



The Influence of Video on Students' Interests and Motivation in Economic Subject

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Abstract

This study aims to identify the influence of video usage in Learning and Facilitating sessions on students' the Interests and Motivations levels. A total of 36 Form Four Economic students at SMK Methodist TanjungMalim were involved in this study. The research instrument used is a set of questionnaires that have Parts A (Demographics of respondents), B (Interest), and C (Aspects of Motivation). Question items were measured by using a five (5) point Likert Scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree), and the data obtained were analyzed by using Descriptive method. The findings of the study showed, the use of video had a high influence on students' Interest (Mean Score 3.93), and Motivation (Mean Score 3.91) levels. The mean difference of the two factors observed to be statistically insignificant. In conclusion, the respondents relatively Agree that the use of video in learning and facilitating sessions (PdPc) has influence on students' Interest and Motivation. This means, that the use of technology as a teaching aid able to improve students Interest and Motivations, and this approach should be further encouraged for usage in other subjects as well.

Key Words: Video, Interests, Motivation, Economic Subject.

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Introduction

The world of education is currently facing challenges, especially in the effort to keep pace with the event of Industrial Revolution 4.0 (CheAlehaLadin, IntanMarfarrinaOmarand, Hairol Nezam MohdZaki, 2018). The economic transition from a conventional economy to a digital economy, which is an economy based on information technology (ICT), known as the Industrial Revolution 4.0, has an impact on the world economy.

The Education sector is no exception to the temptation of the transformation of this world. As a pro-active measure, the government has taken several initiatives to make the education system in our country move forward on par with the transformation taking place in the world. This action is a reasonable response as much evidence shows that the economic development of a country has a significant correlation with the education system responsible for

creating and shaping human capital (Nor Asiah Abdullah et al., 2009); Kementerian Pendidikan Malaysia (2015); Rahil Mahyuddin et al. (2009); The education system is also a key area in providing productive skilled human resources.

Problem Statement

Economic is one of the elective subjects offered to form four and five students in some secondary schools in Malaysia. This subject is introduced as one of the government's efforts in creating a comprehensive, balanced, virtuous, critical, creative, innovative human capital in facing the challenges of the 21st century, and these aims also are in line with the goal of the country in the mission to achieve the development status with technological development in the industry. (Kementerian Pendidikan Malaysia, 2015).

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However; by academic performance of the economic students, the examination results for the first term in 2019 of our selected respondents showed more than 50% of the students score D and below grades for the Economic subject. The results from an interview revealed, the students are not interested and lacked understanding of the subject.

Before hoping for an excellent grade; school, teachers, parents, policy makers must first figure out how to boost students' interest in studying this subject. Once Interest is nurtured, it is highly anticipated the motivations of the students could also be improved, and finally the objective of better performance is getting nearer to reality.

According to Syamsulaini and Mashitoh (2016); in Ahmad et al. (2007), video is defined as a medium that presents audio and graphics simultaneously. Video is essentially similar to a television broadcast but the concept has been developed over the past six decades. Findings from the study of Syamsulaini and Mashitoh (2016) concluded, the use of video in teaching and learning not only helps educators in enriching teaching pedagogy but also helps students build Interest and Motivation in learning.

Relating to the above discussion, we may imply video may function as a teaching aid to improve students interest and motivation in studying Economic subject. In relating to this, the current study was conducted for the purpose to analyze the influence of video usage in Learning and Facilitating (PdPc) sessions of the Economic subject, on students' Interest and Motivation levels.

Research Objective

This study aims the following two objectives.

1. Identify the influence of video on students' Interest and Motivation in Economics subject.
2. Determine the relationship between students' Interest and Motivation; which are generated from video based Learning and Facilitating Sessions for Economics subject.

Literature Review

In the current era of modernization, the use of video in the PdPc sessions has become popular and appropriate according to the current circulation. This community has been synonymous with the use of video during PdPc sessions to ensure that students successfully master the learning outcomes presented.

A study by Syamsulaini and Mashitoh (2016), summarizes the five importance of video namely; increase the number of readings and teaching materials, assist in the development of students' knowledge base, develop Interest, increase students' motivation and enthusiasm and finally promote the effectiveness of educators in teaching.

Similar findings were also obtained from Ngu (2012), who concluded that video should be expanded its use in teaching to increase the Motivation and Interest of students while improving the PdPc method of teachers. Almost similar findings were obtained from the studies of Lee See Mee (2016), Ari ni Rahmadana, Hamsu Abdul Gani and Ismail (2018), So fyan (2017), Resky, Mushawwir and Abd Muis (2018), Wawan Sabtano (2015) and Suwarno, Handako and Eny (2015)

A study by Dwi Yunita and Astuti Wijayanti (2017) provide evidence, the use of video has several benefits that can attract students to follow the PdPc sessions. Furthermore, the use of video can also increase students' knowledge based on the content contained in the video. The use of video can also train students to create images based on the elements displayed in the video. Students will be better prepared to think critically and creatively in solving all questions regarding the topic learned through the use of video during the PdPc sessions. The use of video can also increase students' motivation towards learning outcomes because the use of video involves the senses of hearing and sight throughout the PdPc sessions.

A study by Meyta and Triani (2015) concluded, the use of video during PdPc sessions can reduce the percentage of students who skip school decreased from 20 % equivalent to 14 students who skipped class decreased to 10 % equivalent 7 people. This proves that the use of video can attract students to attend school. Through this study, the use of video can diversify teaching aids so that the PdPc sessions can be carried out well. This is because, with the existence of an interesting PdPc sessions, students will be motivated to attend the class. Similar findings were obtained from the study of Syayid, Hikmawati, and Wahyudi (2015).

Based on these literatures, it is clear that the use of video in teaching and learning as well as in learning and facilitation sessions influence the level of Interest and Motivation of the students. To provide a re-affirmation of these earlier findings, the current study was conducted to identify the influence of video usage in learning



and facilitating sessions on Form 4 students' level of Interest and Motivation in studying Economics subject.

Methodology

This section explains the methodology for this study which includes the following aspects; purpose of the study, study respondents, type of study, study instruments, data collection, and analysis process as well as the results of the pilot study. This study examines the influence of video; as a tool in Learning and Facilitating Sessions, on the Interest and Motivation levels of Form 4 students (SMK Methodist, Tanjung Malim, Perak) in Economics subject. This study is a quantitative study which involves primary data collection, where the respondents' answers were recorded in the form of 5-points Likert Scale answers which range from a value of one (1) to denote a "Strongly Disagree" level, and to a maximum value of Five (5), to denote "Strongly Agree" level. The instrument used for the data collection process is a questionnaire set with three (3) parts; Part A - Respondent Information, Part B - Aspects of Interest (adapted from Norhafiza (2015), and Part C - Aspects of Motivation (adapted from Nurul Hidayah (2008)). Data obtained were processed by using Standard Package for the Social Sciences (SPSS) software for Windows Version 23.0. To achieve the targeted objectives, data analysis were using statistical descriptive tests and mean score values obtained were defined as shown in Table 1.

Table 1. Interpretation of Mean Score Values

Range of Mean Values	Interpretation
Mean < 1.5	Strongly Disagree
1.5 < Mean < 2.5	Disagree
2.5 < Mean < 3.5	Moderate
3.5 < Mean < 4.5	Agree
4.5 < Mean	Strongly Agree

Findings of the Study

This section discusses the findings of the study. It is divided into several parts namely; 4.1 Demographic Analysis, and 4.2 The Interest and Motivation Analyses.

Demographic Analysis

The overall results of the Demographic analysis are shown in Table 2.

Table 2. Demographic analysis

ITEM	Frequency (No. Of People)	(%)
1. Gender		
Male	17	47.2
Female	19	52.8
Total	36	100.0
2. Race		
Malay	22	61.1
Indians	8	22.2
Chinese	5	13.9
Others	1	2.8
Total	36	100.0
3. Parental Education Background		
Tertiary	8	22.2
STPM	13	36.1
SPM	13	36.1
UPSR	2	5.6
Total	36	100.0
4. Grade scored for Economic Subject in Early Semester in Year 2019		
A	2	9
B	4	10
C	10	23
D	20	58
Total	36	100.0

From the results obtained, the distribution of gender factors shows an nearly balanced number between the female (19 people) and the male students (17 people). In terms of the Malay form the highest of 61.1% equivalent to 22 people, followed by the Indians of 22.2%, equivalent to 8 people, the Chinese 13.9% equivalent to 5 respondents and the last is comprised by Others by the amount of 2.8 % or equivalent to one person only.

The parental education distribution shows, the group with Sijil Pelajaran Malaysia (SPM) and Sijil Tinggi Pelajaran Malaysia (STPM) had the same percentage of 36.01 % or equivalent to 13 respondents, followed by the group of University graduates (22.2 %) with 8 respondents. At the lowest educational level (UPSR), only 5.6 % or equivalent to 2 respondents are recorded in this study.

The last item under the demographic factor is the academic performance of the respondents in Economic test. The results are referred from the grade obtained in the first term test, in which the highest number of students (20 people) obtained Grade D, 10 people obtained Grade C, followed 4 students got Grade B, and 2 others got Grade A. This shows, the academic performance of the students in Economics subject is relatively not satisfactory.



The Influence of Video on Interest and Motivation

The discussion in this section is divided into three parts namely 4.2.1 Analysis of the Influence of Video on Students' Interest; and 4.2.2 Analysis of the Influence of Video on Students' Motivation, and lastly 4.2.3 Analysis of the

Overall Influence of Video.

Analysis of the Influence of Video on Students' Interest

This section discusses the findings of the study of the influence of video on students' interest in the subject of Economic. The overall results are shown in Table 3.

Table 3. Analysis of the Influence of Video on Interest

Statement items	SD	D	M	A	SA	Mean	S.D
1. The video usage in learning and facilitating sessions help develop my Interest in the subject.	1 (2.8%)	1 (2.8%)	11 (30.6%)	10 (27.8%)	13 (36.1%)	3.92	1.03
2. My interest in economic subject is increasing after the learning and facilitating sessions are engaged with video usage.	1 (2.8%)	1 (2.8%)	3 (8.3%)	20 (55.6%)	11 (30.6%)	4.08	0.86
3. I spent more time studying Economic after the learning and facilitating sessions are engaged with video usage.	1 (2.8%)	1 (2.8%)	12 (33.3%)	16 (44.4%)	6 (16.7%)	3.69	0.89
4. I choose to study Economic in learning and facilitating sessions that use videos.	1 (2.8%)	2 (5.6%)	11 (30.6%)	16 (44.4%)	6 (16.7%)	3.67	0.93
5. I enjoy involving in the learning and facilitating sessions that use video.	0 (0%)	1 (2.8%)	8 (22.8%)	15 (41.7%)	12 (33.3%)	4.06	0.83
6. I revise the notes obtained during the learning and facilitating sessions which are conducted through video projection.	0 (0%)	2 (5.6%)	7 (19.4%)	22 (61.1%)	5 (13.9%)	3.83	0.74
7. I hope the method of using video in learning and facilitating sessions can be applied in other subjects.	0 (0%)	1 (2.8%)	10 (27.8%)	10 (27.8%)	15 (41.7%)	4.08	0.91
8. The use of video in learning and facilitating sessions facilitate my interest to study economic subject.	0 (0%)	1 (2.8%)	11 (30.6%)	16 (44.4%)	8 (22.2%)	3.86	0.80
9. Overall, I like the use of video in Economic's learning and learning sessions.	0 (0%)	1 (2.8%)	7 (19.4%)	13 (36.1%)	15 (41.7%)	4.17	0.85
Overall Mean Score	3.93						

Based on the results in Table 3, the mean score value for all items was at a high level except for item 4 (I choose to study Economic in sessions that use videos.) which record a mean score of 3.67. The highest mean score was recorded for items 9 (Overall, I like the use of video in Economic's learning and learning sessions), 2 (My interest in Economic subjects is increasing after the learning and facilitating sessions are engaged with video usage), 7 (I hope the method of using video in learning and facilitating sessions can be applied in other subjects.) and 5 (I enjoy involving in the learning and facilitating sessions that use video); followed by items 1 (The video usage in learning and facilitating sessions help develop my Interest in the subject), 8 (The use of video in learning and facilitating facilitates my interest to study economic subject), 6 (I do revision

on the notes obtained during the learning and facilitating sessions which are conducted through video projection), and 3 (I spent more time studying Economic after the learning and facilitating sessions are engaged with video usage).

Analysis of The Influence of Video on Students' Motivation

This section discusses the findings of the study for the analysis of the influence of video on student Motivation. The overall results are shown in Table 4.



Table 4. Analysis of the Influence of Video on Motivation

Statement items	SD	D	M	A	SA	Mean	S.D
1. I am very motivated to study economic when video is engaged in the learning and facilitating sessions.	1 (2.8%)	1 (2.8%)	6 (16.7%)	15 (41.7%)	13 (36.1%)	4.01	0.955
2. I try to solve unanswered questions through learning and facilitating sessions that use video.	1 (2.8%)	2 (5.6%)	8 (22.2%)	19 (52.8%)	6 (16.7%)	3.75	0.906
3. Through video usage in the learning and facilitating sessions, I learn economic without the help of others.	0 (0%)	4 (11.1%)	8 (22.2%)	14 (38.9%)	10 (27.8%)	3.83	0.971
4. Through video usage in learning and facilitating sessions, I become more confident in getting better grades.	0 (0%)	2 (5.6%)	10 (27.8%)	15 (41.7%)	9 (25.0%)	3.86	0.867
5. I make preparations before the learning and facilitating sessions (with video usage) started.	0 (0%)	1 (2.8%)	7 (19.4%)	16 (44.4%)	12 (33.3%)	4.03	0.806
6. The learning and facilitating sessions using video increased my motivation to study economic subject compared to other subjects.	0 (0%)	2 (5.6%)	7 (19.4%)	20 (55.6%)	7 (19.4%)	3.89	0.785
7. I love studying Economic when the learning and facilitating sessions are engaged with video usage.	0 (0%)	1 (2.8%)	8 (22.2%)	16 (44.4%)	11 (30.6%)	4.03	0.810
Overall Mean Score	3.91						

The results in Table 4 show that the mean score values for all items are at a high level where all the mean score values are at a level above 3.67. The highest mean score was recorded for item 5 (I make preparations before the learning and facilitating sessions (with video usage) started), 7 (I love studying Economic when the learning and facilitating sessions are engaged with video usage), and 1 (I am very motivated to study economic when the video is engaged in the learning and learning sessions) and followed by item 6 (The learning and facilitating sessions using video increased my motivation to study Economic subject compared to other subjects), 4 (Through video usage in learning and facilitating sessions, I become more confident in getting better grades), 3 (Through video usage in learning and facilitating sessions, I learn economic without the help of others) and 2 (I try to solve unanswered questions through learning and facilitating sessions that use video).

Conclusion

This study was conducted to examine the influence of video usage in learning and facilitating sessions on students' Interest and Motivation levels in studying Economic subject. The respondents were comprised of 34 Form 4 students who took Economic subject at SMK Methodist, Tanjung Malim Perak. The instrument for the study was questionnaire set. The data obtained were analyzed by using descriptive statistics to help achieved the

objectives aimed earlier. The analysis which focuses on the influence of video usage in PdPc on students' Interest and Motivation recorded the overall mean score values are 3.93 and 3.91, respectively. These results provide indication the respondents relatively Agree that the usage of video has influence on students' Interest and Motivation to Economic subjects.

The similar mean score values for the Interest and Motivation factors also give an indication, the ability to attract Interest is directly related to the level of Motivation of the students for this case. In other words, there was no significant difference in the mean values of the two factors analyzed.

Findings from this study show that the use of video in PdPc sessions not only help teachers provide diverse, creative, and innovative teaching materials but also provide positive benefits on students' Interests and Motivation. The implications of this study are; can help the school to improve the implementation of the teaching of Economic subjects, as well as the performance of students, and this will indirectly improve the image of the school to create a school that is comparable to other schools by following the era of technology and Industrial Revolution 4.0. In addition, the findings of this study can also provide a guideline to the Ministry of Education Malaysia (MOE) to formulate appropriate policies in the Curriculum of Economic in achieving the target of producing students with knowledge and skills in Economic and good value (Ministry of Education Malaysia).



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