeks to effectively deliver historical information he or she must secure interest in content, which affects understanding by up to 34%, followed by location and décor, which affects it by up to 23%.

Keywords: Historical drama, the *Omar* series, television drama, history

Introduction

Drama is an art form that greatly impacts its audience, providing entertainment alongside a wide range of information across different areas of life, be it social, scientific, or experiential.¹ Therefore, studying the impact of TV drama on an audience is crucial for a better understanding of how drama affects their culture and awareness. Historical drama is a dramatisation in the context of theatre, radio, or television that deals with historical events and issues, and/or portrays the biographies of historical figures in accordance with historical texts.² Historical TV drama is one of the most fundamental genres of drama. There is a large quantity of historical dramas in the form of historical films, series, and theatre. History is a vast storehouse of information and human experience. This renders it of great importance to take up the study of historical drama in order to best understand its effects on an audience, and how it can effectively achieve the objectives of production.

Communication aims to achieve goals chosen by the conveyer of information. As such, media seeks to influence an audience through the programs it provides to them. This influence may bring about behavioural changes, new information, and understanding to the audience or even the creation and reformation of the audience's attitudes. This study examines the role of historical drama in increasing an audience's understanding of historical texts, in order to investigate the effect of drama in achieving understanding and memorization of written texts and narrated stories across various fields, which are then turned into dramas.

Literature Review

Historical drama simulates history and experiences of the past and conveys to its viewers a rich presentation of the past, complete with scientific information and knowledge provided by historical texts and books. It combines historical information with the appeal of drama, which contributes to

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¹ Idris El-Qari (1991), *Langage et culture des médias (Language and culture of means of communication between the alphabet and audiovisual)*, Pierre Babin (trans.), Morocco: Al-Farabi Publishing.

² R. G. Wagner (1990), *The contemporary Chinese historical drama: four studies*, California: University of California Press.

conveying information to viewers far more effectively than methods of traditional indoctrination or through reading books.³

History and myth serve as sources of theatrical authorship in ancient and modern literature, which are then drawn upon by theatrical authorship and transformed into works of art.⁴ These works constitute a vital reservoir for the transformation of written history into drama.

Many studies have examined the effects of drama on the audience, including the impact of television drama on societal culture,⁵ as well as the perceptions of the social reality of the family.⁶ Moreover, there is a study investigating historical dramas in television and the role they play in spreading historical awareness.⁷ In addition, there is an interest in the field of education in studying drama and its role in the effectiveness of education.

In the field of education, drama provides essential information and an outlook on the value of drama-based education and how it can improve educational instruction. It carries the potential to provide an environment conducive to the learning of history and exploration through inquiry-based learning as well as interpretation through various perspectives.⁸

With regard to research on the effectiveness of drama in achieving understanding focussed on educational studies, these studies are concerned with what enhances and increases the effectiveness of education through the use of different methods that help in this. For example, one study⁹ was entitled "The Effectiveness of Utilising Drama Performance in Enhancing Student Teachers", and it examined the effectiveness of utilising drama performance in enhancing student teachers' engagement with the literary text. In this study, the student teachers reflected on the whole process of dramatisation, identifying its strengths, weaknesses, and suggestions on how to improve it. Generally, the participants perceived that dramatisation helped them to construct meaning from the literary text, and also enabled them to examine issues of race, racism, and discrimination.

The current study aims to determine the impact of elements of dramatic treatment such as dramatic structure, characters, accuracy of information, content, and locations, as well as the effectiveness of historical drama, in order to better understand the ability of dramatic treatment in achieving elevated resonance and an understanding of history. Building on prior research conducted on the topic, this study expands efforts to predict and learn how to best achieve and improve the effectiveness of understanding and memorisation of historical and scientific fact through dramatic presentation and narration. Therefore, this study differs from previous but similar studies. This study directly addresses the impact of the elements of dramatic treatment on the effectiveness of drama in achieving an understanding of historical drama, which is a gap that previous studies have not addressed.

Elements of Dramatic Treatment

In order to study the impact of the effectiveness of elements of dramatic treatment in improving learning experiences, it is necessary to identify the elements that form the structure within which dramatic series are developed.

Dramatic Structure

All dramatic action consists of a dramatic construction of elements. These elements include, among other things: plot, dialogue, and conflict. The plot is an organised series of actions or events usually moving through a conflict, climax, and resolution. The aforementioned arrangement implies causality

³ Abdallah Mahmoud Adway (2022), "Treatment of Historical and Informational Events in Arab Drama," *Al-I'lam-Journal of Contemporary Islamic Communication and Media*, Vol. 2, No. 1, pp. 27-42.

⁴ Benjamin Griffin (2001), *Playing the Past: Approaches to English Historical Drama, 1385-1600*, Woodbridge: Boydell & Brewer.

⁵ Mahjoub Mohamed Ahmed (2013), "The impact of television drama on the culture of Sudanese society, an applied study in the state of Khartoum 2009-2010," Ph.D Dissertation, Sudan University of Science and Technology.

⁶ Azza Abdel Azim Mohamed (2000), "The effect of television drama on the perception of the social reality of the Egyptian family," Ph.D. Dissertation, Cairo University.

⁷ Ayman Mahmoud Abbas El-Sherbiny (1999), "Historical drama in television and its role in spreading historical awareness," Master Thesis, Cairo University.

⁸ D. J. Cochran (2015), *Drama and history: teaching historical thinking through role-play*. Whitewater: University of Wisconsin-Whitewater.

⁹ Azlina Abdul Aziz and Nurul Shahira Mohd Raffi (2020), "The Effectiveness of Utilising Drama Performance in Enhancing Student Teachers' Engagement with Harper Lee's Novel 'To Kill A Mockingbird' (1960)," *Arab World English Journal for Translation & Literary Studies*, Vol. 4, No. 1, pp. 70-83.

and achieves a certain effect.¹⁰ Furthermore, the plot, as the framework of action, is traditionally conceived of as a sequence of key moments arranged chronologically, with an introduction, a series of complications leading into conflict, a climax clinching the fate of the central characters, and a resolution and denouement that concludes and summarises the conflict.¹¹

The dramatic conflict sourced from this familiar narrativising order is the persistent tension and driving force that generates the content of the story.¹²

Characters and Development

Dramatic characters are human models that perform dramatic events. Dialogue is spun around real characters through their utterances and body language.¹³ These are the heroes of the drama, and the figures are “the main source for the creation of a series of events that develop through the dialogue.”¹⁴ Therefore, the character is the most fundamental element for the success of the drama. The characters, through a series of conflicts and crises that develop their personalities and characteristics, contribute to a resolution that plays out within the drama’s consistency and unity of action. According to Aristotle, solutions to plots should come about as a result of the very plot itself. Most notable examples of dramatic structure follow this line of reasoning. Forming a rational play is essential to all modern playwriting, and it is therefore an important aspect to measure within play consistency.¹⁵

Accuracy of Information

The accuracy of information in a historical drama specifically denotes the informational accuracy of historical narratives upon which the series depends in its treatment of historical events, the veracity of which is ensured by means of referencing narratives from accurate history books.¹⁶

Locations

The locations and backgrounds used in television dramas are vital to the visual expression of the scene. These background visuals are necessary to convey the social environment that is being imitated or simulated. This contributes to visual expression in the following two ways: a purely aesthetic expression, and its role in engendering realism through accuracy of dramatic acting. The end result is reflected in the viewers’ conviction in the credibility of the acting.

Content

The content entails the subjects or topics covered throughout a film or series. The drama uncovers and deals with various social, political, economic, historical, religious, and other topics and issues.

The Omar Series

The historical drama TV series titled *Omar* consists of 31 episodes filmed across different regions of Morocco and Syria, with technical staff hailing from 10 different countries. In this series, a seventh-century Islamic community was meticulously recreated in accurate and representative detail. In the series, the recreation of Mecca on the outskirts of the city of Marrakesh with its villages and main cities from that period was based on information obtained from detailed historical sources.¹⁷ The series describes Omar bin al-Khattab’s life, beginning with his childhood tending camels in a cruel Meccan society beset with injustice. After converting to Islam, Omar became a Muslim leader whose succession, conquests, and armies’ victories opened the doors to many regions for Muslim settlers. The TV series exposed the dramatic conflict between the Muslims, Romans, and Persians. Produced by the MBC network and Qatar TV and written by Walid Saif and then directed by Hatem Ali, *Omar* is by far the largest television series produced in the Arab World since 2012.¹⁸

¹⁰ Abdulaziz Hammouda (1998), *Dramatic Construction*, Cairo: Egyptian General Book Authority.

¹¹ Shirley Geok-lin Lim (1993), *One World of Literature*, USA: Houghton Mifflin.

¹² R. McKee (1997), *Story: substance, structure, style, and the principles of screenwriting*, London: Methuen.

¹³ Kamal Ghoneim (2003), *The Palestinian Theater*, Cairo: Dar Al-Haram for Heritage.

¹⁴ Ibrahim Hamada (1977), *The nature of the drama*, Cairo: Knowledge House.

¹⁵ M. C. Yavuz (2020), “Analyses of Characters in Dramatic Works by Using Document Embeddings,” Proceeding, DHandNLP@ PROPOR, p. 2.

¹⁶ Abdallah Adway (2021), “Portrayal Characters in Historical Drama: An Analytical and Critical Study,” *Journal of Afaq Cinemaia*, Vol. 8, No. 3, pp. 284-297.

¹⁷ mbc. (2012), *Omer*, Retrieved from mbc channel: <http://www.mbc.net/>.

¹⁸ mbc. (2012), *Omer*, Retrieved from mbc channel: <http://www.mbc.net/>.

Methodology

This study adopted a descriptive approach, making use of a quantitative method by collecting quantifiable data to be subjected to statistical analysis of the randomly selected population sample.

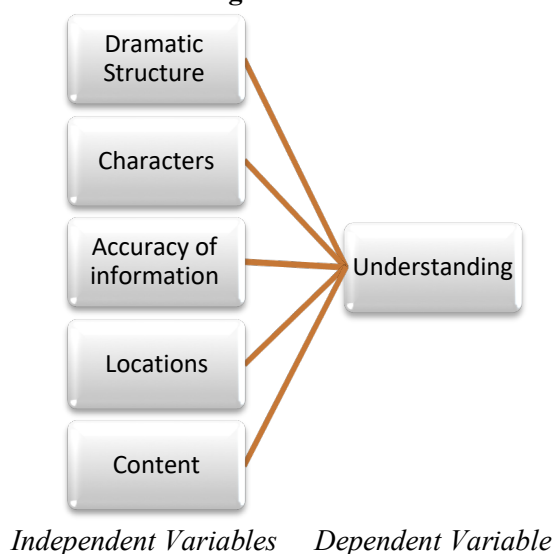
The satellite service that delivers the *Omar* series is generally available in Arab countries. Moreover, those services are available in the occupied Palestinian territories for an affordable price, which makes it a more commonly owned service, granting the Palestinian populace a chance to watch TV channels and dramas. The MBC channel is one of the most viewed Arab satellite channels, according to statistics.¹⁹ In 2012, this channel streamed the *Omar* series throughout the month of Ramadan, a crucial time for a Muslim audience which generally watches television after completing the nightly *Tarawih* prayer. MBC funds an Islamic historical drama TV series every Ramadan.

The sampled population consisted of a random selection of West Bank Palestinians, who were viewers of MBC1 or Qatar Television, having either viewed the *Omar* series broadcast on television or having watched it on YouTube.

A questionnaire was distributed to those members of the selected sample population bearing different levels of university education (doctorate, master's and bachelor's degree, and diploma). The rationale behind selecting this category of sample population is because university-educated individuals are indicated to be of higher capability of understanding and answering questions in comparison to uneducated individuals who may have been illiterate or young.

The questionnaire targeted only those who watched the *Omar* series. The final sample consisted of 300 viewers, comprising 144 males and 156 females. A random sample was selected from the study population because it is impossible to determine the number of people who watched the *Omar* series.

Figure 1: Conceptual Framework of the Elements of Dramatic Treatment and the Understanding of Historical Drama



The framework displayed in Figure 1 shows the independent variables that represent the elements of dramatic treatment; these elements are dramatic structure, characters, locations, accuracy of information, and content. They are considered the most important elements in the drama production process, which have been written about in the literature review.

Data Analysis

A multiple regression analysis was used for the purpose of answering the following question: What is the impact of elements of dramatic treatment on the effectiveness of drama in achieving an understanding of historical drama?

¹⁹ mbc. (2012), *Omer*, Retrieved from mbc channel: <http://www.mbc.net/>.

As one type of advanced statistical method, multiple linear regression uses data to find the causal relationships between phenomena being studied. Using a mathematical equation expressing the relationship between two variables, it estimates the previous values and predicts future values.²⁰ Regression that makes use of one single independent variable is called univariate regression analysis, whereas analysis using more than one independent variable is called multivariate regression analysis.²¹

The researcher used multiple linear regression analysis in this study, in order to study the relationship between the independent variables (dramatic structure, characters, locations, accuracy of information, and content) and the effectiveness of the drama as a dependent variable, in order to predict the dependent variable through independent variables. Multiple linear regression analysis helped to study the effects of independent variables on dependent variables. This analysis studies the relation between different phenomena in quantity and quality, or size and trend.

The researcher carried out several tests to verify correlations between independent and dependent variables in the study before commencing a multiple regression analysis, in order to ensure the suitability of the data for the regression analysis. Tests included in this analysis are as follows:

Linear Multiplicity

To ensure that there are no high correlations or a lack of a linear plurality of independent factors in this test, the researcher used variance inflation factors (VIF) and a tolerance test for each factor to ensure that the value of VIF does not exceed 10 and that the value of tolerance is above 0.05. The analysis shows that the VIF value is less than 10. Table 1 shows VIF values for all variables to be between 1.023 and 2.467.

On a scale where values of the tolerance test are acceptable when above 0.05, the values of the tolerance test ranged between 0.405 and 0.978; this is an indication of the lack of a high correlation between independent variables, so there is no melting of said variables.

Table 1: Internal Correlation between the Independent Variables

Independent Variables	VIF	Tolerance
Dramatic Structure	2.459	.407
Characters	2.365	.423
Accuracy of information	2.467	.405
Locations	2.089	.479
Contents	2.181	.459
Gender	1.023	.978
Educational level	1.247	.802
Age	1.313	.762
Watching Drama	1.376	.727
Watching Historical Drama	1.406	.711

Normal Distribution

Skewedness and kurtosis indicate a normal distribution of the data values used. The grade of skewedness and kurtosis normally ranges between -2 and +2, which is indicative of normal distribution and reliability. The result of the analysis shows the lack of any standard data deviation, where the values of skewedness and kurtosis of the variables are between 2 and -2, as shown in Table 2.

Table 2: Mean, Standard Deviations, Skewedness, and Kurtosis of Variables

Factor	Mean	Standard Deviation	Skewedness	Kurtosis
Dramatic Structure	4.245	.476	-.629	1.098
Characters	3.937	.587	-.683	.636

²⁰ Thaer Dawood Salman (2012), *Multiple Linear Regression*, Baghdad: Baghdad University.

²¹ Barbara G. Tabachnick and Linda S. Fidell (1996), *Using multivariate statistics*, New York: Harper Collins College Publishers.

Accuracy of information	4.181	.498	-.341	.050
Locations	4.169	.524	-.286	.288
Content	4.192	.463	-.305	.055
Understanding	4.168	.506	-.466	.524
Gender	1.520	.500	-.080	-2.007
Educational level	1.946	.641	.048	-.562
Age	2.1367	.800	.616	.202
Watching Drama	1.663	.641	.442	-.687
Watching Historical Drama	1.693	.643	.386	-.702

Correlation Matrix

The use of multivariate regression points to a strong relationship between constant and independent variables, while the relationship between independent variables with each other is shown to be weak, as exhibited in Table 3.

Table 3: Correlation Matrix between Understanding Historical Drama and Independent Factors

Factor	understanding	Dramatic Structure	Characters	Accuracy of information	Content
Understanding					
Dramatic Structure	.528**				
Characters	.520**	.679**			
Accuracy of Information	.560**	.640	.628		
Locations	.589**	.525	.545	.654	
Content	.644**	.624	.558	.631	.628

Research Findings

This study used a multiple linear regression analysis to examine the impact of factors of dramatic structure, characters, accuracy of information, locations, and content, and variables on the understanding of history presented through a dramatic medium. The study also sought to determine the effects of independent variables on the constant so as to predict the dependent variables to varying grades by each independent variable.

Through ANOVA, the results of the multiple linear regression analysis show that there is a relationship between the independent variables (dramatic structure, characters, accuracy of the information, locations, and content) on the understanding of historical drama ($F = (31.264, sig = 0.001)$, ($R^2 = 0.520$), correlation coefficient ($R = .721a$), with standard error (Residual = .128). See Table 4.

Table 4: ANOVA

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	39.883	10	3.988	31.264	.001
Residual	36.866	289	.128		
Total	76.749	299			

The Proportion of Relations between Variables

The model summary, outlined in Table 5, shows that the correlation proportion between the independent variables and understanding of the historical drama is .721^a. When squaring this value, the emerging

proportion of influence of factors combined, which improves an understanding of historical drama, is up to 0.520. This ratio is referred to as “R square”, meaning that 52% of the factor of understanding of historical drama is due to factors of dramatic structure, characters, accuracy of information, locations, content, gender, education, and age.

This result indicates the impact strength of independent factors upon an understanding of historical drama, while there are other factors that affect the understanding of historical drama. Moreover, the correlation ratio of the square (adjusted R Square) is .503, meaning that this ratio can be generalized. See Table 5.

Table 5: Model Summary

Model	R	R Square	Adjusted R Square
1	.721 ^a	.520	.503

This analysis revealed a relationship between select factors and the understanding of the historical drama. Table 5 shows that the content factor (beta = 0.34, sig = .001), the largest index of understanding of the historical drama, has an impact on the audience’s understanding of the topic by up to 34%. This is a large percentage and implies that the content positively affects the understanding of historical drama.

The location factor also has an effect on understanding of the historical drama (beta = 0.23, sig = 0.001), meaning that the places and historical monuments presented to the audience in the series positively contribute to the understanding of the dramatized information by up to 23%.

The educational level of the audience also plays into the effect on understanding of the historical drama (beta = 0.091, sig = 0.045), influencing a positive impact by up to 9.1%. This indicates that lower levels of education among viewers result in a positive impact on the understanding of the drama, so the lower the educational level of the viewer, the larger the increase in his or her understanding of the dramatic material.

Watching drama has an effect on the understanding of historical drama (beta = -.106, sig = .027) by up to 10.6%, meaning that the more an audience watches dramas, the higher their levels of understanding with regards to historical dramas.

The analysis also found no relationship between the dramatic structure factor and understanding (beta = 0.099, sig = 0.121), the characters (beta = 0.052, sig= 0.405), the accuracy of information, sig. is more than 0.05 (beta = 0.105, sig = 0.102). Furthermore, the personal variables represented, such as gender, age, and watching historical dramas, do not affect the understanding of historical dramas.

Table 6: Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	T	sig
	B	Std. Error	Beta		
Constant	.465	.294	-	1.583	.115
Dramatic Structure	.106	.068	.099	1.555	.121
Characters	.045	.054	.052	.833	.405
Accuracy of information	.107	.065	.105	1.640	.102
Locations	.222	.057	.230	3.908	.001
Content	.372	.066	.340	5.647	.001
Gender	.055	.042	.055	1.325	.186
Educational level	.072	.036	.091	2.010	.045
Age	-.012	.030	-.019	-.412	.681
Watching Drama	-.084	.038	-.106	-2.217	.027
Watching Historical Drama	.052	.038	.066	1.365	.173

Discussion and Test Hypothesis

H1: Elements of dramatic treatment have an impact upon the effectiveness of the historical drama in achieving its understanding by the audience.

This analytical study aimed to examine the effects of dramatic treatment elements on understanding historical drama. Multiple linear regression analysis was used to test this hypothesis, due to its ability to deal with multiple independent variables, as well as to investigate the precise relationships between them (their effect).

The results of this statistical analysis revealed that the percentage of the influence of independent factors combined upon levels of understanding the historical drama was up to 52%. In other words, elements of location and content contribute to the understanding of historical drama in this proportion. This indicates the strength of the influence of these two factors in influencing an understanding of historical drama. It furthermore indicates that there are other factors that affect the understanding of historical drama, and that if these factors are achievable it will allow for far greater effectiveness in raising understanding. There are potential elements which may influence a future audience and contribute to their confusion and reduced understanding of the material. This may stem from the viewer's preoccupation with something else or perhaps situational conditions, and the use of difficult terms in the television series, as well as other obstacles not included in the scope of this study. Therefore, we reject the null hypothesis (H0) and accept the hypothesis (H1), with significance below 0.05.

This study revealed that the content of dramatic series has an impact in achieving an understanding of history, which indicates that the content that is converted into a dramatic work increases the rate of understanding with regards to said content. Therefore, scientific information that is difficult to understand by means of memorization and conventional educational lessons are made easier through conversion into dramatic form. The drama also contributes to increasing levels of effectiveness of the viewer's memorization and ability to understand things more clearly. The study also proved that the content treated through drama affects the viewer's ability to understand by up to 34%, while other elements have effects on increasing understanding.

This result is consistent with Mahjoub's study,²² which revealed that television drama plays a role in increasing the degree of awareness and knowledge of the viewer. It also reflects the findings in Azza's study,²³ which found that learning and acquiring knowledge are essential motives for watching TV dramas. Achieving understanding through drama is directly related to watching drama, which furthermore increases awareness of social reality, as discussed in Bariaa's study.²⁴ It also mirrors a study by El-Sherbiny,²⁵ which showed a relationship between the rate of exposure to violence in films and the perception of social reality presented on television.

In the field of education, this result is consistent also with a study by Aziz²⁶ which concluded that students perceived that dramatisation helped them to construct meaning from the literary text, and also enabled them to examine issues of race, racism, and discrimination.

The analysis further revealed that dramatic construction has no effect on increasing an understanding of history, which is an expected result due to the fact that dramatic structure is only concerned with attracting and fascinating viewers and increasing their engagement with the series. Furthermore, the characters bear no role in achieving an understanding of history as presented through the drama. The characters have no effect on increasing levels of understanding, as their role is to create a role model for the viewer to imitate and emotionally engage with; they have no role in increasing the ability to memorize and understand events and content. If actors are changed or replaced, this does not negatively affect the measure of understanding of dramatic content.

²² Mahjoub Mohamed Ahmed (2013), "The impact of television drama on the culture of Sudanese society, an applied study in the state of Khartoum 2009-2010."

²³ Azza Abdel Azim Mohamed (2000), "The effect of television drama on the perception of the social reality of the Egyptian family."

²⁴ Bariaa Hamza Shaqir (1999), "The effect of exposure to foreign drama on television on the perception of the Lebanese youth of social reality," Ph.D. Dissertation, Cairo University.

²⁵ Ayman Mahmoud Abbas El-Sherbiny (1999), "Historical drama in television and its role in spreading historical awareness."

²⁶ Azlina Abdul Aziz and Nurul Shahira Mohd Raffi (2020), "The Effectiveness of Utilising Drama Performance in Enhancing Student Teachers' Engagement with Harper Lee's Novel 'To Kill A Mockingbird' (1960)," pp. 70- 83.

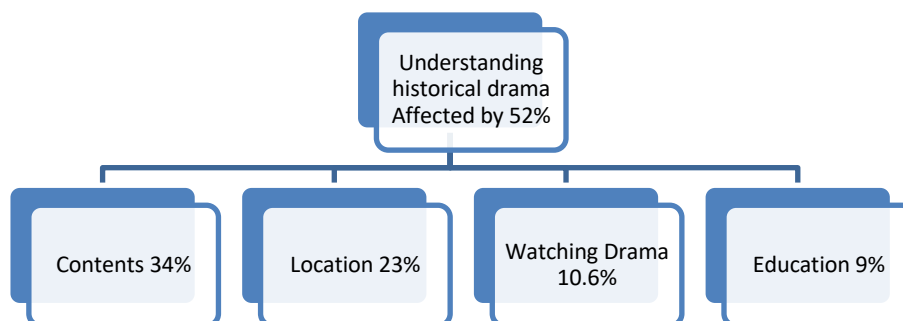
It is clear from the regression analysis that informational accuracy has no effect on increasing understanding of historical dramas, as the historical information presented in the dramatic work has a dimension of accomplishing both understanding and preservation. Regardless of whether the information is correct, it is transformed into a drama which then affects understanding. Both scenarios, irrespective of informational accuracy, result in understanding and memorization, with an audience perceiving and understanding events, absorbing the content, and memorizing names and events. It is for this reason that broadcasting historically inaccurate dramatic programs that do not take into account informational accuracy is considered dangerous, as they instil misinformation in the minds of the viewers who memorize these events exactly as they were presented to them. Inaccurate images and information will remain with them and will form a foundation of misinformation and misguided narratives, which will be reflected in their thoughts and attitudes towards many issues.

Furthermore, the results of the multivariate regression analysis proved that the location factor is an important contributor to the effectiveness of historical drama, bearing important effects on increasing understanding of history, as it facilitates the comprehension of content and events in addition to maximizing memorization. According to the study, the location affects the viewer's understanding of dramatized history up to a rate of 23%. It helps link the dialogue, events, and characters with the place where the events occurred and the characters lived, so that it influences viewers and increases the effectiveness of the dramatic work and its ability to define the course of the series and deepen viewers' understanding and memorization. The viewer does not care for the limitation of dramas to simulate historically accurate events and contents, as he wants to relive the atmosphere within which those events took place, and to be transported between cities, houses, and castles. When these features are present, they contribute to increasing the viewer's understanding and memorization of the events of the series. This provides an additional explanation for what the producers of the *Omar* series intended when they created simulated cities of Mecca and Medina, as well as castles, palaces, and other aspects. This is to give a sense of credibility and realism to the series, as the places and landmarks achieved a measure of realism and increased the viewer's ability to understand the events and memorize the different names and places in the series.

The educational level also affects understanding of the historical drama by up to 9%, meaning that the lower the educational level of the viewers, the more their understanding of the drama increases. This may explain that high scientific levels are not as subject to the effects of drama as are low scientific levels.

The results indicate that watching dramas has a role in better grasping and understanding history, as watching a significant amount of drama contributes to increasing understanding and memorization of historical events by up to 10.6%. This explains that repeated viewing increases the ability to understand and memorize.

Figure 2: Summary the Impact of the Elements of Dramatic Treatment on the Understanding of Historical Drama



Conclusion

The current study concluded that factors of the location, content, prevalence for watching dramas, and the educational level of viewers affect the understanding of dramatic historical dramas by up to 52%. These factors furthermore contribute to effectiveness in the understanding of the history presented

through television drama, in that the understanding of history which has been transformed into drama can be increased by paying close attention to these elements.

The study proved that the content treated through drama affects the viewer's ability to understand by up to 34%, and location affects the viewer's understanding of dramatized history up to a rate of 23%. It helps link the dialogue, events, and characters with the place where the events occurred and the characters lived. In addition, the educational level affects their understanding of the historical drama by up to 9%, meaning that the lower the educational level of the viewers, the more their understanding of the drama increases. The results indicate that watching dramas has a role in better grasping and understanding history, as watching a significant amount of drama contributes to increasing understanding and memorization of historical events by up to 10.6%.

The study concluded that factors of the dramatic construction—characters, accuracy of information, gender, and age of viewers—have no effect on increasing an understanding of history, which is an expected result due to the fact that dramatic structure is important in attracting and fascinating viewers and increasing their engagement with the series. Furthermore, the characters bear no role in achieving an understanding of history; if actors are changed or replaced, this does not negatively affect the measure of understanding of dramatic content. Also, informational accuracy has no effect on increasing an understanding of historical dramas, as the historical information presented in the dramatic work achieves understanding and preservation regardless of whether the information is correct.

The study contributes to providing advice to drama producers, including the fact that if they want to achieve an understanding of the subject, they have to procure interest in the content, followed by the location and the décor. Therefore, close attention should be paid to the elements of location and content. The location provides a sense of space so as to allow the viewer to relive the atmosphere of the environment that is being simulated. Similarly, scientific information, which otherwise may be understood and remembered with difficulty, becomes far easier to comprehend and memorize once converted into a drama, for the reason that dramatic content is clear and easy for the audience to understand. Therefore, the best way to enhance the understanding of viewers and increase their ability to memorize information is by converting historical texts into a drama.

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