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CONCEPTUALIZING TERTIARY EDUCATION MOTIVATION: A MULTIMEDIA INSTRUCTIONAL VIDEO APPROACH HARNESSING UiTM ZAKAT SERVICES

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Abstract:

This research demonstrates a Community Services Responsibility (CSR) initiative that utilises instructional videos as an interactive tool for knowledge dissemination. It aims to improve Universiti Teknologi MARA (UiTM) Perlis branch students' and potential future UiTM students' awareness regarding the Zakat financial assistance offered by Universiti Teknologi MARA (UiTM) Malaysia. This is also an effort to provide the necessary motivation to encourage school students to aim for tertiary education. The study involves two groups: newly enrolled students at the UiTM Perlis branch and upper secondary school students from selected schools around Perlis, Malaysia. These students will explore the specifically designed multimedia instructional video regarding Zakat accommodations. This video is carefully designed to ensure audience engagement and understanding. The research employs a Quasi-Experimental Research Design with pre-test and post-test assessments to evaluate the effectiveness of the instructional videos. Overall, the study has produced a compelling video that can provide understanding and assistance in accessing the Zakat services in UiTM while at the same time promoting social responsibility towards the country's future educated generation.

Introduction

Understanding Zakat

The term "Zakat," originating from the Arabic word 'zakaa,' denoting cleanliness and purity (Abd Rashid et al., 2018), is one of the five fundamental pillars principles of Islam. The Quran mandates every Muslim to contribute to zakat. These collected funds are subsequently allocated to eight categories of Asnaf as specified in the Holy Quran. Asnaf refers to individuals eligible to receive support from the Zakat collection (What is Asnaf, n.d). Zakat serves as a way to purify the wealth and souls of Muslims and aid the Asnaf, who are entitled to zakat distribution (Aminuddin et al., 2020). Zakat can be a powerful tool in combating poverty and improving the socio-economic status of society if the process of collecting and distributing zakat to Asnaf is done efficiently.

Individuals pursuing tertiary education or enrolled as students are categorised as potential zakat recipients. This implies that students at the UiTM Perlis campus are qualified to seek assistance through various zakat provided by the institution to lessen their financial burdens during their academic endeavours.

The Unit Zakat, Sadaqah, and Waqaf (ZAWAF) at UiTM Perlis is responsible for distributing zakat assistance to eligible students. ZAWAF offers multiple financial aid assistance, including Zakat Sara Diri (personal upkeep assistance), Zakat Laptop (laptop aid), Zakat Bantuan Yuran (tuition fee support), and Zakat Yuran Sarjana (postgraduate tuition fee aid). Every semester, ZAWAF will inform students regarding the important dates, application qualifications, required documents, and application procedures by advertising the services offered using commonly shared mediums such as posters, texts, emails, and live announcements.

However, these information distribution methods have proven ineffective as similar repetitive issues arise every time. The students often needed help comprehending the information provided, which led to repetitive inquiries and confusion and, in turn, caused frustration and demotivation. Issues such as inadequate information, outdated information, and notice inaccuracies often worsen the problem. Additionally, some students found themselves disinterested in the shared information not only due to the poorly designed medium and unattractive text and catchphrases. Consequently, they lose interest in applying for the Zakat services offered. At the same time, some students remain oblivious to the services offered due to inadequate outreach efforts by ZAWAF or misunderstandings about Zakat being only for food and cash assistance. Moreover, their reluctance and hesitance to share this information with their parents further contribute to their demotivation and lack of effort in seeking zakat assistance.

Zakat and Motivation

Financial factors can significantly impede school students from pursuing higher education at Institutes of Higher Learning (IHL). The tuition fees, textbooks, and other educational expenses can create a financial barrier for many students. The indirect costs, such as housing, transportation, and daily living expenses, can also contribute to the financial burden on students and their families (Jalaluddin et al., 2019). Addressing these financial barriers is crucial for promoting equal opportunities in higher education and ensuring that all students have the chance to pursue their academic aspirations regardless of their economic circumstances. Initiatives such as zakat assistance, increased scholarship opportunities, and need-based financial aid can help alleviate these challenges and create a more inclusive educational landscape (Rahman et al., 2023).

Financial aid like Zakat can be a powerful motivational tool by removing financial barriers, empowering students, and creating an environment where education is seen as achievable and rewarding (Muhammad et al., 2018). This, in turn, contributes to the overall development and progress of both individuals and communities.

Multimedia Instructional Video

Meyer (2014) defines multimedia instructions as instructions encompassing details in printed or spoken words and images, such as drawings, graphs, photographs, animation, and video. These forms of instruction can be presented on multiple mediums, such as on paper, a computer, or a hand-held device. It can also be done face-to-face to improve understanding or memorisation of shared information (Meyer, 2014; Guan et al., 2018).

Keeping up with the advancement of multimedia technology and the internet, the usage of video as an instructional medium has become significant, especially in the education industry. Several studies have shown that video can be an effective educational and instructional tool (Rackaway, 2012; Hsin & Cigas, 2013; Stockwell et al., 2015). In addition, university students find using video as a learning tool particularly interesting and engaging (Stockwell et al., 2015).

Video-based learning can easily engage any student. The combination of speech, text and images makes getting the point across much faster and easier. This makes room for more content and conversation in less time. These videos do not have to be anything complicated (Frielitz et al., 2020). In its simplest form, an instructional video can be a combination of audio and text displayed on a screen, such as lyric videos. This type of video content offers better visualisation. If audio is combined with text, it would be easier for students to understand and remember the message (Frielitz et al., 2020).

Thus, this research opted to use multimedia instructional video as a permanent form of digital content for ZAWAF to efficiently promote the offered zakat services to both UiTM Perlis students and potential future UiTM students in the hopes not only to bring awareness regarding the Zakat services offered by the university but also as a form of motivation to encourage and inspire existing and future students to grasp the opportunity pursue their education in the tertiary level without having to worry about the impending financial difficulties.

Research Design

This research aims to assess the impact of an instructional video on enhancing knowledge and awareness of zakat services among UiTM Perlis and upper secondary school students.

Therefore, it will employ a Quasi-Experimental Research Design (Figure 1) with pre-test and post-test measures. A treatment group (the participants) will be exposed to the instructional video intervention. The evaluation of this experiment will focus on the effectiveness of the video in improving understanding and awareness of zakat services within the selected student populations. This research design allows for a comprehensive analysis of the intervention's influence, providing valuable insights into the potential educational benefits of utilising instructional videos in this context.

$$O_1 \quad \rightarrow \quad X_1 \quad \rightarrow \quad O_2$$

O_1 – Pre-Test
X_1 – Instructional Video
O_2 – Post-test
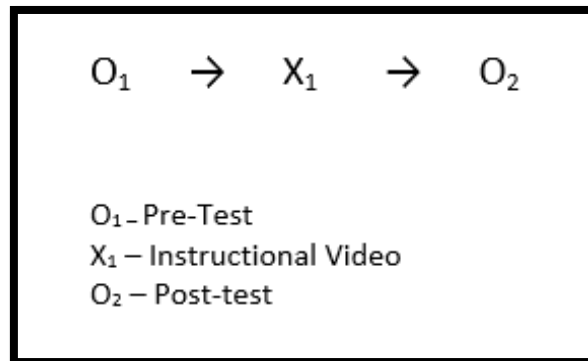
Figure 1: Research Design

A quasi-experimental study serves as an evaluation method to ascertain whether a program or intervention achieves its intended impact on participants (Trochim et al., 2001; Maciejewski, 2020). The choice of a quasi-experimental design stems from the impracticality of subject randomisation (Miller et al., 2020). While true experiments are deemed more robust, quasi-experimental research is deemed valuable when randomisation proves unattainable (Miller et al., 2020). Figure 1 provides a visual representation of the research design that will be employed in this study, highlighting the pragmatic approach taken in addressing challenges related to subject randomisation and emphasising the utility of quasi-experimental methods in specific research contexts.

In this research, the independent variable will be the mode of presentation, with an instructional video serving as a treatment or intervention to impart knowledge and awareness about Zakat services at UiTM. The study's dependent variables will be the levels of understanding and awareness regarding zakat services, specifically within the UiTM context.

The population of this study will be UiTM and upper-secondary students across Malaysia. The decision to conduct the study in the UiTM Perlis Branch state is based on convenient sampling. For research purposes, the universities chosen by the researcher were based on purposive sampling. Upon obtaining the list of universities, random sampling will be conducted to determine one university from each state. As suggested by Bhardwaj (2019), purposive sampling was chosen as the selection of subjects was based on knowledge of the population and for the specific purpose of this study.

The samples for this study will be 60 university students from the UiTM Perlis Branch and 60 upper secondary school students from the state of Perlis. Gay, Mills, and Airasian (2009) recommended a minimum of 30 subjects in each group to establish the existence or non-existence of a relationship in the experimental study. The students and parents will be exposed

to the instructional video to impart knowledge and awareness regarding zakat services in UiTM.

Data collected in this study will be analysed using the Statistical Packages for Social Sciences (SPSS). The analysis will involve both descriptive and inferential statistics. The null hypothesis will be rejected if the calculated p-value is less than the significance level, set at 0.05. This outcome implies that the observed result is highly improbable under the null hypothesis. Descriptive statistics will be employed to offer fundamental insights into the data, utilising measures such as frequency, mean, mode, median, and standard deviation for pre-test and post-test summaries. For inferential statistics, the Paired t-test will be utilised to explore the dependent variable: the learners' knowledge and awareness of the learning material.

Discussions

While educational videos are perceived as engaging by students, previous research by Guo et al. (2014) indicates a tendency among students to overlook substantial portions of these videos. Concurrently, MacHardy and Pardos (2015) found that certain videos have minimal impact on students' academic performance or comprehension of specific subjects. Brame (2016) emphasises that the video's effectiveness as an educational tool depends on instructors' strategies to optimise student interaction with the content. The findings suggest a maximum median engagement time of six minutes for videos of any length. Consequently, videos exceeding 6–9 minutes are likely to result in diminishing returns, with engagement levels decreasing from 100% for videos under six minutes to 50% for those lasting 9–12 minutes and further declining to 20% for durations between 12–40 minutes, this coincides with Brame (2016) findings which posited that the student attention is dependent upon the brevity of the video content.

According to Mayer (2008), employing conversational tones in multimedia instruction significantly influences student learning. This approach fosters a sense of social partnership with the narrator, thereby enhancing student engagement and effort. Additionally, a study by Guo et al. (2014) examining student engagement with MOOC videos reveals that increased speaking rates of narrators positively correlate with heightened student interest and engagement, a finding further supported by Brame (2016). Brame (2016) also suggests that instructors can boost student engagement with educational videos by crafting relevant content that resonates with the specific classroom environment and instructional aims. Consequently, a storyboard has been developed for the video, adhering to the abovementioned specifications. Figures 2.0 and 3.0 illustrate various scenes extracted from this storyboard. The entire storyboard comprises a total of 20 scenes.
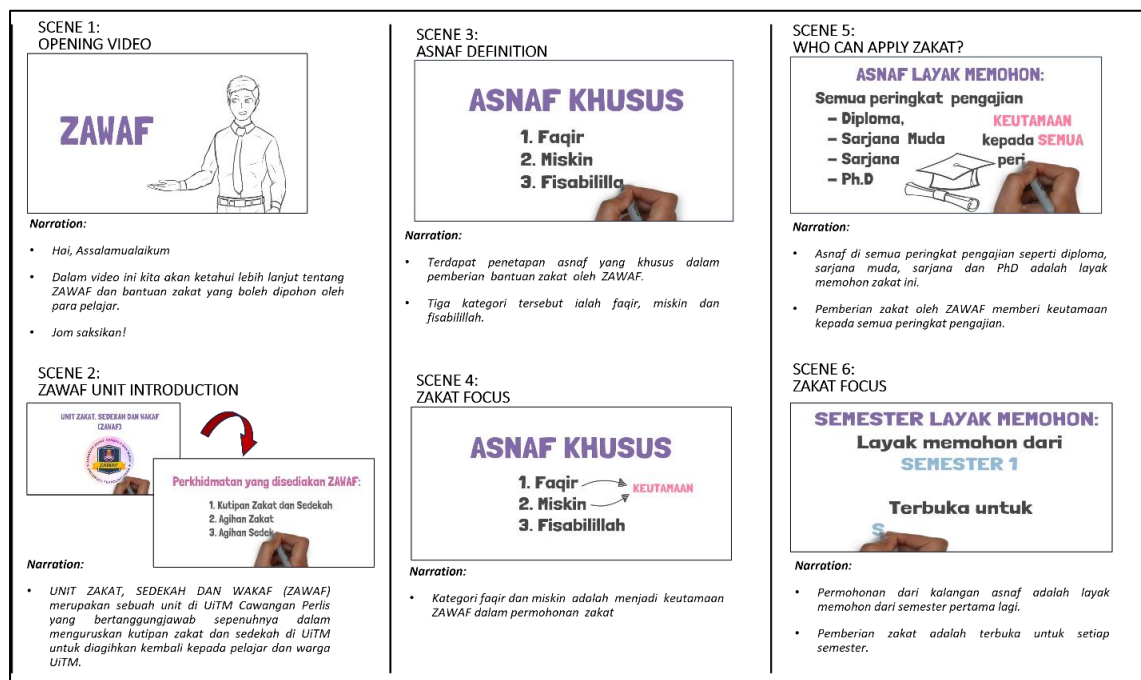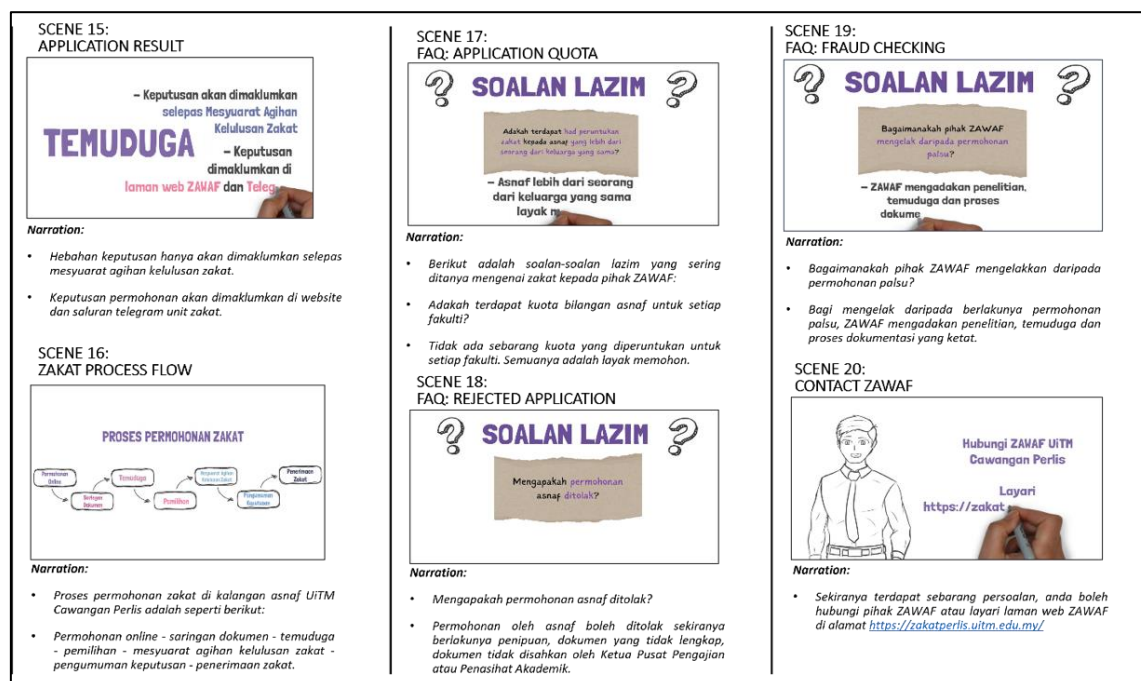
Figure 2: Storyboard Scene 1 to Scene 6

Figure 3: Storyboard Scene 15 to Scene 20

The seven-minute video summarises twenty scenes presenting significant information regarding the ZAWAF unit in UiTM Perlis. The unit manages the zakat and sadaqah collections in UiTM Perlis and distributes them to eligible UiTM students and communities. It also explains the qualifying categories for receiving zakat and assistance under UiTM Perlis. Consequently, it can further facilitate individuals to identify their qualifications status to apply

for zakat to alleviate their daily expenses. Additionally, the authorities have outlined three main asnafs eligible to receive zakat assistance, including asnaf fakir, asnaf Miskin, and asnaf fisabililah. However, a preference is extended to Asnaf Fakir and Miskin in all levels of studies, including Undergraduate and Post Graduate studies.

Each submitted application will be subjected to a few processes, including a pre-screening process, followed by an interview session conducted by the organisation. Therefore, acceptance results will be notified through UiTM ZAWAF 's website. This process will be convenient for the applicants to confirm their application progress. It also addresses the prevalent queries associated with zakat matters, including the issue of quotas, unsuccessful applications, and the issue of fraudulent applications being submitted. Overall, the 7-minute video is expected to be a valuable tool to provide the necessary information to the students to ensure that the rightful beneficiaries receive the targeted assistance. The ZAWAF has also provided a website for detailed information on zakat assistance at UiTM Perlis. Concurrently, the use of instructional media in education is potentially beneficial to meet educational aims.

Conclusion And Recommendation

This multimedia instructional video is a more innovative and interactive effort to update ZAWAF's method of providing information to potential Zakat applicants. It is designed to be a part of the Corporate Social Responsibility (CSR) efforts to reach the target group both on (UiTM Perlis students) and off campus (upper secondary school students) to educate and increase their awareness regarding the zakat services provided by ZAWAF. Guided by the video, potential applicants should be able to start the application process and understand the application procedure, ultimately reducing confusion and frustration for both the applicants and the person responsible for the application. Not only that, knowing that UiTM does offer such services can give much-needed motivation to upper secondary high school students who have been hesitating about pursuing their tertiary education due to financial difficulties. The Zakat offered can reduce the burden on students and parents while they complete their studies.

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Conflict Of Interest Statement

The authors agree that this research was conducted in a manner that did not infringe on any subject's privacy, absence of self-benefits, commercial or financial conflicts, and did not go against the interests of the received research grant.

Authors' Contributions

Listed below are the contributions of each author:

  A. *Siti Sarina Sulaiman*
    1. Funding Acquisition - Acquisition of The Financial Support for The Project Leading To This Publication.
    2. Project Administration - Management and Coordination Responsibility for The Research Activity Planning and Execution.

3. Writing – Review & Editing - Preparation, Creation, and/or Presentation of The Published Work by Those from The Original Research Group, Specifically Critical Review, Commentary, Or Revision – Including Pre- or Post-Publication Stages.

B. *Noorfaizalfarid Bin Mohd Noor*
1. Conceptualization - Ideas; formulation or evolution of overarching research goals and aims.
2. Project Administration - Management and coordination responsibility for the research activity planning and execution
3. Writing – Original Draft Preparation - Creation and/or presentation of the published work, specifically writing the initial draft (including substantive translation

C. *Nadia Abdul Wahab*
1. Methodology - Development or Design of Methodology; Creation of Models.
2. Instructional Video Design and Development
3. Writing – Original Draft Preparation, Creation, and/or Presentation of The Published Work, Specifically Writing the Initial Draft

D. *Afiffudin Mohammed Noor*
1. Investigation - Conducting a research and investigation process, specifically performing the experiments, or data/evidence collection.
2. Validation - Verification, whether as a part of the activity or separate, of the overall replication/reproducibility of results/experiments and other research outputs.
3. Writing – Original Draft Preparation - Creation and/or presentation of the published work, specifically writing the initial draft (including substantive translation).

E. *Mohammad Hafiz Ismail*
1. Visualization - Preparation, creation, and/or presentation of the published work, specifically visualisation/data presentation.
2. Resources - Provision of study materials, reagents, patients, laboratory samples, animals, instrumentation, computing resources, or other analysis tools.
3. Writing – Original Draft Preparation - Creation and/or presentation of the published work, specifically writing the initial draft (including substantive translation).

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