

## EFFECTIVE VIDEO LEARNING: THE THEORY OF EXCEPTIONAL DEMAND

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### ABSTRACT

When the WHO declared the world facing the COVID19 pandemic in March 2020, most work routines changed digitally. Since then, educational institutions have shifted to online learning methods and digitized teaching material to replace face-to-face methods. This study aims to identify the effectiveness of the teaching video entitled Exceptional Demand as a teaching aid for lecturers who teach Microeconomics courses, especially in UiTM. The video is created and developed to fit with diploma students in which simple language and attractive animation. It makes it easier for students to understand that theory more easily and easier for lecturers to explain. Besides, the video is accessible because it was uploaded to the lecturer's YouTube channel and is appropriate with the online learning method. The objective of creating this video is; i) to make the topic of economics easier and understandable and ii) to make it fun, reachable, interesting, interactive, and easy to access via the use of technology and online applications. This video received 325 views after being published, with 31.3 percent of the viewers being male and 68.8 percent being female. Out of a total of 325 views, a total of 180 people liked this video. It was received a total of 3.8 hours of watch time, with an average of 0:42 minutes spent by each viewer. This finding will guide the other lecturers on how to create an effective video as a teaching aid. Additionally, this method is in line to support the IR 4.0 technology era.

**Keywords:** YouTube; Exceptional Demand; Microeconomics

### 1. INTRODUCTION

The rise of the pandemic of Covid-19 that has struck the world since 2019 has caused significant changes in several aspects of educational approaches, resulting in a dramatic change in academic learning strategies and methods. Mutual class meetings are currently postponed to ensure the safety of the students and educators and break the chain of the Covid-19 disease transmission, hence disturbing the learning process. The covid-19 crisis which was considered to be deadly and harmful to human health has affected worldwide higher learning institutions to hold back all of their normal learning practices and activities due to public safety issues (Muftahu, 2020). The covid Hence, mutual meetings in classes are urgently discouraged for safety reasons. The restriction due to the pandemic situation, which eventually resulted in the predicament which disallowed students and educators to meet and have a mutual learning experience in their class, had become this project problem statement.

Changes seem inevitable and require creative interventions and techniques so that the educational delivery system can always be relevant and intact despite any challenges. Respective organisation or institution should and can apply an alternative and creative contingency method which can be apply during challenging period (Seville et al., 2012). The use of technology applications and electronic platforms as learning mediums, especially via online tech applications such as YouTube,

WhatsApp, Telegram, and Google Classroom, is considered the most effective and safest approach available in the pandemic era. Using these methods has several advantages, including the following: the reach is much greater, the learning materials can be recorded and viewed for learning purposes repeatedly in the long run, materials can be transferred anywhere and immediately, and students can browse for related references online at the same time for better learning outcomes. On the other hand, educators can reuse or upgrade and improve teaching and learning materials that they have posted online whenever necessary, based on the feedback or comments received by the students for future learning quality enhancement.

The economics course is one of the subjects that contains various theories and calculations. Therefore, to attract students, an effort has been made to achieve alternative learning delivery approaches to be delivered easier and understandable. Additionally, this approach aims to ensure that educational services and learning approaches can always be made available at all times and make them fun, reachable, interesting, interactive, and easy to access via the use of technology and online applications.

## **2. MATERIALS AND METHODS**

The study involved the development of a video uploaded on the lecturer's YouTube channel. The results of the study are important to enable this learning process to be practised by educational institutions or universities to support the learning process conventional face-to-face. At the same time, this method can also be used by institutions that practise distance education as a mechanism for the delivery of learning materials (Poon et al., 1997). Therefore, it is also the most appropriate method for open and distance learning (ODL) systems that are applied today due to the COVID-19 impact. The audience comments were considered and measured to determine the effectiveness of the video.

### **2.1: Content**

The aim of the video is designed to explain the exceptional demand for a Microeconomics course. The contents of the video were taken from a textbook entitled Fundamentals of Economics, written by Tey Hwei Choo, Nabila Ahmad, Zulkhairi Nisa, Irlisuhayu Mohd Ramli, and Rosmaiza Abd Ghanic. The simplest language was used to allow students to understand the topic easily.

### **2.2: Video**

Attractive graphics and animation were used in designing the video. Besides, soft music was also played during the speech to make the video more interesting and attractive. However, the clear and pleasant voice of the reader in the description of the content is preferred to ensure the delivery of meaning is reached. While the duration of the video is not too long to avoid the audience getting bored.

### **2.3: Medium and Channel**

The video was uploaded to the lecturer's YouTube channel and students were asked to watch it. The link to the video is [https://youtu.be/IRy\\_o4T-jZE](https://youtu.be/IRy_o4T-jZE). The students were encouraged to ask questions or comment in the comment space. A lecturer would respond to those questions and analyse the video based on those comments to determine the video's effectiveness. The video will be improved based on the analysis results.

### 3. RESULT

#### 3.1: Data

This learning video is shared with students and the general public during semester break through the YouTube channel, where the ownership publishing content is following the Standard YouTube License. The video can be accessed and edited by the owner of the video if there are modifications or extra information to be included.

**Table 1: Numbers of views and likes.**

Views	likes	Male %	Female%
325	180	31.3	68.8

According to the table 1, this video received 325 views after being published, with 31.3 percent of the viewers being male and 68.8 percent being female. Out of a total of 325 views, a total of 180 people liked this video.

**Table 2: Top traffic sources**

External %	Other YouTube features %
52.9	38.7

Around 52.9 percent of the video are shared through external sources such as WhatsApp, Facebook, and Instagram. In contrast, 38.7 percent of videos are shared through other YouTube features such as offline mode, the Creator Studio, the YouTube Remote, and other similar functions.

#### 3.2: Result

The video has received 325 views and has received a total of 3.8 hours of watch time, with an average of 0:42 minutes spent by each viewer.

**Table 3. Watch time, average view duration and comments**

Watch Time (Hours)	Average View Duration	Comments	Comment from viewers (Positive comments to be highlighted)
3.8	0:42	40	C1: Nice explanation and very understandable C2: Good explanation C3: Excellent content C4: Nice and very good sharing

There was a total of 40 positive remarks from each viewer, with the top four of them being picked for publication. C1, C2, C3, and C4 are representative comments from viewers 1, 2, 3 and 4. The outstanding and highly understandable content is one of the comments. In conclusion, as students watch this shared video, they will better understand this economic subject and be more prepared to participate in the lecture. There are no questions and suggestion comments because it is disseminated during the semester break.

## 4. CONTRIBUTION, USEFULNESS AND COMMERCIALISATION

### 4.1: Contribution

The video could potentially be used as a teaching tool for lecturers, and it is appropriate in the online learning mode. Besides, it is also in line with the current situation that most educational institutions are switching to this mode due to the COVID-19 pandemic.

### 4.2: Usefulness

The video would be used to teach a demand theory in the economics course. Additionally, this course is enrolled by diploma students in certain programmes at UiTM. It is useful to explain exceptional demand theory along with examples that are easy for students to understand. Sidek & Hashim (2016) found five important benefits of video that can increase the number of readings and teaching materials, help develop students' knowledge base, strengthen understanding, improve the motivation and enthusiasm of students, and finally promote the effectiveness of educators in teaching. The development of learning videos will be learning aids that are effective and easily accessible.

The video can be a teaching aid for lecturers, especially those teaching UiTM economics courses throughout Malaysia. Students can access the footage easily through a YouTube channel link. It fits with students' characteristics that comfort them with the internet and technology nowadays. The video will assist students in understanding this theory and, indirectly, will be applied in their learning process.

### 4.3: Commercialization

The video can be assembled with a textbook or manual reference to provide students and lecturers with more notes. It has the potential to be marketed in conjunction with a textbook manual to provide additional notes.

## 5. CONCLUSION

The video was created specifically for students inclined to take economics courses, whereby the Topic of Demand would be taught in various courses, including microeconomics, business economics, and others. This video is uploaded through a channel on YouTube to make it easier for students to access and watch repeatedly to comprehend this economic topic better. The video has 325 views, with an average view time of 0.42 minutes per viewer. The engagement rate can be further boosted by including additional engaging content such as quizzes, questions, and other interactive elements to make the content more dynamic and interactive.

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