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The Effects of Using Music Videos to Teach Economics on Students Performance

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Abstract
The purpose of this study was to examine how music videos in the instruction of the Economics discipline can impact the academic performance of the students in chosen secondary schools in the Keningau district of Sabah. It has also looked at the effects of music video integration on the readiness, motivation and knowledge of the study students as well as the relationships against one another. The quantitative design adopted was based on the use of quasi-experimental design that involved the pre-test and post-test. Researchers chose 113 participants who were assigned to 2 groups the experimental group (56 students) and the control group (57 students). The experimental term group underwent a lesson that would use music videos and the control group underwent the standard lesson. The two groups had pre-tests and post-tests. The effects of incorporating music videos on the learning outcomes were examined with ANOVA and with paired t-tests, the readiness, motivation, and knowledge of students were studied with the help of descriptive analysis. To evaluate the relations between variables of readiness, motivation and knowledge Pearson correlation was used. The results provided that the incorporation of music video in learning process was one of the most critical dimensions in boosting acquisition of good academic success among students. Moreover, integration of music videos was observed to have the positive impacts on the readiness, motivation and knowledge of the students.

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1. Introduction

Education is an imperative factor of national evolution and progress of society [1]. Malaysia has placed education as a major concern in order to develop individuals who can be of value to the development of the country, and in this regard, educators have been to the forefront in adopting novel, effective, and creative teaching methods to improve student engagement and motivation [2]. The fast adoption of online education in schools has revolutionized the teaching, learning, and community interactions. Technology also helps students learn individually and encourages them to collaborate, as well as skill them with 21st-century technology [3]. Although the key issues like data privacy and digital access are here to stay [4], the ability of technology to deepen education is indisputable. In line with the 21St Century Learning (PAK21) model, technology enhances student's creativity and cognitive development as well as their technological literacy [4, 5]. Sometimes, the teacher plays a critical role in implementing diversified teaching approaches that would suit the student needs, subject area, and the complexity of the lesson [6]. Videos especially music videos have been identified to provide exciting and friendly learning processes that enhance understanding and attraction [7, 8]. Technology also promotes a variety of learning styles, specifically audio-visual style, in which the complex ideas are simplified during the visual presentations and motions [9]. Such better knowledge can lead to better academic achievements, which is one of the major markers of teacher performance [10]. In addition, motivation is one of the essential elements of success, and solutions in technologies enhance interest and involvement among students [11].

Overall, technology integration, as the example is the use of music videos, makes three learning parameters, or approaches, more interactive, innovative, and collaborative thus equipping students with new features of a technology-driven world. Regardless of the challenges, educators must keep resorting to continuous change and innovation to be able to produce future-ready learners in the rapidly changing global environment.

2. Method

A quasi-experimental design quantitative approach was used to carry out this study. The quantitative methodology allows gathering more valid and generalizable data than the qualitative approach, as put forward by [12]. In line with this, the current research design was quantitative in nature to provide more precision in data gathering. Assessment of the difference in achievement between students in the treatment and control group prior to, and upon the implementation of music videos in the teaching and learning of Economics was done with pre-test and post-test techniques. Moreover, a questionnaire was used to determine the effects of music video integration on other dependent variables that include preparedness and motivation of students.

3. Problem formulation

Economics achieved a poor 5.77 Grade Point Average of Subjects (GPMP) in the 2021 SPM examination, and had a failure rate of 11.7% out of 47,688 holders, the lowest result out of 95 offered subjects [13]. This result implies that students found it challenging to master the subject material, especially the complicated ideas, and had the tendency of covering only the easier subjects to pass [14]. Additional backgrounds involve the necessity to rely on the traditional teacher-centered instructional interventions, which, despite being simple to adopt, have not been shown to contribute to an increase in student comprehension [15]. Moreover, streaming students according to their exam results has been demonstrated not to be in line with their interests and their capabilities and to negatively impact their motivation and engagement in Economics, which is already perceived to be a difficult subject [16, 17]. Therefore, additional new and efficient methods of teaching are required including the incorporation of the technology based and applied teaching and learning tools, including music videos, which have been established to enhance their interests, motivation, and performance of students than the old school teaching systems and models [18, 19].

4. Literature search

The introduction of music video use in learning institutions has become more popular over the last few years, which also represents a pedagogical change aimed at embracing multimedia and technology. The findings of recent research demonstrate excellence of music videos in increasing student engagement. Indicatively, researchers found that students taught by learning economic concepts via music videos repeatedly showed much higher motivation and interest levels than students taught by conventional means [6, 20, 21]. On the same note, Syazwani [22] pointed out that the presence of music videos in class can be used to support a vibrant learning environment that promotes a feeling of community and teamwork among learners. More so, students who perform highly have been observed to embrace multimedia as a choice of supporting and improving their learning process. When it comes to studying music, past research has largely focused on using music and music videos to aid the learning process. The core of the study is to determine the efficacy of the implementation of components of music or music video on learning and the performance of students. As an example, Khoo *et al.* [6], Wooten *et al.* [23] and Jaegar and Wooten [24] investigated the direct effect of watching music videos on the learning outcomes of students. Besides, research in this field done by [25] and Othman *et al.* [26] was aimed at identifying how music affects the socio-emotional factors and motivation in students. In general, the results of these works demonstrate a directional amount, i.e., that music and music videos consider important positive implications in learning, especially under engagement, motivation, and academic performance. Nevertheless, further investigation in this field still needs to broaden the scope and context to enhance the reliability, and make empirical evidence more powerful to verify its efficacy in different learning contexts.

5. Data evaluation

The data that were obtained were initially tested on their completeness and accuracy. Any missing values and outliers were pre-analyzed and removed. Shapiro Wilk and Levene tests were used to test assumptions of normality and homogeneity of variance to determine whether the tests would be appropriate in the performance of parametric statistical procedures.

5.1. Descriptive Statistics

All the variables such as readiness, motivation and knowledge were computed using descriptive statistics. The values of both the mean (M) and the standard deviation (SD) gave a hint about the central tendency and dispersion.

5.2. Inferential Statistics

ANOVA and paired t-tests were also used in order to assess the effect of music video application on the student achievement.

5.3. Correlation Analysis

Pearson correlation analysis has been conducted in order to understand the relationship that exists among readiness and motivation.

5.4. Reliability and Validity

Cronbach physiological Alpha was used to determine the internal external consistency of the questionnaire. The instrument reliability coefficient was 0.768, which means that there is a high internal consistency of the instrument, and the reliability of data obtained can be justified.

6. Data analysis and interpretation

Inferential and descriptive statistical analyses were used in this research. In the case of inferential statistics, ANOVA and paired t-test were employed in terms of studying the impact of the use of music video on the achievement of students, with Pearson correlation being implemented and determining the connection between the variables of readiness, motivation, and knowledge. ANOVA was conducted to determine whether significant differences existed between pre-test and post-test results across both groups, whereas the paired t-test was used to assess performance differences between the treatment and control groups. For descriptive statistics, questionnaire data were analyzed, focusing on the mean and

standard deviation values.

7. Results

7.1. Demographic

This study involved 113 economics students from the Keningau district in Malaysia. The data shows that 81 students (71.7%) were female, while the remaining 32 students (28.3%) were male. This indicates that female students formed the majority of the sample. In terms of ethnicity, 102 students (90.3%) were Sabah Bumiputera, followed by Chinese students with 9 students (8.0%). There were no participants from the Indian or other categories.

7.2. Mean Score

Figure 1 shows a comparison of the mean scores for the pre-test and post-test of the KVM group and the KK group. The pre-test mean score for the KK group was 35.58, which increased to 53.11 in the post-test. This indicates a small improvement. Meanwhile, the KVM group recorded a pre-test mean score of 41.84, which rose to 74.61 after the intervention session. The KVM group demonstrated a significant improvement from the pre-test to the post-test.

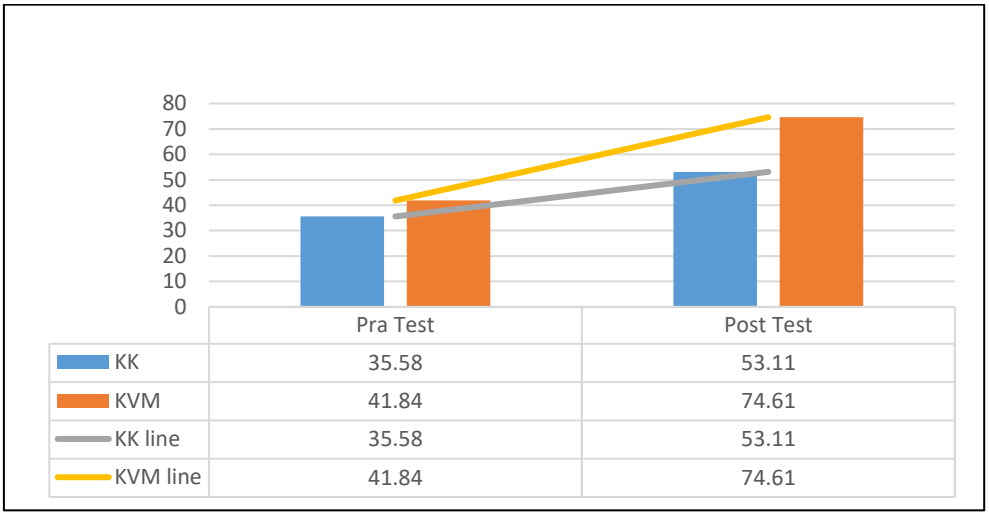

Fig 1: The mean scores of the pre-test and post-test for the KVM and KK groups

7.3. Anova

Table 1: One-way ANOVA test on the application of music videos for the KVM and KK post-tests on students' achievement in Economics

Variable		df	min	f	sig
Achivement	Between Group	1	13059.823	93.80	<0.001
	Within Group	111	139.232		
	Total	112			

The results of the one-way ANOVA analysis shown in table 1 indicate that the significant p-value was less than 0.05, specifically <0.001. Therefore, there was a significant difference between the post-test scores of the KVM and KK groups. In general, Ho1 is rejected, meaning that there is a significant difference between the Music Video Group (KVM) and the Conventional Group (KK) in terms of students' achievement in Economics. The findings further confirm that there was a substantial difference in scores between KVM and KK. Based on Figure 1, the KVM group achieved a higher mean post-test score compared to the KK group.

7.4. Paired t-test

Table 2 shows the results of the paired T-test. Based on the table, the pair of pre-tests KVM and post-test KVM shows a significant value of 0.01 (<0.05). Similarly, the pair of pre-test KK and post-test KK also shows a significant value of 0.01 (<0.05). The difference reflects an increase in scores from the pre-test to the post-test because the mean difference shows a negative value. According to figure 1, the mean difference for the KVM pre-test and post-test pair is -32.77 (SD=2.42), while the KK pre-test and post-test pair shows a mean difference of -17.53 (SD=2.42). This shows that the mean difference for the KVM pair is greater than that of the KK pair. Therefore, the increase in scores from pre-test to post-test for KVM is higher compared to KK.

Table 2: paired t-test for KVM and KK

Pair	N	Mean difference (Pra test – Post test)	SP	Significant value
KVM pra test & KVM post test	56	-32.77	2.42	0.01
KK pra test & KK post test	57	-17.53	1.20	0.01

Table 3: Mean scores for the variables of readiness, motivation and knowledge

Variables	Mean	Level
Readiness	4.49	High
Motivation	4.48	High
Knowledge	4.46	High

The analysis of the mean score variables influenced by the application of music videos in learning is presented in Table 3. Table 3 results indicate that all the specified variables concerning the use of music videos on the Economics course,

which include preparedness, motivation, and knowledge, do indicate high mean scores. The risk variable had the greatest mean value (M = 4.49), thus a high-level of mean scores. These conclusions are in line with those of the research of Malini and Tan [27] who realized that videos provided students training can enhance their preparedness and the quality of learning. Then, the motivation variable with a mean of 4.48 came afterwards with a high mean score of 2.59 and finally, the knowledge variable with a mean of 4.46. The fact that the mean scores achieved in the use of music videos in learning Economics are high explains why we ought to use music videos.

7.5. Correlation

There are the Pearson correlation analysis results presented in Table 4. Table 4.17 reports the results of Pearson correlation analysis. The result shows that readiness and motivation are quite positively related (r = 0.943) and have a significant value (p < .05) when the music videos are applied in Economics learning. The outcome of this test revealed as well that amongst the factors of preparedness and motivation the factors are more or less positively related. The positive implication of the findings of this study is that since the level of readiness of the students is modifiable using music videos during learning processes, their level of motivation can also be changed.

Table 4: Corelation for Readiness and Motivation

Variables		Readiness	Motivation
Readiness	Pearson corelation (*r*)	1	0.943**
	Sig. (*2-Tailed*) (p)		0.00
	N	113	113
Motivation	Pearson corelation(*r*)	0.943**	1
	Sig. (*2-Tailed*) (*p*)	0.00	
	N	113	113

8. Discussion and conclusion

To conclude, this paper illustrates the effectiveness of using music videos in education among students who study Economics. Music videos can be used as an instructional resource in economic studies to massive effect as it helps students improve performance, while also increasing their interest and relatability of complicated topics. This is because multimedia strategy creates a stronger retention and comprehension since more would connect with material taught in a creative format. This study is in line with the studies conducted by Jaeger and Wooten [24] or Malini and Tan [27], who concluded that a positive effect of the application of multimedia, music videos in learning, is manifested in student learning, or, more precisely, their achievement in terms of performance. Audio-visual learning on such topics also enhances academic understanding in the students of the essence of what they listen to in class [28].

Besides, appreciation of music videos promotes engagement and critical thinking that can help students evaluate the principles of economics better. All in all, incorporating music videos into economics course does not only improve academic performance, but should also create a more engaging and enjoyable learning experience. Nevertheless, to be more precise and to receive more reliable findings, further studies should include some other elements, especially those associated with the barriers and difficulties students experience when studying with the music videos. It is also necessary to address a broader geographical sample, the respondents of which will be located both in the country and overseas. Along with readiness, motivation, and knowing, other factors must be considered in order to widen the sense of the future study and to enhance the efficiency of technology application in learning further. These studies may also be used directly as a guide to the educators in achieving many dreams of the nation which is the production of competent, knowledgeable and prepared students who will deal with the challenge of the modern world.

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