

Empowering Underachieving Youths in Producing Videos on Social Media: A Study on the Effectiveness of the BE:GINOW Training Programme

**Che Nooryohana Zulkifli¹, Nur Afiqah Ab. Latif^{2*}, Melati Desa³, Raja Rosila Raja Berahim⁴,
Nurul Bazilah Abd. Hamid⁵**

¹²³⁴*Akademi Pengajian Bahasa, Universiti Teknologi MARA
Cawangan Pulau Pinang, Kampus Permatang Pauh, 13500 Pulau Pinang, Malaysia*

⁵*Pusat Asasi Universiti Teknologi MARA
Cawangan Selangor, Kampus Dengkil, 43800 Selangor, Malaysia*

Authors' Email Address: ¹yoezulkifli@uitm.edu.my, ^{2}n.afiqah@uitm.edu.my,
³melatidesa@uitm.edu.my, ⁴rajarosila@uitm.edu.my, ⁵nbazilah@uitm.edu.my*

Received Date: 3 November 2023

Accepted Date: 20 December 2023

Revised Date: 28 December 2023

Published Date: 31 January 2024

*Corresponding Author

ABSTRACT

This study conducted a detailed analysis of how academically underachieving youth use technology and social media to create videos as part of a training programme called BE:GINOW. A mixed study design that combined a quantitative method using questionnaires and qualitative methods through interviews was used. The questionnaires were distributed through two phases: pre-BE:GINOW programme (Phase 1) and post-BE:GINOW programme (Phase 2), which intended to compare the videos produced by the participants before and after the programme. We also conducted two interview sessions to obtain feedback from external facilitators and participants on the effectiveness of the programme. The results show that BE:GINOW has successfully helped the participants produce more quality videos after eight months of participating in the programme. Respondents agreed that the post-programmed videos were better in terms of presentation structure, message delivery, language use and presentation style. The external facilitators and participants also confirmed the effectiveness of BE:GINOW in motivating and guiding the underachieving youth to improve their skills in the production of videos. It is envisaged that a programme like BE:GINOW will serve as a model for future technology-based training, acting as a catalyst for academic underachievers to expand their life skills and become active content creators.

Keywords: *social media, technology, training programme, underachieving youth, video production*

INTRODUCTION

Technology and social media are the leading platforms in the era of global development due to their extensive usage, which covers business, entertainment, education, politics, human relations, and information dissemination. Khairi (2020) reported a statistical increase among internet users in Malaysia from 25.5 million in 2017 to 30.4 million in 2020. In line with the current trend, the BE:GINOW (Build & Empower: Generating Income in Online World) programme was conducted to shape a competitive generation that can use social media to upgrade their skills and generate income.

BE:GINOW is a training programme that focuses explicitly on academically underachieving male youths and is operated free of charge. Via this programme, the participants were encouraged and motivated to increase their living standards and the necessary exposure to upload positive and appealing video content on social media platforms such as YouTube, Instagram and TikTok. BE:GINOW assisted the participants in identifying their talents and interests, along with strategies that enabled them to disseminate information to society. The training also guided the participants to create well-organised content that could attract more viewers, garnering more "likes" and "followers". All BE:GINOW participants attended a series of training sessions with their facilitators to produce videos focusing on several imperative aspects. These include content arrangement, language style, oral delivery techniques, dress code, storytelling method, video editing procedures, and failure factors. By doing so, the participants were expected to produce compelling video content to be uploaded on social media and generate income.

PROBLEM STATEMENT

The unemployment statistics in Malaysia show that young people constitute the highest unemployment rate at 10.9%, slightly lower than the unemployment ratio in Southeast Asia at 12.2%. These figures position Malaysia's unemployment rate as the third highest, after the Philippines and Indonesia (Michael & Geetha, 2020). In addition, Welsh and Cheng (2020) asserted that research has indicated high unemployment rates among youths under 25 years old, primarily attributed to their lack of skills. Therefore, Khan et al. (2021) emphasised the need for the government to review and conduct further studies when formulating policies and directing social services towards disadvantaged youths in Malaysia to ensure they are not left behind in the nation's development. The researchers proposed that the formulated policy should concentrate on the restoration of youngsters, encompassing job provision, wage subsidy services, career support, and job-seeking guidance. All of these objectives can be achieved by equipping our youth with the necessary skills to enhance their investment opportunities.

Idris (2020) reported that the Ministry of Higher Education received 58,668 applications from youths seeking to pursue degree-level studies during the 2020/2021 academic session. However, only 18,109 (31%) of these applicants were male. These statistics indicate a lower interest among male students in improving their academic abilities, posing potential risks for the future of this demographic. BE:GINOW is among the training programs specifically designed for academically underachieving male youths, aiming to provide opportunities for participants to acquire knowledge and showcase their existing talents. This proactive initiative can instil self-confidence and foster lifelong awareness, enabling participants to be more competitive and generate income.

Research Objectives and Questions

This study aimed to examine the BE:GINOW programme's effectiveness in shaping youths who are more innovative and creative in video production. BE:GINOW was formulated to train them to possess the necessary skills to produce videos that could harness technology and social media to generate income. Based on the objective mentioned, three research questions were derived:

1. Is the BE:GINOW programme effective in assisting its participants to produce clear and easy-to-understand videos?
2. Is the BE:GINOW programme effective in guiding its participants to develop appealing video content?
3. Is the BE:GINOW programme effective in helping its participants create videos that could achieve many likes and subscribers?

Significance of Study

Education is crucial in increasing a person's knowledge, quality and skills. However, Mohd Yusoff and Azman (2018) depicted that female students are more academically competent than their male counterparts. In other words, male students are keener on aspects involving skills and technicalities rather than academic excellence. Hence, this study also focused on academically underachieving male youth between 18 and 25 years old. This group was selected to ensure their paths are not diverted, and they have life missions. The BE:GINOW programme trained the participants to sharpen their technical skills in producing appealing video content that could be uploaded on social media to help them generate income.

Tharshini and Ibrahim's (2020) study discovered that the lack of commitment to education and low academic achievement resulted in students' low motivation. They tend to play truant and do not aspire to excel academically. Another contributory factor to students' failure is the lack of attention given by their parents when it comes to giving encouragement and specific observation towards their child's school achievement (Abdullah et al., 2019). That is the reason behind the formulation of BE:GINOW, as it offered motivational and self-enhancement sessions that could encourage its participants to do something productive, creative and innovative. The participants were exposed to strategies in video production, editing techniques, delivery methods and suitable content choices. They were then tasked with creating and uploading their videos to social media for public display, aiming to gain followers and subscribers. By doing so, these participants are able to utilise the social media platform as a source of income generation, leading them to a better and more comfortable quality of life.

LITERATURE REVIEW

The roles of skill training programmes in improving youth's quality of life

The quality of education and knowledgeable citizens can guarantee the future of a nation. However, based on the 2018 Graduate Statistics Report, 77% of Malaysian citizens between the ages of 20 to 34 did not possess a degree or even a diploma (Goh & Omar, 2020). The low education level amongst the youth can negatively impact society and, indirectly, jeopardise the future of a nation. The issue of unemployment among rural youngsters is also due to the lack of educational exposure on top of other problems, such as poor communication skills and lack of working experience (Omar Ali & Abd. Rahim, 2020).

In order to assist youths in strengthening our economy and increasing their life quality, the Malaysian Youth Association (MBM) has developed a programme, namely the Inisiatif Belia Berniaga. This programme provides start-up capital worth RM15,000 to those qualified (Inisiatif Belia Berniaga, 2021). Apart from that, the government has carried out a programme known as the Online Onboarding Coaching Programme (E-Board) to train entrepreneurs to be savvier in digital technology to spur the country's economy again after being hit by the Covid-19 pandemic (Yusop, 2021). According to Ab Latif et al. (2021), there were many other programmes organised by the government that specifically cater for youths, and they have successfully and positively impacted the group. These include the Latihan Kemahiran dan Kerjaya (PLKK) or Skills & Career Training programme, Technical and Vocational Education and Training (TVET) programme, and Tunas Usahawan Belia Bumiputera (TUBE) or Youth Entrepreneur programme. Vocational education and training have also been modified and upscaled with collaboration from government and non-government organisations (Ibrahim et al., 2020). With these varied training programmes, the youth community in Malaysia, especially those academically underachieving ones, can take a step towards bettering their knowledge and quality of life.

Types of video content on social media and strategies to gain many "likes" and "followers".

Social media users upload videos for various purposes, such as sharing information, news, life stories, teaching and learning, business, or even generating income. Based on Statista (2021), the categories of videos that tend to garner a high number of views include entertainment, music, community, and blogs. Hou (2019) identified that societal norms, sincerity, and equality shown by social media celebrities make them more genuine and appealing. Meanwhile, Borghol et al. (2012) opined that videos uploaded by famous individuals have a high potential to garner many viewers due to the extensive network coverage that enables videos to go viral quickly and easily. In addition, video content depicting current issues also accumulates a high number of viewers. Marwah et al. (2021) mentioned that 32 COVID-19 related videos had been watched as many as 139,764,188 times. They also reported that having variation in content makes a video producer more unique, which will help increase the number of viewers and followers.

In the education sector, online learning has become a new norm among educators and students alike, providing a magnitude of positive impacts. YouTube's videos are beneficial in teaching and learning various subjects, aside from their ability to increase focus, interest, and student achievement (Nacak et al., 2020; Ishak & Khalid, 2021). Furthermore, Mir and Ur Rehman (2013) conceded that the comments given by viewers might increase the credibility of a given message, indirectly enhancing the influence given by the videos. Viewers' comments and ratings may sway others to watch the videos produced.

Besides identifying the types of videos viewers are interested in, video makers must also learn several basic recording techniques to produce high-quality videos. Setianto (2017) stated that various camera movements are involved when taking videos, such as Zooming, Panning, Tilting, Dolly, Following and Framing. Zooming, for example, is a technique used to reduce or enlarge the size of objects in a video using the camera lens. Shot choices are among the crucial techniques for producing captivating videos. Apart from that, editing is another aspect that needs to be seriously considered, as it requires meticulousness and is challenging. Mazuki (2020) claimed that video editing software plays various roles in fixing and enhancing videos' quality. Such thoroughness can ensure that the videos being produced are fascinating to watch and can increase the popularity of a YouTuber in widening his or her social network.

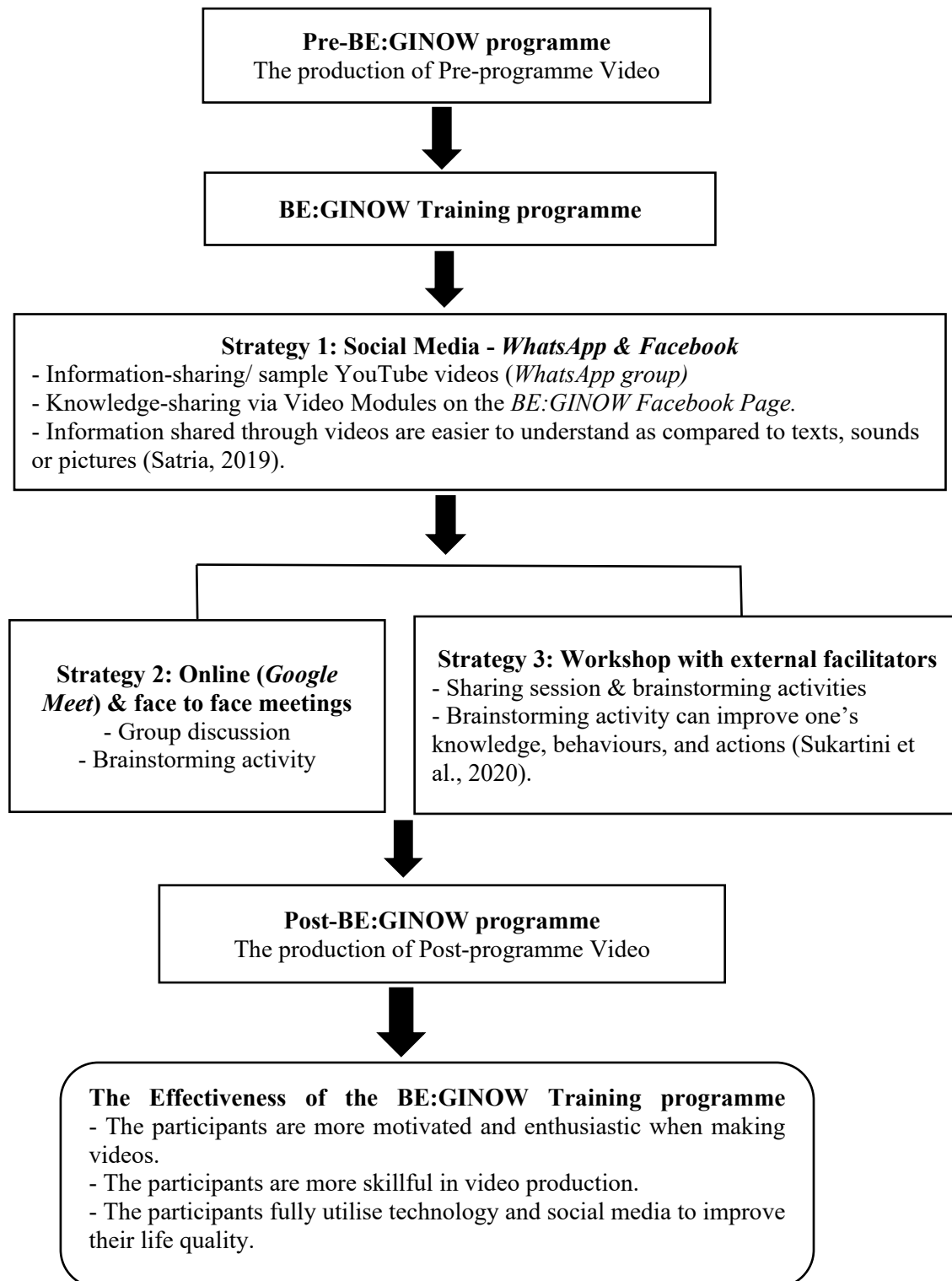
The importance of brainstorming and sequencing ideas in the production of a video

According to Feng et al. (2019), brainstorming is a collection of philosophical ideas for innovative activities and knowledge generation. Based on research by Sihombing and Simaremare (2019) on a group of secondary school students, it was found that brainstorming is an excellent technique for enhancing the students' cognitive capabilities and increasing their achievement and creativity in the subject of Arts and Design. Sukartini et al. (2020) also noted that brainstorming could improve knowledge, behaviours, and actions. Wardi et al. (2016) also stated in their study that the brainstorming technique is a practical method that has been proven effective in developing a person's creative thinking. This includes the creative ideas needed to produce a video that can attract the audience's attention. Thus, brainstorming is a suitable way to increase the creativity and proliferation of ideas in video production.

Sequencing ideas is crucial to ensure that the message delivered in a video makes sense and is easy to comprehend. Mat Hassan (2016) emphasised that sequencing ideas or cohesion can help listeners understand the information conveyed more clearly. The importance of cohesion and coherence can also be seen in a study by Samadian and Mohseny (2019), wherein they identified issues related to both aspects in their written texts. They explained that the student's ability to use these aspects is imperative to produce good writing. Hence, cohesion and coherence can be adopted when creating the

content for the videos that will be uploaded on social media for the ideas being put forth by them to be clear and easily understood, as well as garner countless views.

Conceptual Framework of the BE:GINOW Training programme (Build & Empower: Generating Income in Online World)



METHODOLOGY

This research used a mixed method, incorporating both quantitative and qualitative designs. This method was applied to collect the data via questionnaires and structured interviews. Convenience sampling was used to obtain accurate feedback through the questionnaires. This data collection method is both time and cost-efficient (Etikan et al., 2015) because the samples were obtained from the existing population. The samples of this research include the survey respondents, external facilitators and BE:GINOW participants.

Survey Respondents

127 students participated in the pre and post-BE:GINOW program surveys. They were diploma and degree students taking a third-language course at a public university from October 2020 to August 2021. The sample size was determined using an online calculator (<http://www.raosoft.com/samplesize.html>). The samples were selected, considering their background as youths who frequently utilise social media. According to Perrin (2015), as cited in Dehghani et al. (2016), two-thirds of YouTube viewers are young adults aged 18 to 34.

External Facilitators

Five professional photographers from Sri Hikayat Pictures served as external facilitators to guide BE:GINOW participants during the final two training sessions. The team has a background in assisting and guiding young individuals in creating engaging and beneficial videos for online platforms while the leader, Mr Mohd Sharif Fuad bin Mohd Yunus has over 11 years of experience in photography.

BE:GINOW Participants

The BE:GINOW programme started with 10 participants from the northern part of Peninsular Malaysia, aged 18 to 25. However, due to time constraints, tight schedules, and unfortunate circumstances, only four participants continued. They were secondary school leavers who had not pursued further studies, were unemployed, or worked as general workers. Toward the end of the programme, only two participants fully cooperated and continued with the research.

Instruments

This study adopted two instruments for data collection: questionnaires and structured interviews. The questionnaires were distributed in two phases: pre-BE:GINOW programme (Phase 1) and post-BE:GINOW programme (Phase 2). The pre-BE:GINOW programme indicates the phase before the participants join the BE:GINOW programme, where they have to produce a pre-BE:GINOW video. The post-BE:GINOW programme is a phase where the participants join the BE:GINOW programme and produce a post-BE:GINOW video. The questionnaires were distributed online via "Google Forms". All the responses were based on the respondents' perception of the videos created by the participants, and the items were based on a 5-point Likert Scale: Strongly Disagree, Disagree, Neutral, Agree, and Strongly Agree. Additionally, structured interviews were also carried out with the participants and external facilitators to gauge their feedback concerning the BE:GINOW programme and the videos produced. These interviews were conducted to strengthen the responses collected from the questionnaire.

Phase 1: Pre-BE:GINOW programme

In Phase 1, a pre-BE:GINOW programme questionnaire was used to identify the respondents' perception of the videos being produced by the participants before the training programme was carried out. The survey consisted of 39 items being put according to four crucial aspects of a video: A) presentation structure, B) message effectiveness, C) language style, and D) appearance. The questions used in this survey underwent a validity process using SPSS and obtained the Cronbach Alpha reliability range of 0.7996, indicating that all items are reliable. Before answering the questionnaire, the respondents were asked to watch the videos the participants produced before joining the BE:GINOW programme (pre-BE:GINOW videos).

Phase 2: Post-BE:GINOW programme

Phase 2 involved the Post-BE:GINOW programme questionnaire, consisting of 31 items. It was divided into four parts: A) presentation structure, B) message effectiveness, C) language style, and D) participants' appearance. Via the SPSS validity process, the Cronbach Alpha for all the parts was 0.968, which shows that the items were reliable. In this phase, the respondents were requested to watch the videos produced by the BE:GINOW participants before they joined the programme (pre-BE:GINOW videos) and the ones created by them after they participated in the programme (post-BE:GINOW videos) with the purpose to identify the differences between those videos.

Interview 1

An interview session with five external facilitators was conducted online via the Google Meet platform on the 9th of August 2021 from 3.30 to 5.30 pm. This interview was crucial to gain some insights into the importance of training programmes like BE:GINOW from the perspective of those who are much more professional and experienced, as well as to gauge their views on the videos produced by the BE:GINOW participants.

Interview 2

Interview session 2 was a session conducted with two BE:GINOW participants to gauge their feedback regarding the programme's effectiveness and the benefits that they have gained from it, as well as their evaluation of the videos that they have produced in the aspects of language usage, contents, and presentation style. This session was carried out on the 14th of August 2021 from 8.30 to 9.30 pm.

Data Collection and Analysis

Data collection for Phase 1 and Phase 2 was carried out via an online questionnaire distributed to the respondents, which was Google Forms. Once all the data were collected, the Statistical Package for Social Science (SPSS) version 25 was used to analyse all the data obtained. The data from both questionnaires were analysed by comparing the means and percentages. As for the qualitative method, Interview 1 and Interview 2 were conducted online via the Google Meet platform. All of the responses were documented, and both sessions were also recorded. The data obtained were then analysed using the thematic analysis method based on the objectives of this research. All of the questionnaires and the interview questions had undergone the research ethics process and obtained approval from the UiTM Research Ethics Committee.

FINDINGS

The findings of this study were divided into two parts: research findings from the quantitative and qualitative methods. In the quantitative method, there were two phases: Phase 1 (the pre-BE:GINOW programme) and Phase 2 (the post-BE:GINOW programme). The data obtained from both of these phases were compared to evaluate the effectiveness of the BE:GINOW programme in aiding the

participants to produce precise and appealing videos that garner a high number of "likes" and "subscribers". As for the qualitative method, the data obtained from interview sessions were presented based on the themes related to the objectives of this study. Based on the data collated, there were four essential elements for the quantitative method and three main themes for the qualitative method. The table below depicts the data following the research methods conducted.

Table 1. The division of data based on the research methods

Findings from the Quantitative Method	
Phase 1 Questionnaire (Pre-BE:GINOW programme) & Phase 2 (Post-BE:GINOW programme)	
Element I	Videos presentation structure
Element II	Effectiveness of the message
Element III	Language styles
Element IV	Presentation styles
Findings from the Qualitative Method	
Interview 1 (external facilitators) & Interview 2 (BE:GINOW participants)	
Theme I	The importance of technology-based training programmes like BE:GINOW for academically underachieving youths
Theme II	The video quality produced by BE:GINOW participants
Theme III	Self-evaluation of participants towards their newly-developed skills

Quantitative Method Findings

For this method, the respondents provided their insights towards the videos produced by the BE:GINOW programme participants via a pre-programme (Phase 1) and a post-programme (Phase 2) questionnaire, respectively. The research analysis focused on the differences in the videos created before and after the implementation of the programme based on the objectives stated in this study, which is to examine the effectiveness of the BE:GINOW programme in guiding the youths to create clear videos, that were captivating and appealing. Four crucial elements were related to the research objective: the presentation structure, message effectiveness, language, and presentation style.

Video Presentation Structure

The video presentation structure in this research involved how the participants arranged and translated their ideas and storylines into their videos. The mean score analysis based on their items is shown in Table 2 (pre-programme) and Table 3 (post-programme).

Table 2. The mean score for the presentation structure in the pre-programme videos (Phase 1)

Items	Mean Score	Interpretation
The videos produced generally have an organised structure and can be clearly understood.	3.598	Average
The ideas in the videos produced are arranged coherently.	3.108	Average
The videos produced do not have suitable opening and closing statements.	4.133	High

Table 3. The mean score for the presentation structure in the post-programme videos (Phase 2)

Items	Mean Score	Interpretation
The post-BE:GINOW videos have an organised structure and can be clearly understood.	4.126	High
I can easily understand the contents of the post-BE:GINOW videos because everything is arranged in an orderly sequence.	4.023	High
The post-BE:GINOW videos consist of more clarification as compared to the pre-BE:GINOW videos.	4.023	High

In Phase 1, the mean score obtained for the two items involving the arrangement of ideas in a video was at the average level of less than 4.0. Meanwhile, item no.3 shows a relatively higher mean score which indicates that respondents agreed that the pre-programmed videos had unsuitable opening and closing statements. Unlike Phase 1, the mean score value in Phase 2 is high (exceeded 4.0) for all the items related to the content arrangement, including coherence and idea generation. The respondents viewed that the videos being produced had a lot more explanation.

The effectiveness of the message

The effectiveness of the message delivered in a particular video is vital to ensure that the viewers would not feel bored and move on to another video. The percentage and number based on the item involving message effectiveness for both the pre-programme and post-programme questionnaires were recorded in Table 4 and Table 5 respectively. The answer options chosen by the respondents were 'Strongly Disagree' (SD), 'Disagree' (D), 'Neutral' (N), 'Agree' (A), and 'Strongly Agree' (SA).

Table 4. Percentage based on items related to message effectiveness of videos (pre-programme)

Item	SD	D	N	A	SA
I can easily understand the idea being conveyed in the pre-BE:GINOW videos.	3 (2.4%)	13 (8.7%)	38 (29.9%)	38 (29.9%)	37 (29.1%)
The message being delivered in the pre-BE:GINOW videos is very interesting to watch until the end.	2 (1.6%)	22 (17.3%)	30 (23.6%)	40 (31.5%)	33 (26%)

Table 5. Percentage based on items related to message effectiveness of videos (post-programme)

Item	SD	D	N	A	SA
I understand the overall content of the videos made post-BE:GINOW as compared to the ones made pre-BE:GINOW.	0 (0%)	3 (2.4%)	6 (4.7%)	92 (72.4%)	26 (20.5%)
I feel that the participants have explained their products and services more interestingly in the post-BE:GINOW videos.	0 (0%)	0 (0%)	9 (7.1%)	92 (72.4%)	26 (20.5%)

The percentage of respondents who agreed with the effectiveness of the message conveyed by the participants through their videos in Phase 1 was relatively low, at 59% for item 1 and 57.5% for item 2. In Phase 2, the total percentage of the respondents who agreed with this criterion was 92.9% for both the items involved.

Language style used in the videos

The language styles being considered in the study were in terms of vocabulary, conjunctions, and pronunciations. Based on the data obtained, the percentage of respondents who agreed with the language style adopted by the participants in the post-programmed videos increased for all three criteria: 1) proper vocabulary usage, 2) correct usage of conjunctions, and 3) clear pronunciation. The highest surge in percentage involved the usage of accurate vocabulary by the participants, which was 26.1%. Figure 1 compares the percentage of respondents who agreed with this statement in Phases 1 and 2, respectively.

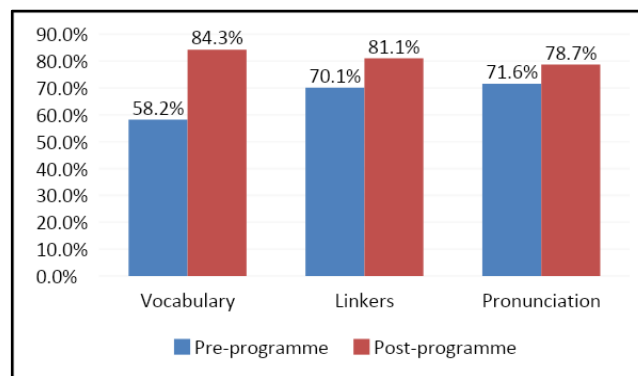


Figure 1. The respondents' perspectives towards the participants' video's language style

Participants' Presentation Style

The presentation style highlighted in this research involved the background of the videos, which is captivating, using good stress and intonation as well as appropriate clothing. Figure 2 displays the comparison details based on the respondents' perspectives on the participants' presentation style in Phase 1 and Phase 2.

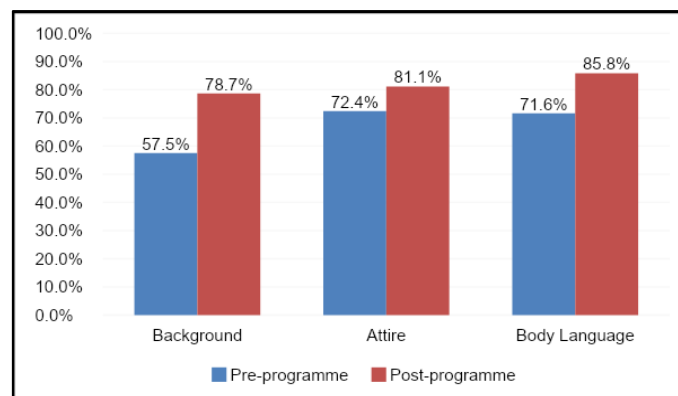


Figure 2. The respondents' perspectives towards the participants' video presentation style

The research findings have discovered that the percentage of respondents who answered 'agree' for each item increased in Phase 2. The percentage of respondents who agreed with the participants' choice of clothing in their videos in Phase 2 was 85.8% compared to 72.5% in Phase 1. The highest increase in percentage involved the background of the videos with a jump of 21.2% in Phase 2.

Qualitative Method Findings

Interview 1 was conducted to obtain feedback and opinions from the external facilitators based on their experience conducting the video creation training programme with the BE:GINOW participants. Interview 2 was implemented to gauge the participants' responses regarding the BE:GINOW programme and their self-evaluation in relation to their skills obtained via the videos they have produced. The findings of this study were categorised under three main themes:

- 1) The importance of training programmes like BE:GINOW towards academically underachieving youths.
- 2) The quality of the videos produced by the BE:GINOW participants from the aspects of language usage, content and presentation style as well as suggestions for improvement by the facilitators.
- 3) The participants' self-evaluation towards the skills that they have developed.

Theme 1: The importance of training programmes like BE:GINOW towards academically underachieving youths.

Table 6 details the summary of the responses from the facilitators and participants for Theme 1.

Table 6. The importance of training programmes like BE:GINOW for youths

Importance	Responses from the external facilitators	Responses from the participants
Guiding the participants in identifying the direction of their videos.	- All five facilitators agreed and responded positively by explaining the examples and related situations.	- Both participants believed they had a clearer sense of direction after joining the BE:GINOW programme.
Ensuring the participants become more meticulous in the process of video production.	- All facilitators conceded that programmes like BE:GINOW make the participants more thorough as they could learn about the many aspects involved in video production in more detail.	- Both participants agreed that the knowledge they gained concerning content arrangement via a storyboard helped them become more meticulous when producing videos.
Helping the participants to identify their uniqueness and present something different in their videos.	They agreed that, with guidance and support, the participants can better enhance their ideas and make them more enthusiastic to try something new.	The participants highlighted that they felt more enthusiastic and excited to produce better and more unique content because highly experienced facilitators guided them.

Based on the responses obtained, technology-based training programmes can positively impact the participants in determining the sense of direction of a particular video, its meticulousness, and its uniqueness. The third aspect refers to the uniqueness of the videos the participants produce after joining training programmes such as BE:GINOW. All facilitators and participants concurred with the statement that the latter has learned much new knowledge, aside from the strong collaboration between them, which made all parties even more eager to try something new.

Theme 2: The quality of the videos produced by the BE:GINOW participants

This part focuses on the external facilitators' evaluation of the videos produced by the participants of the BE:GINOW programme, as well as their suggestions for future improvement. Based on the interviews, the facilitators believed the participants still had much to improve and needed continuous guidance. From the language aspect, the participants need to be bolder in using trending words or even dialects from the various states in Malaysia. From their perspective, if the language used in a particular video is too formal without inculcating trending elements, the viewers will feel bored and move on to the following video. Regarding video quality, the facilitators stated that there was less uniqueness in the pre-BE:GINOW videos and that they were too generic and not as effective in appealing to the viewers. However, the facilitators claimed that the post-programmed videos were much better as the participants used conjunctions and prepositions effectively before explaining the contents of their videos. Among the suggestions they provided for improvement were adding more appropriate elements such as pictures, animations, and audio effects.

Theme 3: The participants' self-evaluation towards the skills that they have developed.

Based on the interview, the participants highlighted that the BE:GINOW programme helped improve their video language usage and presentation styles. On top of that, they also agreed that there is still room for them to improve and that they need continuous guidance to produce more appealing and higher-quality videos. This includes practising, inserting songs, editing videos, and purchasing suitable equipment. More detailed responses from the interviews can be referred to in Table 7.

Table 7. Self-evaluation by the BE:GINOW participants

Evaluation aspects	Participants' response
Language usage in videos	A – <i>Before this, the points in my videos were all over the place. After I joined the programme, I learned how to organise my sentences and write scripts.</i> B – <i>Through this programme, I gained a lot of new knowledge from my facilitators especially when choosing the correct words and spelling</i>
Presentation style in video.	A – <i>The knowledge that I gained from BE:GINOW helps me to improve my presentation style in various aspects.</i> B – <i>I have learned a lot about video editing such as how and when to insert music.</i>
Preparation was taken to ensure the fluency of speech in the video.	A – <i>Record repeatedly and place the script on my handphone.</i> B – <i>Practise a lot before recording.</i>
Actions taken to improve presentation style.	A – <i>Buying equipment that can assist me in producing high-quality videos.</i> B – <i>Getting guidance from those who are more experienced in photography, specifically in the editing process.</i>

DISCUSSION

Based on the analysis, most respondents who answered the questionnaire positively viewed the post-programme videos. This study also outlined four vital elements in producing a video: structure, message, language, and presentation style. To answer the first research question, the respondents valued meticulousness in the message delivery of a video for the viewers. The mean score value was high (more than 4.0) for Phase 2, indicating that the respondents prefer watching videos with more organised content. These findings parallel that of Mat Hassan (2016), which emphasises the importance of a more systematic arrangement of ideas to help enhance the viewers' understanding of a particular message. This can be observed based on the videos produced by the participants before they joined the BE:GINOW programme (Phase 1), which did not garner much support from the respondents. Only 57.5% agreed with the effectiveness of the message, indicating that the ideas and messages being put forth lacked focus and were ineffective. In contrast, after the BE:GINOW programme was carried out (Phase 2), there was a significant increase in the percentage (92.9%) of respondents indicating improvements in the participants' second video. Regarding language usage, there was not much difference observed between the videos produced before and after the programme. This could be seen from the minor difference in the percentage of the respondents who agreed on improved vocabulary usage which was a mere 26.1%. Next, the presentation style of the participants was seen to be better after the BE:GINOW programme. 85.8% of the total respondents conceded that the presentation style of the participants in their second video was more convincing than the first one.

Data were also obtained from several facilitators to strengthen the findings. They provided similar responses concerning the arrangement of ideas and content in video production. They unanimously stated that a good idea could not be effectively conveyed without an ideal and systematic structure. However, the post-programmed videos have shown a positive indicator compared to the previous ones. The messages conveyed in the second video were more straightforward and organised as they were arranged based on the importance of the meaning and aim of the videos. This was achieved through the participants' effective use of conjunctions and prepositions when explaining the content. Using appropriate discourse markers can enhance the viewers' understanding, especially in matters related to the implementation methods of any subject matter (Wahid & Wahid, 2020). Thus, viewers could better comprehend the messages conveyed in the videos.

The findings of this study also address the second research question, which aimed to examine whether the BE:GINOW programme could assist participants in generating ideas and developing them for video production on social media. According to Sukartini et al. (2020), the brainstorming process has a

positive effect on increasing knowledge and enhancing behaviours. By participating in the BE:GINOW programme, respondents had the opportunity to interact with their group members and facilitators more effectively. This technique resulted in higher-quality videos, as the effective brainstorming process fostered greater creativity and critical thinking among participants. Most of the respondents in this research also concurred that the ideas conveyed in the first videos were too simple and shallow. The facilitators stated that the participants lacked information about what they intended to express in their pre-programmed videos, indicating a lack of preparation and training. As a result, the videos were uninteresting and required significant improvements in content, animation, and sound. This suggests that existing ideas cannot be fully developed through independent brainstorming, which may result in a less creative product. The group discussion sessions in the BE:GINOW programme showed positive effects, as the second videos produced by participants were notably better and more creative.

Through the BE:GINOW programme, participants were encouraged to present ideas related to their daily activities that people from all walks of life could relate to. The first videos they produced were deemed unappealing and uninteresting to the respondents of this study. Participants made numerous mistakes when explaining their first video and often repeated the same information. Even the facilitators lamented the unsuitable vocabulary used, making the videos incomprehensible. However, after joining the BE:GINOW programme, participants ensured that the message conveyed in their second video was easy to understand by choosing appropriate vocabulary to explain their objectives. The facilitators also agreed that incorporating more varied language usage could enhance a person's uniqueness, and the participants in this study should adopt this approach.

While this study managed to address the first and second research questions, there is no guarantee that the videos produced and uploaded on social media by the participants will generate sufficient "likes" and "subscribers" to generate income. According to the programme's facilitators, BE:GINOW participants need to undergo additional training and courses and must be bold enough to upload videos on YouTube after every recording session to build a stronger network of followers. This aligns with Borghol et al.'s (2012) claim that an extensive social network is crucial in increasing views, likes, and followers on social media. Facilitators also believe that once the videos have been uploaded, participants can receive comments from viewers, which can be used to identify areas for improvement in future videos, as stated by Mir and Ur Rehman (2013). Simply uploading videos on social media does not guarantee their marketability, and viewers may have difficulty understanding a YouTuber's direction based on a single video evaluation. Nevertheless, the participants themselves believed that the BE:GINOW programme has opened up new opportunities for them to enhance their skills in video production for social media. They agreed that the programme helped them plan before recording a video, including creating storyboards, and scripts, and preparing the necessary equipment. They also acknowledged the need to increase their knowledge by watching more videos on YouTube and experimenting with content and recording techniques to sharpen their skills.

CONCLUSION AND RECOMMENDATIONS

This study highlights the positive impact of the BE:GINOW programme in developing human capital and improving the social and economic sectors of the nation. The programme focuses on empowering academically underachieving youth, offering them opportunities to enhance their lives through technology and social media. Participants are encouraged to upload videos on social media to improve their skills, and knowledge, and generate income. Completing the programme equips participants with various techniques and benefits. They gain insights into the types of videos popular on social media and learn systematic brainstorming and sequencing techniques to develop their content. The study shows that videos created after the BE:GINOW training programme are of higher quality, indicating significant improvement in language usage, presentation style, recording, and editing techniques among participants with continuous guidance.

However, several constraints hindered the participants' achievements and the programme's objectives. The COVID-19 pandemic prevented face-to-face workshops, reducing the planned discussion periods from the beginning of the programme. Additionally, the participants' employment situations, including permanent jobs and shift work, made it difficult to conduct online training smoothly and consistently. Research data also indicated that short online training programmes like BE:GINOW are less effective in improving participants' technology skills than face-to-face training programmes, especially for underperforming participants.

Therefore, several recommendations for improvement should be implemented to overcome these limitations. Enhancing collaboration and connections with various entities such as schools, higher learning institutions, colleges, private organisations, and videographers is crucial for upgrading the programme. For example, collaborating with researchers from higher learning institutions or colleges that offer skill-based programmes like Technical and Vocational Education and Training (TVET) or Lifelong Learning in Community Colleges can help plan more intensive and effective training programmes. Video production training programmes like BE:GINOW can be conducted in these training centres for youths interested in developing their talent in video creation.

Furthermore, collaboration with private agencies and schools is pivotal in increasing the programme's quality and benefiting its participants. For instance, the BE:GINOW programme collaborated with Sri Hikayat Pictures Sdn. Bhd. to obtain expert advice in video production. The success of a technology-based programme also relies on highly skilled trainers who can provide continuous technical support (Amran & Yahya, 2020). Additionally, cooperation with schools can help identify underperforming youths who are talented and interested in video creation. This can indirectly reduce stress and depression-related problems among students resulting from low academic achievement (Azizi & Abdul Razak, 2021). Early guidance should be provided to this group of youths to prevent them from being involved in social problems while increasing their technological skills.

ACKNOWLEDGEMENTS

The researchers would like to convey their utmost gratitude to Universiti Teknologi MARA (UiTM), specifically the UiTM Penang campus, for the opportunity and allocation given to complete this research under the COVID-19 Lestari Grant.

FUNDING

This research received funding from the Covid-19 Lestari Grant Universiti Teknologi MARA (UiTM)

AUTHORS' CONTRIBUTION

Zulkifli, C. conceived and planned the experiments. Zulkifli, C., Ab. Latif, N.A., Raja Berahim, R. R. and Desa, M. carried out the experiments and data preparation. Abd. Hamid, N. B. contributed to the interpretation of the results. All authors provided critical feedback and helped shape the research, analysis and manuscript.

CONFLICT OF INTEREST DECLARATION

We certify that the article is the Authors' and Co-Authors' original work. The article has not received prior publication and is not under consideration for publication elsewhere. This research/manuscript has not been published in whole or in part elsewhere. We testify to the fact that all Authors have contributed significantly to the work, validity and legitimacy of the data and its interpretation for submission to Jurnal Intelek.

REFERENCES

- Ab. Latif, N. A., Zulkifli, C. N., Desa, M., Raja Berahim, R. R., & Mohammad Nor., N. K. (2021). Pelaksanaan programme Latihan Berasaskan Teknologi kepada Belia Berprestasi Rendah Akademik dalam Meningkatkan Kualiti Hidup. *Jurnal Dunia Pendidikan*, 3(3), 189-200. Retrieved from <https://myjms.mohe.gov.my/index.php/jdpd/article/view/15143>
- Abdullah, Z., Ismail, S. N., Shafee, S., Shaharom, M. S. N., & A.Ghani, M. F. (2019). Pengaruh pembelajaran akademik anak-anak keluarga fakir miskin di sekolah-sekolah Selangor. *Jurnal Kepimpinan Pendidikan*, 6(2).
- Amran, M., & Yahya, M. Z. (2020). Faktor dan persepsi yang mempegaruhi penggunaan teknologi dalam pendidikan dikalangan pensyarah kolej komuniti. *International Journal of Technology Management and Information System*, 2(1), 72-80.
- Azizi, M. N., & Abdul Razak, N. S. (2021). The fear of COVID-19 among Malaysian youths. *International Journal of Social Science and Economics Invention*, 7(02), 23-26. <https://doi.org/10.23958/ijsssei/vol07-i02/262>
- Borghol, Y., Ardon, S., Carlsson, N., Eager, D., & Mahanti, A. (2012). The untold story of the clones: Content-agnostic factors that impact YouTube video popularity. *Proceedings of the 18th ACM SIGKDD International Conference on Knowledge Discovery and Data Mining-KDD '12*. <https://doi.org/10.1145/2339530.2339717>
- Dehghani, M., Niaki, M. K., Ramezani, I., & Sali, R. (2016). Evaluating the influence of YouTube advertising for attraction of young customers. *Computers in Human Behaviour*, 59, 165-172, <https://doi.org/10.1016/j.chb.2016.01.037>.
- Etikan, I., Musa, S. A., & Alkassim, R. S. (2015). Comparison of convenience sampling and purposive sampling. *American Journal of Theoretical and Applied Statistics*, 5(1), 1-4, <https://doi.org/10.11648/j.ajtas.20160501.11>
- Feng, T., Chai, Y., Liu, Y., & Yu, X. (2019). Modeling and Analysis of Factors Affecting Brainstorming. In *Proceedings of the 4th International Conference on Crowd Science and Engineering ("ICCSE'19), USA*, 76–82. <https://doi.org/10.1145/3371238.3371251>
- Goh, E., & Omar, N. (2020, Julai 21). Menjamin masa depan belia tanpa ijazah. *The Centre*. <https://www.centre.my/post/menjamin-masa-depan-belia-tanpa-ijazah>
- Hou, M. (2019). Social media celebrity and the sinstitutionalisation of YouTube. *Convergence: The International Journal of Research into New Media Technologies*, 25(3), 534–553. <https://doi.org/10.1177/1354856517750368>
- Ibrahim, M. R., Cong, L.W., Dickson, L., & Mohd Ishar, M. I. (2020). Kesedaran pelajar Universiti Teknologi Malaysia (UTM) tentang pengangguran di Malaysia akibat daripada revolusi industri 4.0. *Malaysian Journal of Social Sciences and Humanities (MJSSH)*, 5(8), 1 -3.
- Idris, R. (2020, Ogos 18). Pelajar perempuan lebih matang, punca ramai masuk IPT. *BH Online*. <https://www.bharian.com.my/berita/nasional/2020/08/722545/pelajar-perempuan-lebih-matang-punca-ramai-masuk-ipt>
- Inisiatif belia berniaga: Bantuan modal RM15,000 oleh Majlis Belia Malaysia. (2021, January 8). *eCentral*. <https://ecentral.my/inisiatif-belia-berniaga/>
- Ishak, N. S. & Khalid, F. (2021). Penggunaan video YouTube bagi meningkatkan minat dan pencapaian murid dalam pembelajaran Geografi Fizikal di sekolah menengah. *Malaysian Journal of Social Sciences and Humanities (MJSSH)*, 6(3), 228 - 240. <https://doi.org/10.47405/mjssh.v6i3.708>
- Khairi, I. (2020). 10 statistik dan fakta terkini pengguna internet di Malaysia. *Open Education*. <http://www.openedu.com.my/dl/Laporan10.pdf>
- Khan, S., Khan, N., & Tan, O. (2021). Empowerment of the deprived young population for sustainable futures in the post pandemic era: An evidence from Malaysia. *Tourism and Sustainable Development Review Journal (TSDR)*, 2(1), 65-71. <https://doi.org/10.31098/tsdr.v2i1.33>
- Marwah, H., Carlson, K., Rosseau, N., Chretien, K., Kind, T., & Jackson, H. (2021). Videos, views, and vaccines: Evaluating the quality of COVID-19 communications on YouTube. *Disaster*

- Medicine and Public Health Preparedness*, 1-7. Advance online publication.
<https://doi.org/10.1017/dmp.2021.284>.
- Mat Hassan, N. (2016). *Kohesi dalam penulisan karangan bahasa Melayu pelajar di sebuah universiti awam*. [Masters thesis, Universiti Putra Malaysia].
- Mazuki. (2020, Julai 4). Cara buat video menarik untuk YouTube [Simple Workflow]. *Mazukiblog*.
<https://mazukiblog.com/cara-buat-video-menarik-YouTube/>
- Michael, E., & Geetha, C. (2020). Macroeconomic factors that affecting youth unemployment in Malaysia. *Malaysian Journal of Business and Economics*, 7(2), 181-205.
- Mir, I. A., & Ur Rehman, K. (2013). Factors affecting consumer attitudes and intentions toward user-generated product content on YouTube. *Management & Marketing*, 8(4).
- Mohd Yusoff, H., & Azman, N. (2018). Pencapaian akademik murid lelaki dan perempuan: Peranan sokongan pembelajaran dan keterlibatan murid. *Malaysian Journal of Learning and Instruction*, 15(2), 257-287.
- Nacak, A., Bağlama, B., & Demir, B. (2020). Teacher candidate views on the use of YouTube for educational purposes. *Online Journal of Communication and Media Technologies*, 10(2).
<https://doi.org/10.29333/ojcm/7827>
- Omar Ali, N. & Abd. Rahim, D. A. (2020). Punca pengangguran dalam kalangan belia luar bandar di Sarawak. *Jurnal Dunia Perniagaan*, 2(4), 44-50.
- Samadian, S., & Mohseny, A. (2019). Analysis of cohesion and coherence in writing performance of Iranian intermediate EFL learners. *Issues in Language Teaching*, 8(2), 213-242.
<https://doi.org/10.22054/ilt.2019.21262.193>
- Satria, D. A. (2019). Peningkatan kemampuan videografi dan mobile editing video menggunakan smartphone pada organisasi kepemudaan daerah. *Open Journal System "Prosiding Seminar Hasil Pengabdian Masyarakat"*, Indonesia, 109-114.
- Setianto, A. (2017, Oktober 22). Macam macam camera movement. *NINE. PROJECT*.
<https://npsmk9.wordpress.com/2017/10/22/macam-macam-camera-movement/>
- Sihombing, I. I., & Simaremare, R. (2019). Kemampuan menulis teks prosedur kompleks menggunakan strategi sumbang saran (brainstorming) oleh siswa kelas xi SMK Negeri 2 Medan tahun pembelajaran 2018/2019. *Kode: Jurnal Bahasa*, 8(3), <https://doi.org/10.24114/kjb.v8i3.14727>
- Statista. (2021). YouTube-statistics & facts. <https://www.statista.com/topics/2019/YouTube/>
- Sukartini, T., Kurniawati, S., & Makhfudli, M. (2020). The effect of health education through brainstorming and booklet method on behaviour in prevention of pulmonary Tb transmission. *EurAsian Journal of BioSciences Eurasia J Biosci*, 14, 2697-2702.
- Tharshini, N. K., & Ibrahim, F. (2020). Faktor-faktor berisiko yang menyumbang kepada tingkah laku devian: Satu kajian ulasan sistematik. *Perspektif: Jurnal Sains Sosial Dan Kemanusiaan*, 12(1), 28-38.
- Wahid, R., & Wahid, A. (2020). A study on cohesion in the writing of EFL undergraduate students. *Journal on English Language Teaching*, 10(1), 57-68.
- Wardi, R. H., Omar Basaree, R., & Hanafi, J. (2016). Penggunaan sumbang saran berkategori sebagai pendekatan dalam pembangunan kemahiran pemikiran kreatif pelajar reka bentuk tekstil di Universiti Teknologi MARA Malaysia. *Jurnal Kurikulum & Pengajaran Asia Pasifik*, 4 (4).
<http://mojes.um.edu.my/index.php/JUKU/article/view/8207/5678>
- Welsh, B., & Cheng, C. (2020, April 18). Malaysia's youth on the unemployed frontline. *Malaysiakini*.
<https://www.malaysiakini.com/columns/521283>.
- Yusop, S. H. (2021, Januari 26). E-Board INSKEN latih usahawan guna teknologi digital. *BH Online*.
<https://www.bharian.com.my/berita/nasional/2021/01/780017/e-board-insken-latih-usahawan-guna-teknologi-digital>