

Use of the “VIDGRATION” Method in Teaching Non-Law Students

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Abstract:

Law-related subjects are compulsory to be taken by most university students regardless of their courses. Non-law students face difficulty in undertaking law-related subjects due to their lack of a law background. To solve this issue, the “VIDGRATION” method is one of the best supportive face-to-face teaching tools that can help to improve students’ understanding of law-related subjects. This method uses video as flexible teaching pedagogy for better assurance of learning. This study investigates three factors, namely, perceived ease of use, perceived usefulness, and perceived enjoyment, that can influence non-law students’ intention to use the “VIDGRATION” method. A total of 101 non-law students in a public university in Malaysia participated in this study. It was undertaken using the convenience sampling method, and data were collected using online questionnaires. The results show significant relationships between perceived ease of use, perceived usefulness, and perceived enjoyment toward the non-law students’ intention to use the “VIDGRATION” method. As a result, lecturers are recommended to undertake the “VIDGRATION” method by integrating the flipped learning classroom to improve non-law students’ understanding and participation in class.

Keywords: “VIDGRATION” method, perceived ease of use, perceived usefulness, perceived enjoyment.

“振动”法在非法律专业学生教学中的运用

摘要:

无论课程如何，大多数大学生都必修法律相关科目。非法律学生由于缺乏法律背景，在学习法律相关科目时面临困难。针对这一问题，“振动”方法是最好的面对面教学工具之一，有助于提高学生对法律相关科目的理解。该方法使用视频作为灵活的教学法，以更好地保证学习。本研究调查了三个因素，即感知易用性、感知有用性和感知享受，这些因素会影响非法律系学生使用“振动”方法的意图。马来西亚一所公立大学共有 101 名非法律系学生参与了这项研究。采用方便抽样方法进行，并通过在线问卷收集数据。结果

表明，感知易用性、感知有用性和感知享受与非法律系学生使用“振动”方法的意图之间存在显著关系。因此，建议讲师采用“振动”方法，结合翻转学习课堂，提高非法学学生对课堂的理解和参与。

关键词：振动方法、感知易用性、感知有用性、感知享受。

1. Introduction

Subject related to law is one of the common prerequisite subjects that students in higher education institutions need to take. All students required to take this subject, including non-law students. In contrast to law students, non-law students usually faced trouble when undertaking this subject. A study by Abdul Razak et al. (2020) reported that non-law students faced difficulty in understanding the fundamental knowledge of law-related subjects due to their non-law background. As a result, some students do not really favor the law-related subject (Khan, 2021; Richardson et al., 2009). This situation makes it difficult for the lecturer to create an interactive teaching experience and increase the students' understanding while learning the subject.

To address the following issue, a flexible learning approach is the best pedagogy that can be practiced by lecturers (McLinden, 2013). This approach comprises three elements: first, the flexibility of learning pace (when the learning process takes place). Second, the flexibility of learning place (where the learning process takes place) and finally the flexibility of learning mode (how the learning process takes place) (McLinden, 2013). As compared to the traditional teaching and learning method, which is conducted through face-to-face classes, flexible learning pedagogy is one of the key teaching methods to overcome the difficulties faced by non-law students. The flexibility offered in this teaching pedagogy enables creation of interactive and meaningful learning for non-law students.

One of the teaching methods that offer flexibility pedagogy practice is the “VIDGRATION” method. This method uses the application of video as a teaching tool for teaching law-related subjects to non-law students (Ahmad et al., 2019). The “VIDGRATION” method improved students' engagement in class and led toward interactive learning. To undertake this method, students are first required to watch a video uploaded by the lecturer prior to class. The video can be in terms of the lecturer's recorded teaching lesson or any related documentaries or animation with the content of the teaching lessons (Ahmad et al., 2019). One of the advantages of watching the video is that the students are able to control the pace of the video themselves, whether they want to pause or stop the video, as well as to watch the video repetitively for better understanding (Scagnoli et al., 2017). Then, during class, the lecturer will conduct a discussion session relating to the topic posted in the video. All students are required to participate in the discussion session where they can share their opinion or ask for any further explanation from the lecturer. A study by Ahmad et al. (2019) reported that the “VIDGRATION” method conducted

on non-law students in one of the public universities in Malaysia has successfully improved students' understanding, increased their course grades, and reduced the dropout rate.

Apart from that, the application of the “VIDGRATION” method to complement the traditional face-to-face class is very helpful for non-law students who missed class during the day. In addition, this method helps to encounter other issues experienced by non-law students during class, such as loss of concentration due to tiredness or sleepiness during face-to-face class. Through this method, the possibility of non-law students being neglected from the lessons can be minimized. The study also shows that non-law students favor this method because they can use the recorded video to do their revision freely, especially before the test and final examination (Ahmad et al., 2019; David, 2012). On the other hand, Robertson and Flowers (2020) further reported that this method is helpful in overcoming language and communication barriers, especially among non-law students with English as a second language.

Based on the following issues discussed above, this study addresses three research questions: 1) Does the perceived ease of use of the “VIDGRATION” method influence the non-law students' intention to use this learning method? 2) Does the perceived usefulness of the “VIDGRATION” method influence the non-law students' intention to use this learning method? 3) Does the perceived enjoyment of the “VIDGRATION” method influence the non-law students' intention to use this learning method?

2. Literature Review

2.1. Perceived Usefulness and Ease of Use

Perceived usefulness is one of the elements under the Technology Accepted Model (TAM), which was developed by Davis (1989). Perceived usefulness is defined as the extent to which a person perceives/believes that the application of a system/technology can benefit the person by improving their understanding and performance (Davis, 1989; He et al., 2018). In this context, the “VIDGRATION” method is the technology of teaching pedagogy that is used to increase non-law students' understanding of law-related subjects. Apart from that, another TAM element used in this study is perceived ease of use, which is defined as the extent to which a person perceives/believes that the application of system/technology can easily be used/applied (Davis, 1989). The use of technology is considered as ease when there is no or very minimal effort required to use it (He et al., 2018). In contrast, a user will be reluctant

to use the technology if it is complicated and requires the users to allocate their resources in terms of time, energy, money, and effort (He et al., 2018).

In this study, perceived usefulness and perceived ease of use are the important elements that help to influenced the non-law students' intention whether or not to use the "VIDGRATION" method. The students must be able to perceive that this method offered numerous benefits toward their learning experience and was helpful in improving their understanding of the law-related subject. This comprehensibility can also be seen in flexible learning pedagogy. As discussed earlier, there are three vital elements in flexible learning pedagogy: when, where, and how the learning process occurs (McLinden, 2013). The "VIDGRATION" method indeed offered flexible and meaningful learning experiences for non-law students. Non-law students can watch the video anytime, anywhere, and using any type of tools, whether on their computer, laptop, tab, or even handphone. This method is one of the best complementary teaching methods for traditional face-to-face classes.

Galatsopoulou et al. (2022) reported a significant relationship between perceived usefulness and students' intention to use the video-assisted tool in class. The study also further emphasized that students believed that the video-assisted tool was easy to use, which significantly influenced their intention to use this technology in their learning process (Galatsopoulou et al., 2022). The video-assisted tool made the study experience more interesting as the students no longer stayed with the traditional lecture. The video used in class can be in various media, including cartoon animated video, audiobook, presentation PowerPoint, or documentary video. This digital tool helps keep students' attention and interest throughout the lesson.

Maziriri et al. (2020) reported that students significantly supported the use of YouTube as an educational tool in a university in Johannesburg, South Africa. They believed that YouTube offered usefulness and ease of use in the learning process, which makes them in favor of using this educational tool (Maziriri et al., 2020). Moreover, Munoz-Carril et al. (2021) also reported that students believed that the usefulness of computer-supported collaborative learning has a significant impact on their learning process. This indirectly helps the students score better (Munoz-Carril et al., 2021). Besides that, students also perceived that computer-supported collaborative learning is conducted in a very convenient setting, which helps them to remotely work with other group members (Munoz-Carril et al., 2021). A further study by Said et al. (2022) also reported that both perceived ease of use and perceived usefulness significantly influenced Malaysian university students to use video in their learning sessions. The researchers further emphasized that the students become more productive and show a positive attitude when video is used as an additional learning tool during class. The use of video during face-to-face classes helps to increase students' attention and

alertness (Said et al., 2022).

2.2. *Perceived Enjoyment*

Another important variable that can influence non-law students to use the "VIDGRATION" method is perceived enjoyment. Perceived enjoyment is defined as the extent to which persons perceive/believe that the application of a system/technology is fun and enjoyable, which makes them favor to use it (Lai & Ahmad, 2015). The application of the new technology-teaching tool of the "VIDGRATION" method in class must be fun and enjoyable for the students in order to influence their intention to use it. Study by Galatsopoulou et al. (2022) reported that students perceived the video-assisted tool as an enjoyable and interactive learning tool, which helped them to make use of this digital tool in their learning curriculum.

Mohd Shariff and Mohd Shah (2019) revealed that students intended to use YouTube in their learning because of its attractiveness and fun learning environment. The use of YouTube as a supplementary educational tool helps students improve their self-learning in English. As non-native English speakers, students mostly face trouble in understanding some of the English slang used by various English speakers (Mohd Shariff & Mohd Shah, 2019). Thus, by using YouTube videos, students can easily access English content around the world. These contents are very entertaining, which makes the students' self-learning sessions much easier and more effective. In addition, Munoz-Carril et al. (2021) also reported that students believed that computer-supported collaborative learning provides an interactive and enjoyable platform that indirectly has a positive impact on their learning experiences. Students also show interest in collaborative learning with other group members virtually without any restrictions or issues. As a result, this has significantly improved the students' learning satisfaction (Munoz-Carril et al., 2021).

3. Methodology

3.1. *Research Design and Participants*

A total of 101 students who undertake the Human Resource Management subject in a public university in Malaysia participated in this study. The students did not have any legal background, and the majority of them were Bachelor of Business Administration students. Those enrolled for the Human Resource Management subject were required to learn 11 Malaysian labor laws, namely Employment Act 1955, Minimum Wage Order 2022, Minimum Retirement Age Act 2012, Children and Young Persons (Employment) Act 1966, Workers' Minimum Standards of Housing and Amenities Act 1990, Workmen's Compensation Act 1952, Employees Social Security Act 1969, Employees Provident Fund Act 1991, Trade Union Act 1959, Industrial Relations Act 1967 and Occupational Safety and Health Act 1994. Data were gathered using a convenience sampling method where students were provided with a link to the

online questionnaire.

3.2. Data Collection and Analysis

For the purpose of this study, an online questionnaire via Google Form consisting of 23 items was developed by the researchers. All 23 questionnaire items were adapted from Galatsopoulou et al. (2022) with a reliability of more than 0.70 (Nunnally, 1994). The independent variable of perceived ease of use consists of three items *the “VIDGRATION” method is easy to use during the learning session, learning how to use the “VIDGRATION” method during a lesson is easy (playback/save/study with texts) and the “VIDGRATION” method does not require much mental effort.*

The independent variable of perceived enjoyment consists of three items: *I find it enjoyable to use the “VIDGRATION” method in learning sessions, I have fun watching videos of the “VIDGRATION” method during lessons, and using the “VIDGRATION” method in lessons is a pleasant experience.* The independent variable of perceived usefulness consists of 11 items and the dependent variable of intention to use the “VIDGRATION” method consists of six items. All questionnaire items were measured using a five-point Likert scale ranging from 5 – strongly agree to 1 – strongly disagree.

3.3. Independent Variable: Perceived Usefulness

1. Using the “VIDGRATION” method in lessons provides flexibility in interaction.
2. The “VIDGRATION” method facilitates reflection, analysis, and critical thinking.
3. The “VIDGRATION” method is useful during the lessons and meets my learning needs.
4. With the “VIDGRATION” method, I gained more knowledge.
5. I learn better with the “VIDGRATION” method.
6. The use of the “VIDGRATION” method in the course material gives me more control and flexibility in the study.
7. The “VIDGRATION” method used in this course saves me time.
8. Using the “VIDGRATION” method in lessons or studying material meets my expectations.
9. Using the “VIDGRATION” method in lessons or studying material improves my performance as a student.
10. The use of the “VIDGRATION” method in lessons or the study of material is useful in the learning process.
11. Using the “VIDGRATION” method in lessons or studying material increases my productivity.

3.4. Dependent Variable: Intention to Use the “VIDGRATION” Method

1. In the future, I will continue to use the “VIDGRATION” method during my study.
2. In the future, I will continue to attend classes

that use the “VIDGRATION” method.

3. In the future, I will continue to participate in discussions when the “VIDGRATION” method is conducted in class.

4. In the future, I may search for other videos used in the “VIDGRATION” method from different sources related to the subject of the course to gain more knowledge.

5. In the future, I may search online video lectures about the courses to learn more (MOOCs, YouTube, TEDx).

6. I would recommend that others attend classes that use the “VIDGRATION” method for teaching and learning sessions.

4. Results

All 101 students fully answered the questionnaires. 75 percent of the students were women, whereas the remaining respondents were men. The majority of the students were in their second and third semesters, and only a few were in their senior year. All the students who participated in this study were full-time students and aged 21 to 24 years. Table 1 shows that the mean values for all variables are above 3.00, which indicates that most of the respondents agreed on the item statements of the variables.

Table 1. Descriptive result

Variables	Mean	Std Deviation
Intention to use the “VIDGRATION” method	4.157	0.4274
Perceived ease of use	4.465	0.4165
Perceived usefulness	4.077	0.3490
Perceived enjoyment	4.482	0.3957

However, the result of the standard deviation for all the variables is below than, which indicates that there is stability and consistency of the respondent’s response toward the item statements. As a result, the item statements for each variable can measure what it is supposed to measure.

Based on the correlation scale proposed by Cohen (1988), it can be summarized that the correlation between perceived ease of use and perceived enjoyment toward intention to use the “VIDGRATION” method is significantly medium. The correction between perceived usefulness and intention to use the “VIDGRATION” method is significantly small. A summary of the correction analysis results is shown in Table 2.

Table 2. Results of the correlation analysis

Independent Variable	Dependent Variable	r-value	Sig (Two-tailed)
Perceived ease of use	Intention to use the “VIDGRATION” method	0.401	0.000
Perceived usefulness	Intention to use the “VIDGRATION” method	0.214	0.031
Perceived enjoyment	Intention to use the “VIDGRATION” method	0.400	0.000

Based on the original TAM, as shown in Figure 1,

the proposed model/research framework to be tested in this study has been developed and is shown in Figure 2. From the proposed model/research framework, three hypotheses were developed. The t-value of the relationship between the perceived ease of use and intention to use the “VIDGRATION” method was ≥ 1.645 and significant at a level of significance 0.05 ($\beta = 0.401$, $p < 0.05$). Meanwhile, the t-value of the relationship between perceived usefulness and intention to use the “VIDGRATION” method was ≥ 1.645 and significant at a level of significance 0.05, ($\beta = 0.214$, $p < 0.05$). Finally, the t-value of the relationship between perceived enjoyment and intention to use the “VIDGRATION” method was ≥ 1.645 and significant at a level of significance 0.05, ($\beta = 0.400$, $p < 0.05$). Therefore, it can be summarized that all hypotheses are supported. A summary of the regression analysis results is shown in Table 3.

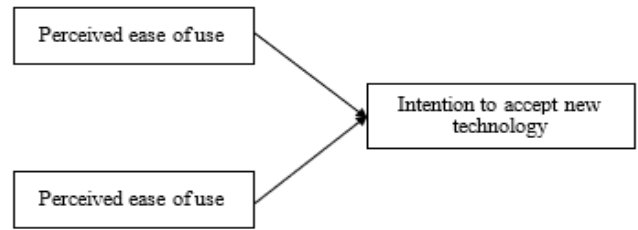


Figure 1. Original technology acceptance model (TAM) adapted from (Davis, 1989)

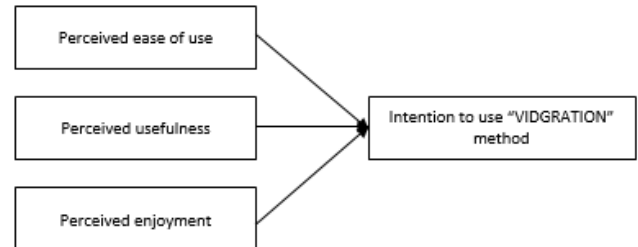


Figure 2. Proposed model and research framework

Table 3. Results of the direct relationship between variables

Hypothesis	Relationship	Std. Beta	t-value	P Value	Decision
H1	Perceived ease of use → Intention to use the “VIDGRATION” method	0.401	4.350	0.000	Supported
H2	Perceived usefulness → Intention to use the “VIDGRATION” method	0.214	2.184	0.031	Supported
H3	Perceived enjoyment → Intention to use the “VIDGRATION” method	0.400	4.338	0.000	Supported

5. Discussion

The results of this study demonstrated that perceived ease of use, usefulness, and enjoyment significantly influenced non-law students’ intention to use the “VIDGRATION” method for law-related subjects.

The students scored poorly in the quiz conducted in class. This suggests that the normal of face-to-face lectures alone is not enough to confirm the students’ assurance of learning. Through further discussion with the students, it can be summarized that students faced difficulty in understanding the application of the Malaysian labor laws. For example, during a quiz, most of the questions that are asked are based on the situation or case study. However, in a normal face-to-face lecture, the lecturer will usually explain the provision of the laws in general due to time constraints. Thus, this limitation indeed needs to be addressed. As a result, the “VIDGRATION” method is proposed to be undertaken. The lecturer will record a video of the lesson for each of the Malaysian labor laws in advance, and students will be required to watch the video prior to class. During the face-to-face class, the lecturer will focus on discussing the application of the provision of laws in workers’ daily lives (Abdulbaki et al., 2018).

Ahmad et al. (2019) reported that the “VIDGRATION” method has successfully solved the non-law students’ struggle to understand law-related subjects. The assurance of learning was proven through their better test scores after the implementation of the “VIDGRATION” method. It is further reported that students are prone to choose the “VIDGRATION” method because they find this method very useful and convenient (Galatsopoulou et al., 2022). In addition, the lecturer’s creativity in creating an interesting and fun video also helped to influence the student’s intention to

watch the video (Munoz-Carril et al., 2021). Thus, the video should be simple, fun, and within an acceptable duration to keep the students’ attention. Wilson and Korn (2007) highlighted that students’ attention significantly deteriorates after 10–15 minutes of lecture.

Overall, it can be summarized that the “VIDGRATION” method is one of the best teaching and learning tools to teach non-law students the law-related subject. This method can act as a catalyst to improve non-law students’ understanding and create an interactive learning session. The results confirmed that the three most important factors that influenced the non-law students’ intention to use the “VIDGRATION” method are to ensure that this method is accessible and convenient for them (perceived ease of use), the content of the video must be useful to complement the normal face-to-face class (perceived usefulness), and the video must be fun and enjoyable (perceived enjoyment).

The integration of flipped learning with the reverse teaching role of self-learning prior to class is highly recommended to ensure the success of the “VIDGRATION” method (Abu Bakar & Abd Karim, 2019).

Although this research adapts the original theory of TAM by Davis (1989), this study adds an academic contribution by adding an additional independent variable of perceived enjoyment into the model. This addition helps to compliment the original TAM, which is really suitable to be tested in looking toward the students’ interest to accept the use of new teaching and learning method, specifically the “VIDGRATION” method.

6. Conclusion

Based on the 11 Malaysian labor laws covered in the

subject, the most troublesome Malaysian labor laws for students are the Employment Act 1955, Trade Union Act 1959 and Occupational Safety and Health Act 1994. By integrating the “VIDGRATION” method with the face-to-face class, students believed that they would have a better understanding of Malaysian labor laws.

Before the “VIDGRATION” method was proposed to be undertaken in the class, it was reported that students from the previous batch who had undertaken a similar subject faced difficulty in understanding the Malaysian labor laws.

In conclusion, it is recommended that lecturer undertake the “VIDGRATION” method in class, especially for subjects related to laws and regulation. Nevertheless, this method cannot be used as the sole teaching method for this subject. Instead, the “VIDGRATION” method is suitable for use as the supporting teaching tool for face-to-face classes.

It has also been proven that students who believe the “VIDGRATION” method is fun and enjoyable, which makes them really committed to using the method. In addition, this study specifically used a sample of non-law students, whereas most previous literature used a sample of general students. As a result, the results of this study are only applicable to the homogenous group of non-law students.

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Authors' Contributions

This study was led by Dr. Siti Hawa Harith and assisted by Dr. Norsharina Zabidi, Ts. Dr. Syazwan Syah Zulkifly, and Dr. Nur'Jila Mohammad. The data analysis process was conducted during a workshop where all the authors were presented. Each author writes every part of the subheading, and all writing has been compiled by the team leader.

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