



**INTERACTIVE VIDEO OF HOFSTEDE'S
CULTURE DIMENSIONS**

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DIPLOMA IN INTERNATIONAL BUSINESS

SESSION 1 2022/2023

POLITEKNIK SULTAN SALAHUDDIN

ABDUL AZIZ SHAH

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A project report submitted in partial fulfillment of the requirement for the award of a Diploma in
International Business

COMMERCE DEPARTMENT

SESSION 1 2022/2023

DECLARATION OF ORIGINALITY

TITLE: INTERACTIVE VIDEO OF HOFSTEDE'S CULTURAL DIMENSION

SESSION: SESSION 1 2022/2023

We,

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2. We verify this project and intellectual properties are our original work without plagiarism from any other sources.
3. We agree to release the project's intellectual properties to the above-said Polytechnic in order to fulfil the requirements of being awarded Diploma in International Business.

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ABSTRACT

In today's world, most students have a minimum of one smart device as their primary form of learning tool to communicate and watch videos. Lack of communication, lack of digital infrastructure, and the challenges of direct online learning are problems in online learning that lead students to have low motivation for learning. Researchers have produced an interactive video called "Interactive Video of Hofstede's Cultural Dimension" that enables students to interact with it. This project's objectives are to develop an interactive video of Hofstede's Cultural Dimension and to identify students' satisfaction on the interactive video. The research design that researchers used was ADDIE Model method. The five phases are Analysis, Design, Development, Implementation, and Evaluation. It represents a dynamic, flexible guideline for building effective training and performance support tools. Researchers use Doratoon, VN Video Editor and H5P to develop and create effective learning material to stay engaged in the classroom setting and make the most of their smart device use. By creating effective learning material, students can practice critical thinking skills and find solutions to situations that encounter in real life. Overall, students were satisfied with the interactive video.

Keywords: H5P interactive video, online learning, Hofstede's Cultural Dimension

CHAPTER 1

INTRODUCTION

1.1 INTRODUCTION

This section of this chapter contains information on the project background, the problem statement, project objectives, project questions, the scope of the project, the significance of the project, and the definition of operation. Throughout this project, researchers will highlight Hofstede's Cultural Dimension, a user-friendly interactive video that researchers specifically developed for Polytechnic Sultan Salahuddin Abdul Aziz Shah students enrolled in the semester 2nd Diploma in International Business (DPI2) and semester 3rd Diploma in Business Management (DPM3). For reference, Hofstede's Cultural Dimension is an interactive video for students may utilize to use to enhance students understanding and motivating students to learn Hofstede's Cultural Dimension in the International Business course.

1.2 PROJECT BACKGROUND

According to Corinne (2018), emerging technologies have sparked exponential growth in software and AI-assisted technology that aims to modify teaching strategies and tailor the curriculum to each student's capacity to advance at their speed. Interactive video is one of the advancements in educational technology. Depending on the student's responses to quizzes and patterns, it displays audio-visual information on a device while playing music and graphics. The number of playback scenes in an interactive video is determined by how the students interact with it (Shalaby et al., 2018).

"A type of media that enables students to engage with the material" can be defined as interactive video (Anderson & Davidson, 2019, p. 16). Videos can interact in a variety of ways, depending on the purpose. But through interactive video, the current teaching techniques are activated, higher learning levels are raised, and the student is given the elaboration and

concepts much more transparently than with the classical approach. For example, the student's learning experience from a classic one-way communication lecture is replaced with a two-way interaction in which the student actively participates in the learning process via interactive videos. Tap-to-discover interactions, quizzes, polls, and other interactive components are a few examples of what may go into an interactive video.

Interactive videos can make students who lack the motivation to study enhance it. The government has incorporated learning in a visual format, such as on television, to make learning more interesting. For instance, Astro offers the Astro Tutor TV channel, and the Malaysian Television Program (RTM) offers an educational TV slot on the RTM Okey channel. This method can expose students to diverse types of technology and applications to control it in a way to build and implement online learning platforms where they can observe and learn from the videos at their own pace rather than being pushed by their lecturers. (Palaigeorgiou & Papadopoulou, 2019). Therefore, researchers chose to establish an interactive video of Hofstede's Cultural Dimension as this project's learning tool since it is widely known as an attractive material structure.

1.3 PROBLEM STATEMENT

Numerous issues arise when students are trying to learn. Lack of communication is one of the issues. Communication issues can hinder learning, make students careless, unprepared, and less engaged, among other negative effects. For instance, some students struggle to communicate in class settings and have unresolved learning issues. They occasionally struggle with learning concepts and structuring their thoughts. But because they are hesitant, students frequently refuse, isolating themselves out of shame or fear. One method for resolving this problem is the use of interactive learning materials. Interactive educational media facilitate positive viewpoints, encourage learning, and increase the effectiveness of information retention during learning processes. The results showed a relationship between how students learn and how they use educational materials to affect their learning outcomes. In other words, students

will significantly benefit from using content that is relevant to their strengths during the educational process. (Isnainingsih & Bimo, 2013).

Other than that, the lack of digital infrastructure in the education system from being traditionally dominated by classroom teaching has transformed itself at a rapid pace to adapt to the vacuum created since the onset of Covid-19.

Although according to news sources, the Malaysian Ministry of Education's (KPM), the use of direct online learning is beneficial for lecturers because it allows them to communicate directly with students. But not all students have good Internet access in their homes, especially in villages and rural areas. So direct online learning such as zoom application may be the second option for students (Sinar Harian, 2020). An asynchronous online learning is the best option that will give opportunities for students to learn at their schedule, within a certain timeframe. This ensures that students continue to learn effectively even when not in the lecture hall or classroom.

Therefore, researchers have surveyed students studying the International Business course, which are from the class of DPI (Diploma in International Business) in Semester 2nd and DPM (Diploma in Business Management) in Semester 3rd at Polytechnic Sultan Salahuddin Abdul Aziz Shah, to increase students' motivation on education and improve students' learning performance. A total of 40 respondents have filled out the google forms and all their feedback is used to support all the problem statements below.

Traditionally, teaching activities are content-centered teaching which always followed the chapters in the order of the textbook. Under this circumstance, students easily have a passive attitude toward learning, hardly enjoy learning and develop independent thinking. Students may not understand what they have learned and are even more unlikely to apply this knowledge to their life experience Nevertheless, according to the previous studies, thematic instruction focused on the learning which was organized around a theme relating to the learners lives and thereby increased student motivation and achievement (Brown, & Hageneberger, 2011).

1.4 PROJECT OBJECTIVE

The main purpose of the project is to design and develop an interactive video to improve students' learning tools. These are the objectives for this project:

1. To develop an interactive video of Hofstede's Cultural Dimension.
2. To identify students' satisfaction on the interactive video of Hofstede's Cultural Dimension.

1.5 PROJECT QUESTION

The project questions are considered to focus on the students' learning tools. The project questions can be formulated:

1. What are the components needed to develop an interactive video of Hofstede's Cultural Dimension?
2. What is the students' satisfaction level of an interactive video of Hofstede's Cultural Dimension?

1.6 SCOPE OF THE PROJECT

The scope of our project in producing an interactive video of Hofstede's Cultural Dimensions are:

The scope of our project focuses on students in the Commerce department studying introduction to the International Business course at Polytechnic Sultan Salahuddin Abdul Aziz Shah. Specifically, the interactive video will explain Hofstede's Culture dimensions to enhance student understanding of the topic. The scope of our project will involve students

learning International Business course and is from Jabatan Perdagangan (JPG) department at Polytechnic Sultan Salahuddin Abdul Aziz Shah.

1.7 SIGNIFICANCE OF THE PROJECT

The significance of the project is to develop an interactive video that will serve as a learning resource among students studying International Business, specifically, the subtopic on Geert Hofstede's Hofstede cultural dimension. To raise student interest in studying and enhance their academic performance at Polytechnic Sultan Abdul Aziz Shah.

The integrated learning environment for students would benefit from information technology (ICT) tools like interactive video technology. This occurs because both lecturers and students are in broad agreement that using ICT in the classroom boosts students' interest in and participation in their studies. Studies have shown an extremely high number (86%) of educators throughout the globe, agree that students are more engaged and motivated when using computers in the classroom that have been configured to stay current with the continually changing landscape of educational services (Salau, 2012).

The student may enhance thinking and problem-solving in real life by using interactive video learning. The implementation of online learning tools has the following significant effect on the students (Ojo and Ahisu, 2019):

- 1 possesses editing influence on the quality of student work and actual cases through graphics
- 2 enhances intellectual skills by using imagery
- 3 allows students to study at their speed and level according to their preferences, which increases their ability to cope with individual understanding patterns

The researchers chose interactive video as a program for developing learning media because interactive video programs can make students possess editing influence on the quality of student work and actual cases through graphics. The researchers can enter text, sound, images, and videos to make it interesting for students. Users can choose the desired menu for

the next process and receive responses from problems encountered in its use. Users will also be able to repeat the material if they feel they do not understand. The presence of this interactive multimedia will help students and increase their various abilities in using instructional media. They can use it according to their level of understanding and make the learning process fun so that it can improve student learning outcomes.

Lecturers can also try new tools of learning for students as it provides an engagement environment. It is easy to deliver for students to keep up with the curriculum. For example, if a student happens to miss one lecture, lecturers can just simply give access link to students. The low motivation of students to learn mathematics and the lack of interest in the enthusiasm of students to repeat lessons that have been learned previously also have an impact on learning outcomes (Djamarah, 2018). Hence, using interactive video as a learning tool adds entertainment value and creates encouragement for those lazy students to engage with interactive video. It is an effective way to get students' ideas across about student level of understanding without the need for writing.

Furthermore, students can apply an interactive video as a learning tool in education to fit students' needs. Some students prefer to study in groups, while some prefer to study alone. For example, it offers students the flexibility of time and place to access the huge amount of information in the system, eliminates the barriers that could potentially hinder student participation in the classroom, and it enables the students to study at their own pace and speed (Khairani et al., 2020). As a result, students can be satisfied with their performance and decrease their stress level. Since every student's learning style must be taken into consideration, this project paper presents the design and development of an online learning tool that is focused on the user requirements of International Business course student.

1.8 SWOT Analysis

Strength <ul style="list-style-type: none">• Can access anywhere and anytime• Unique learning tools• Can recap/playback• Involve interaction	Weakness <ul style="list-style-type: none">• Need internet access• Need gadgets
Opportunity <ul style="list-style-type: none">• Other institutions can access it too• Emerging technology• Culture shift towards unique learning tools• Increase interest in academic world	Threats <ul style="list-style-type: none">• Unrealistic expectations• E-content policies in different institutions referring to its online e-context

1.9 DEFINITION OF TERMS

The definition of terms is about the key terms used to introduce the concepts in this project as follows:

1.9.1 ANIMATION

The ability to effectively communicate conceptual changes, processes, and dynamics, gives animation in the learning process an opportunity over static pictures. Animations are superior to static pictures for imparting practical knowledge because they are more realistic. Additionally, it is believed that content provided visually strikingly can boost students' motivation concerning their interest in advanced technology (Qaddumi et al., 2021).

1.9.2 INTERACTIVE VIDEO

As defined by (Pemberton et.al., 2015), interactive videos present new ways of using the television, including on-demand video, two-way conference, and phone-in programs.

1.9.3 HOFSTEDE'S CULTURAL DIMENSIONS THEORY

Geert Hofstede created a framework for intercultural communication called the "cultural dimensions theory" (Geert Hofstede, 1980). A structure built from factor analysis demonstrates how a society's culture affects its members' values and how these values connect to behavior. Instead of using personal cultural preferences, Hofstede focused his study on national cultural preferences. Cross-cultural psychology, international management, and cross-cultural psychology have extensively used the theory as a research work paradigm.

1.10 SUMMARY

This project is a new tool that researchers would like to introduce to students, especially from the Commerce Department at Polytechnic Sultan Salahuddin Abdul Aziz Shah. This is the result of the work that I would like to present to help students easily get the reference source of used books. Therefore, we developed an interactive video of Hofstede's Cultural Dimensions as student learning tools in their educational learning.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

An interactive video must be developed using a structured approach to ensure the development process is more effective. The project's goal is to identify a design model that can be used to concentrate on the students' learning tools. A recommended approach to making interactive videos is the ADDIE model. The first of the ADDIE approach's five stages is analysis, which is used to identify problems with the design, purpose, learning environment, and the student's previous knowledge and abilities.

2.2 LEARNING TOOLS

Education is essential to the evolution of the human race. Online education is seen as a modern kind of contact in the educational process nowadays.

Assembling learning tools is a skill every student should possess since it comprises crucial segments in the teaching and learning process. These segments include, for instance, the necessary competencies, the methods for learning the content, interaction patterns, assessment models, and others. The right learning tools, such as interactive videos, would make it simpler for students to learn (Sulistyaningsih, 2013: 2). These resources also give

convenience and may help students and teachers prepare to carry out teaching and learning activities in the classroom.

The curriculum, lesson plans, instructional materials, and evaluation of learning outcomes are just a few examples of the learning tools that an interactive video must modify to meet the requirements of students in the classroom. This learning device will be utilized by the students as a guide in learning activities so that learning can be oriented according to learning goals, enhance student interest in learning, and provide feedback in the form of optimum learning outcomes.

2.3 INTERACTIVE VIDEO

Interactive videos present new ways of using the television, including on-demand video, two-way conference, and phone-in programs (Fallahkhair et al., 2005). In 1967, the first person who established interactive film was The Cinema Machine. While watching this film, the audience in the cinema theatre would choose one of two scenes during the plot fork. Switching between scenes was done manually by the projectionist.

In Malaysia, Astro, for instance, offers the Astro Tutor TV channel, and the Malaysian Television Program (RTM) offers an educational TV slot on the RTM Okey channel. This method can expose students to diverse types of technology and applications that can provide students control over it in a way to build and implement online learning platforms where they can observe and learn from the videos at their own pace rather than being pushed by their lecturers. (Palaiageorgiou & Papadopoulou, 2019).

2.4 ADDIE MODEL

The Design the Development of interactive video learning tools based on the popular, ADDIE instructional model, ADDIE first appeared in 1975 (Branson 1975). It was created by the Centre for Educational Technology at Florida State University. The ADDIE model

was developed by Dick and Cary in 1978 and Russell Watson revised in 1981 and was considered essential in the development of educational and training programs (Hannum, 2005). The interactive video is used for learning purposes. The findings demonstrate how an interactive video act as learning tools impact students.

The five phases—Analysis, Design, Development, Implementation, and Evaluation—represent a dynamic, flexible guideline for building effective training and performance support tools. While perhaps the most common design model, there are a few weaknesses to the ADDIE model which have led to a few spin-offs or variations. Culatta, R. (2013).

2.5 HOFSTEDE'S CULTURAL DIMENSION

Hofstede's cultural dimensions' theory is a framework for cross-cultural communication, developed by (Geert Hofstede, 1980). It shows the effects of a society's culture on the values of its members, and how these values relate to behavior, using a structure derived from factor analysis. Hofstede based his research on national cultural preferences rather than individual cultural preferences. The theory has been widely used in several fields as a paradigm for research, particularly in cross-cultural psychology, international management, and cross-cultural communication.

2.6 THEORETICAL FRAMEWORK

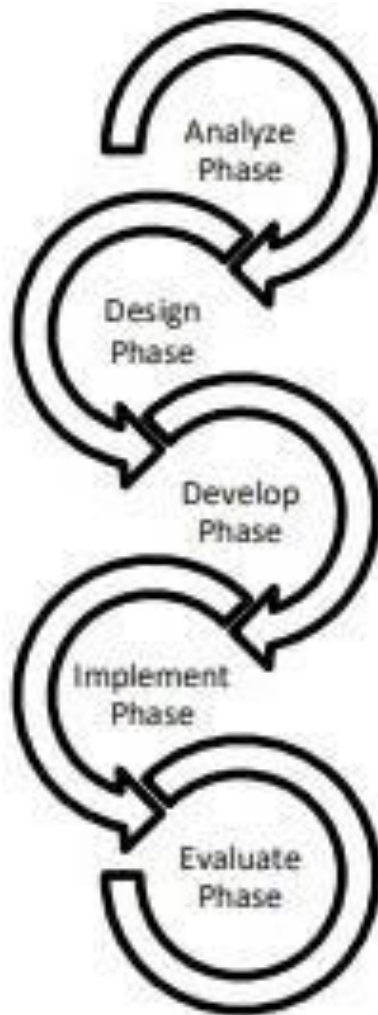


Figure 1. The Addie Model adapted from Ismail, M. E., Utami, P., Ismail, et al., (2018)

2.7 PHASE OF HOFSTEDÉ'S CULTURAL DIMENSION

2.7.1 ANALYSIS

The analysis step at this point determines the issues that need to be fixed using a variety of determining methods. An analytical approach will be used to determine what causes or factors are connected to the problem or that it is caused by when a problem has been found. The analysis process considers the issues encountered, and the product specifications take the intended use of the product into account

(Halim et al., 2012). Analysis should be carried out first because it serves as a guide for developing materials (Widhi 2016). This step's analysis result is self-evaluated, and subsequent review with teammates is done to help the analysis result better (Reinbold, S. 2013).

2.7.2 DESIGN

The following stage, "Design," offers a comprehensive structure that includes supplementary resources, support documents, and activities, units, modules, assignments, and assessments. (Rajapboyevna, X. Q, et al., 2022).

2.7.3 DEVELOPMENT

Here, the instructor should start with the learning objectives based on industry best practices, from which unit and module objectives will inevitably flow. Additionally, the designer develops summative exams that correspond to the broad learning goals and objectives, but module formative exams must be linked to the course objectives. All the assignments, lesson materials, activities, and formative assessments should flow together logically when designing summative assessments (Rajapboyevna, X. Q, et al., 2022).

2.7.4 IMPLEMENTATION

This step involves applying development results to the learning process to determine how they affect the efficacy, allure, and efficiency of learning. Small-group implementation is used to get feedback from students and instructors for the revision of the product prototype (Widyastuti, E. 2019).

2.7.5 EVALUATION

Evaluation, the last step, includes both formative and summative evaluations. Formative evaluation is carried out to gather information on each development phase (Widyastuti, E. 2019). This phase is closer to a feedback mechanism that allows for continuous improvement of the entire project. In this stage, programmed sustainability and quality preservation are guaranteed and examined (Rajapboyevna, X. Q, et al., 2022).

2.8 CONCLUSION

The ADDIE Model is a structured, successful model that we can use to plan, implement, and assess the effectiveness of important work functions. The interactive learning material created is practical and efficient as a teaching tool, particularly in the and can also enhance instructors' abilities to engage students in their studies. Learners are therefore more motivated to learn because they do so in a more engaging manner. (Baharuddin, B. 2018)

CHAPTER 3

METHODOLOGY

3.1 INTRODUCTION

The researchers must discuss the project's method in this chapter and describe the method that was chosen to accomplish the goals. This chapter will also go through the project's methodology, techniques, and materials and equipment used in research and design. Additionally, researchers will explain the procedures for conducting data analysis.

3.2 RESEARCH OF PROJECT DESIGN

3.2.1 PROJECT METHODS / PROCEDURES

Addie model

The Design of the Development of interactive video as learning tools based on the popular, ADDIE instructional model, ADDIE first appeared in 1975 (Branson 1975). It was created by the Centre for Educational Technology at Florida State University. The ADDIE model developed by Dick and Cary in 1978 and Russell Watson revised in 1981 and was considered essential in the development of educational and training programs (Hannum, 2005). The interactive video is used for learning purposes. The findings demonstrate how interactive video as learning tools impact the students.

The five phases—Analysis, Design, Development, Implementation, and Evaluation—represent a dynamic, flexible guideline for building effective training and performance support tools. While perhaps the most common design model, there are a few weaknesses to the ADDIE model which have led to a few spin-offs or variations. Culatta, R. (2013).

The five phases of Addie model are:

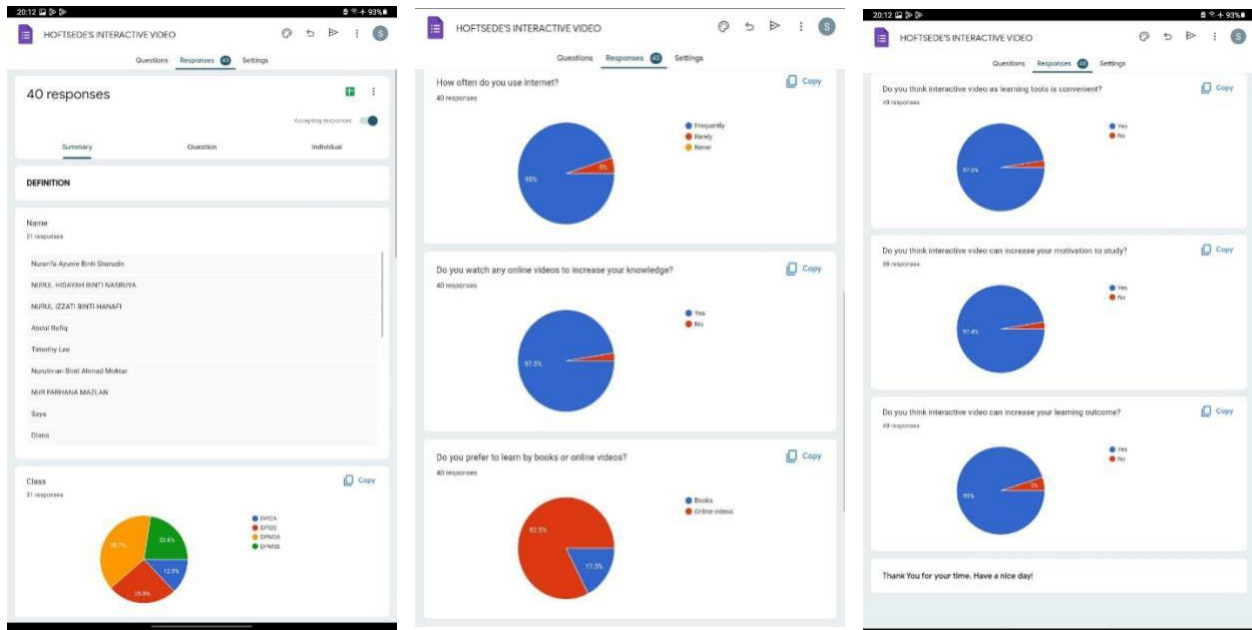
Analysis – Video-based learning that can be taken on the fly in quick bursts is becoming increasingly popular as mobile learning and microlearning become more widely used. The designer's primary concern at this time is the target audience. Students studying international management are the target audience for researcher. Specifically, the Hofstede cultural dimension's subtopic Geert Hofstede established four characteristics of cultural values: individualism-collectivism, power distance, uncertainty avoidance, and masculinity-femininity in his seminal study examining cultural variations across modern nations. Additionally, the software the researcher are utilizing does an excellent job of taking each student's aptitude and intelligence into account. Because interactive video enables more effective processing and memory recall, the designer wishes to create this interactive video. Videos have a wide appeal because of their visual and aural components, which enable each audience to assimilate information in their unique way. Briefly said, videos make effective teachers. Compared to linear, "watch-only" videos, it provides comprehensive learning experiences, which naturally engages learners more. Interactive videos allow for the delicate use of stories and characters, engrossing the audience in the learning process and increasing engagement and memory retention. To create interactive video, researcher utilize cutting-edge telecommunications technology and need connwi-fi connection addition, the researcher's usage of the software (doratoon) has limitations, which require the researcher to purchase the software to utilize it. For the interactive to function well, researchers must invest time in editing, storyboarding, and learning how to utilize the tools.

Questionnaire (Pre-test)

The questions majorly ask and survey about the impact of interactive video among students and develop the Interactive video of Hofstede Cultural Dimension and to implement and evaluate the interactive video that provide convenience for Polytechnics Sultan Salahuddin Abdul Aziz Shah students of DPI2A, DPI2B, DPM3A and DPM3B. The questions are conducted in English where the respondent will be able to answer the proposed questions. Questionnaires are the most popular and efficient method to collect data used by the researchers, because the researchers will know exactly what is necessary for the project. The question is in a form or document with a set of questions intended to extract the information which will be the main discussion under the project.

This is the results of the questionnaire that has been distributed. Total respondent of the results is 40 responses. From the results, 95% of the students use the internet and 97.5% of the students

always use the internet to access any online videos to increase their knowledge in education. Since rapid technological development students nowadays prefer to study or learn through online videos. Results show 82.5% prefer online video instead of books. 97.5% of students agreed that interactive video as a learning tool is convenient. 97.4% of students believe that interactive video will increase their motivation in study and 95% of students agree interactive video enhances their understanding.



HOFTSEDE'S INTERACTIVE VIDEO

THE IMPACT OF INTERACTIVE VIDEO LEARNING AMONG STUDENTS

Dear valuable respondents,
We are DPISA (Diploma in International Business) final year students conducting a research on The Impact of Interactive Video Learning among students studying International Business and Business Management at PSA.

Please help us by answering all of our questionnaires for our final year project.
Thank you so much for your participation.

DEFINITION

Interactive Video is a tool that let students engage with the recorded video clips by answering in-line questions.

EXAMPLE

What mistake did you notice?
When the customer says "excuse me" the salesperson asks "do you prefer to get the calculator by mail or by car from a personal store?"

HOFTSEDE'S INTERACTIVE VIDEO

Name
Short answer text

Class *

- DP12A
- DP12B
- DP12C
- DP12D

How often do you use internet? *

- Frequently
- Rarely
- Never

Do you watch any online videos to increase your knowledge? *

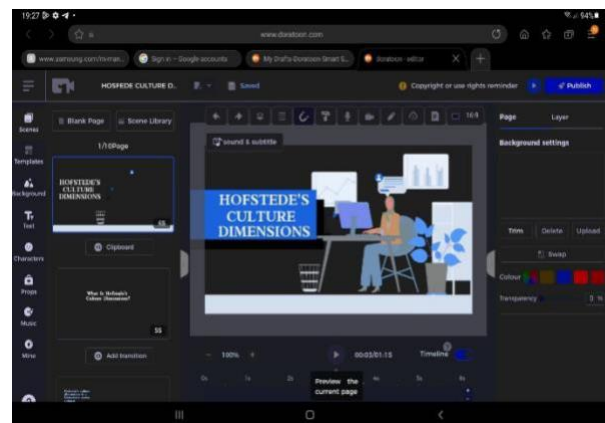
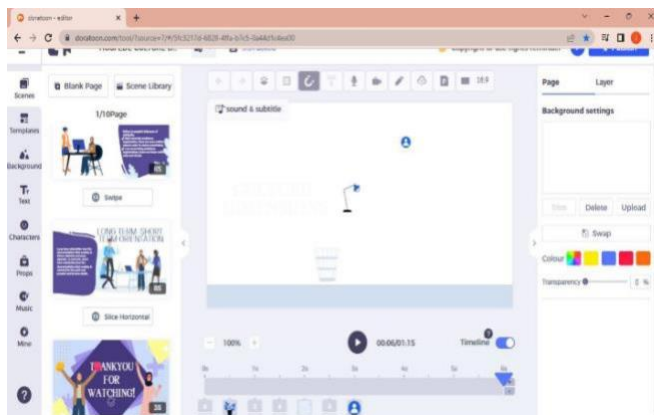
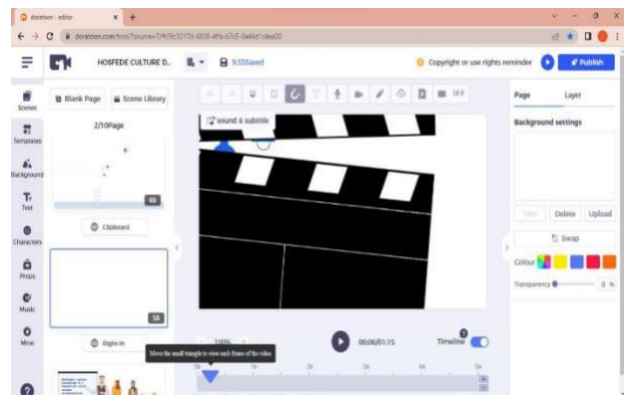
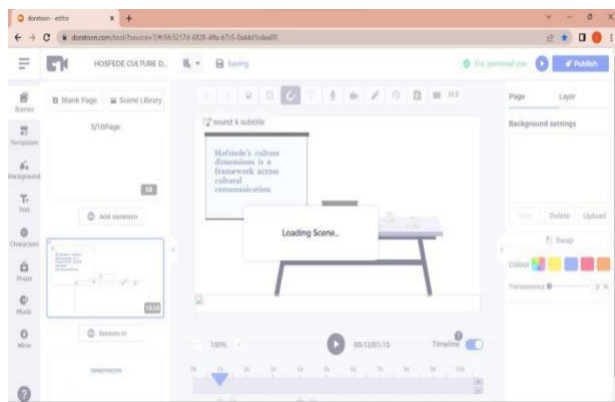
- Yes
- No

Do you prefer to learn by books or online videos? *

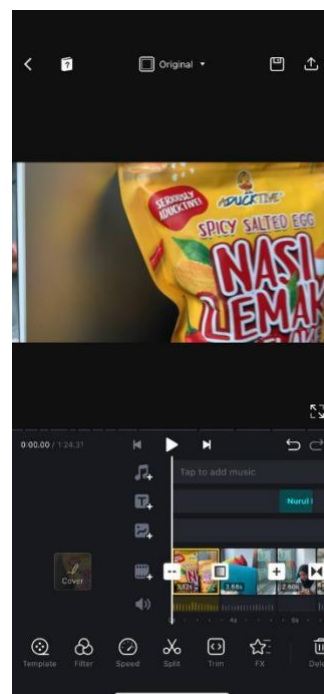
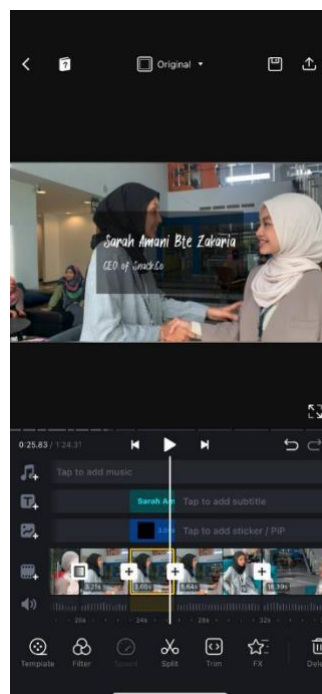
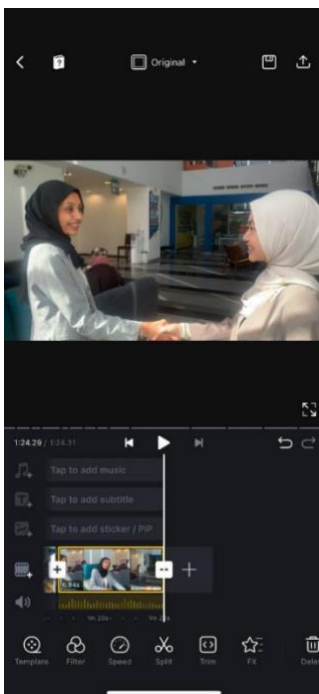
- Books
- Online videos

Development - The development phase is where we start building or developing our idea. The content concepts should have been selected during the preceding design process. The interactive video of the Hofstede Cultural Dimension is made by the researcher using the information acquired in the first two processes. The implementation phase is all about carrying it out. While the two earlier phases required planning and ideation. Create the project based on the storyboard, record the resulting video and audio, and test the software to ensure it functions properly.

Phase where researcher start doing animation following storyboard that has been written. Researcher using animation software (Doratoon).



This is the process of researchers recording one of the scenes that will be inserted into the interactive video. From the result of the recording, the researcher then will edit the video in terms of audio and video.



H-P Manage Content Manage Organization Azma Aziz Add Content

View Edit

Title*
Used for searching, reports and copyright information
Hofstede's Culture Onnen""

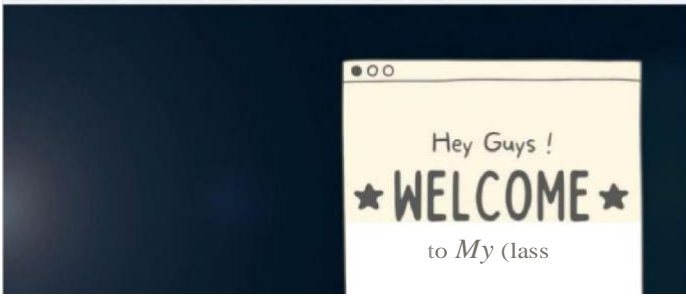
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Upload/embed video interactions Summary task



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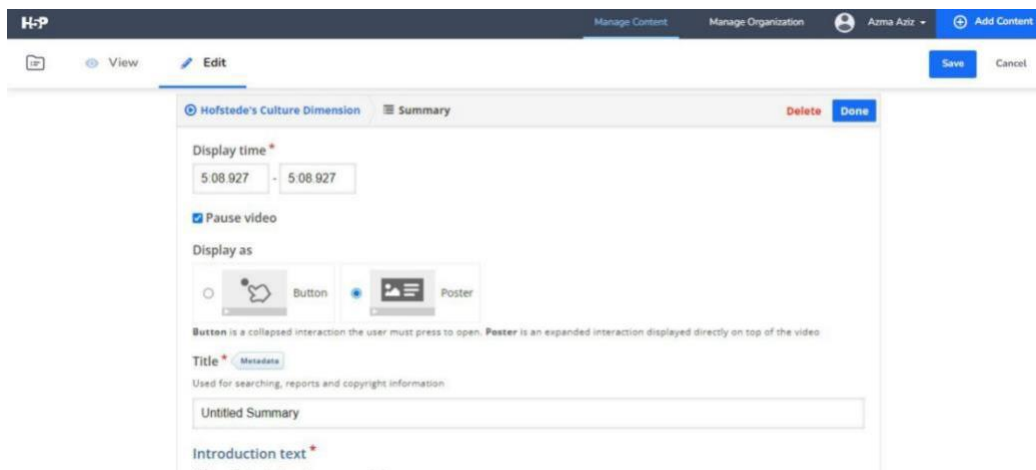
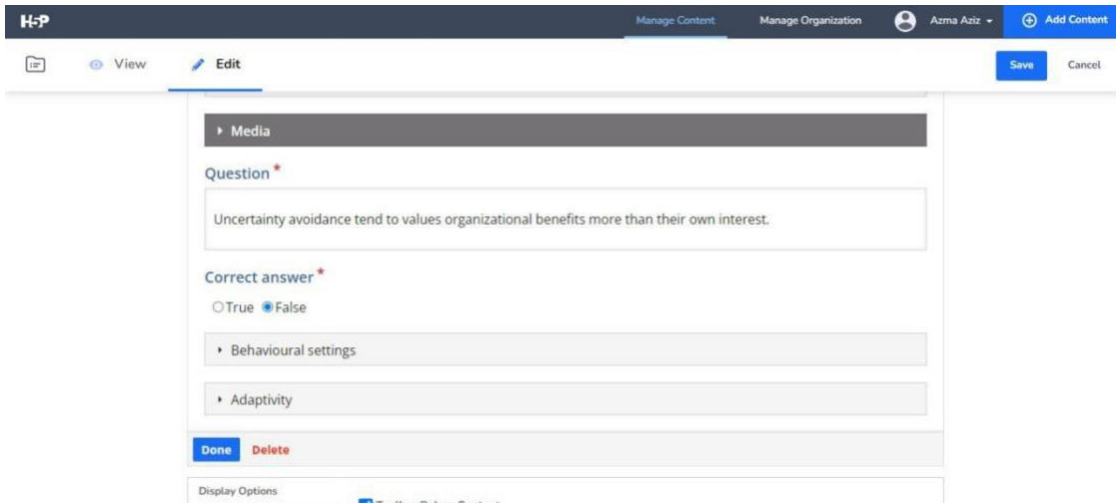
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In this phase, researcher will add up interactive relate to Hofstede Culture Dimension through the video that have been done edited. The software that using by researcher to add up interactive

Implement - By the time the ADDIE model is established, the researchers should understand the needs and the present situation before designing, building, testing, and iterating the learning initiative, project, or offer. Assuming that all of these processes have been completed researchers are now almost ready to release the interactive video of Hofstede's cultural dimension and give it to the audience to use.

Evaluate - The ADDIE process's final step is evaluation. The project is now thoroughly tested to establish the who, what, why, where, when, and how of the tasks carried out throughout the project. Once the Hofstede cultural dimension learning material has been presented, the designer must evaluate it to see if the objectives were fulfilled and if the audience found it useful or not. By doing this, the designer can improve the project for the future. Self-administering questionnaires are currently being utilized to assess the success of the interactive video project for the Hofstede cultural component. The fact that ADDIE is not linear suggests that researchers should make better use of the results of designer evaluation in their work on the interactive video project for the Hofstede cultural dimension. These enhancements might apply to any of the other ADDIE phases, depending on the researchers results.

Questionnaire (post-test)

The question is still in a form or document with a set of questions intended to exact the information which will be the main discussion under the project. The information was collected in five section and were divided as follow:

1. Section A for demographic profile, the Polytechnic Sultan Salahuddin Abdul Aziz Shah students still have to provide their personal information such as research provide their gender, age, program, and semester.
2. Section I for Aspect of Presentation Design, that we need how much the application's design can achieve the satisfaction of Polytechnic Sultan Salahuddin Abdul Aziz Shah students.
3. Section II for Aspect of Visual Design, section is about how the main icons or the graphics for this application for Polytechnic Sultan Salahuddin Abdul Aziz Shah students.
4. Section III for Aspect of Accessibility Design, to detect if there any problems to Polytechnic Sultan Salahuddin Abdul Aziz Shah students if having any difficulty to watch this interactive video.
5. Section IV for Aspect of Usability (Ease of Use) is about to get the reflection to all respondents or using the right terms and conditions for the process of watching the video.

INSTRUMENTS SECTION	ASPECT MEASURED AND EVALUATED	NUMBER AND TYPES OF QUESTION	NUMBER OF QUESTIONS	ITEM SOURCES
Section A	Respondent Background	4 items	1 to 4	CONSTRUCTED BY THE RESEARCHERS
Section I	Aspect of Presentation Design	8 items (Likert Scale question)	5 to 12	(Mohammad Siri bin Muslimin), National University of Malaysia
Section II	Aspect of Visual Design	5 items (Likert Scale question)	13 to 17	(Mohammad Siri bin Muslimin), National University of Malaysia
Section III	Aspect of Accessibility Design	3 items (Likert Scale question)	18 to 20	(Mohammad Siri bin Muslimin), National University of Malaysia

Section IV	Aspect of Usability	5 items (Likert Scale question)	21 to 25	(Mohammad Siri bin Muslimin), National University of Malaysia
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Table 3

3.2.1 MATERIALS AND EQUIPEMNTS

The project will be using some application to create our project such as Doratoon, VN, and Google form is the online questionnaire to survey gathering information needed.

I. Doratoon



A wonderful tool for creating animation videos, Doratoon has many imaginative and appealing components. It greatly simplifies the process of making animated videos. The researcher need upgrade to a Daratoon paid subscription to access all features.

II. VN Video Editor



The VN app is simple to use and cost-free of watermarks. The user-friendly interface, rapid import of video files, and robust editing capabilities of VN make researcher editing more effective. Beginners may get going right away and produce an engaging video. Professionals have addressed the editing needs. Anyone can efficiently produce high-quality video. This application is used by researchers to edit video, crop footage, add music, and perform other tasks.

III. H5P



Users can produce, distribute, and reuse interactive content using H5P. With the help of the markup language HTML5, interactive content similar to Flash can be created without the use of plugins. Authors can make and edit interactive presentations, games, films, advertising, and more with H5P. It is possible to import and export content. A web browser is all that is required to read or edit H5P content.

IV. Google form



The free, web-based Google Docs Editors suite is available from Google and includes a survey management tool called Google Forms. Google Forms is used by researchers to build online forms and surveys with a variety of question options. Real-time and cross-platform results analysis is also done using Google forms.

3.3 CONCLUSION

In conclusion, this chapter covered project design research and provided information on the project's methodologies, procedures, materials, and data analysis approach.

Gantt Chart

LIST OF ACTIVITIES	month/week													
	SEPT				OCT				NOV				DEC	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
BRIEFING INTRODUCTION TO BUSINESS PROJECT FORM GROUP PROJECT														
DISCUSS ON RESEARCH TITLE DETERMINING THE SCOPE AND RESEARCH PROBLEM														
PREPARE BUSINESS PROJECT PROPOSAL DISCUSS AND AMEND CHAPTER 1 (INTRODUCTION)														
PREPARE BUSINESS PROJECT PROPOSAL DISCUSS AND AMEND														

CHAPTER 4

DATA ANALYSIS AND RESEARCH FINDINGS

4.1 INTRODUCTION

This chapter will represent the results that has been obtained to see the effectiveness of our project, HOFSTEDE'S CULTURAL DIMENSION INTERACTIVE VIDEO which has been produced in video given. The result from our online questionnaire were analyzed in more detail to draw the conclusions based on our objectives which has been stated. This project will be conducted by using two courses of respondents which are students from Diploma in Business Studies and Diploma in International Business from Polytechnic Sultan Salahuddin Abdul Aziz Shah. The intention of this interactive video is for those who takes the International Business subject which are DPI2A, DPM3A, DPM3B and DPI5A. There are several aspects that are the main focus in this project namely Respondent Demographic Profile, Central Tendencies Measurement of Constructs and Measurement Scale.

4.2 RELIABILITY TEST OF QUESTIONNAIRE

According to Sekaran and Bougie (2013), the consistency of a test, survey, observation, or other measuring devices is connected to reliability testing.

This is necessary to guarantee the validity of the data and the consistency of the test result throughout several attempts. The Cronbach's Alpha was used in this study to evaluate the reliability of the measurements.

The reliability coefficient known as Cronbach's Alpha measures how strongly a group of items are positively associated with one another. It is crucial to remember that before the questions are submitted for reliability tests, all of the questionnaire's negatively phrased items should be reversed. The greater the internal consistency dependability, the nearer to 1 Cronbach's alpha is (Sekaran & Bougie, 2013).

Case Processing Summary

		N	%
Cases	Valid	118	100.0
	Excluded ^a	0	.0
	Total	118	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.982	21

Table 4.2

A feedback survey was sent to 118 respondents. It is vital to assess the questionnaire's reliability before deploying it. The reliability of a questionnaire is determined by the Cronbach's alpha value, which must be larger than 0.7. Table 4.2 displays the findings of the reliability analysis. According to Sekaran & Bougie (2013), a Cronbach's alpha value of 0.70 or above indicated a strong internal consistency of the instruments. The outcome demonstrates that all 21 items are valid. The questionnaire reliability is very excellence since Cronbach's alpha is 0.982, which is higher than 0.7.

4.3 DESCRIPTIVE ANALYSIS

The process of statistically and visibly characterizing a key aspect of the data is known as descriptive analysis. Descriptive analysis, in other words, is a type of research that outlines the variables in a scenario that the researcher is interested in (Sekaran & Bougie, 2013). Descriptive analysis may be given more precisely for each variable, claim Sekaran & Bougie (2013). Additionally, the data can be interpreted using a histogram, bar chart, or pie chart.

The descriptive analysis is a sort of data analysis that helps to explain, illustrate, or summaries' data points in a constructive way so that patterns can develop that satisfy all of the

data's conditions. It is one of the most crucial procedures in statistical data analysis. This analysis comprising of the gender, age, program, and semester.

4.3.1 RESPONDENT DEMOGRAPHIC PROFILE

Researchers had provided the online questionnaires to Polytechnic Sultan Salahuddin Abdul Aziz Shah students and received the responses from the respondents. This questions that are related to the respondents of behavior are intended to assess their ability to recall the information. This project has requested for the respondent's personal information such as the gender, age, program and semester that Polytechnic students take for their diploma.

Demography	Category	Frequency	Percentage (%)
Gender	Male	32	27.1
	Female	86	72.9
Age	18-20	106	89.8
	21-23	12	10.2
	24-26	-	-
	27-30	-	-
Program	Diploma in Business Studies	71	60.2
	Diploma in International Business	47	39.8
Semester	2	29	24.6
	3	70	59.3
	5	19	16.1

Table 4.3

Based on the table 4.3 above, it has shown that the profile of respondents for this project. According to the gender, there are 27.1% of male and 72.9% of female respondent which equivalent for two genders to 118 people. According to the age group, there are 89.8% that comes from the ages between 18 until 20 years old and 10.2% comes from the ages between 21

until 23 years old. According to the program group, the largest average of program of respondents in this study is 60.2% of the respondents from the Diploma in Business Studies following with 39.8% of the respondents from the Diploma in International Business. According to the semester's group, the largest percentages come to semester 3 which is 59.3% with 70 respondents continued with semester 2 with 24,6% (29 respondents). Meanwhile there are 16.1% for semester 5 with 19 respondents only.

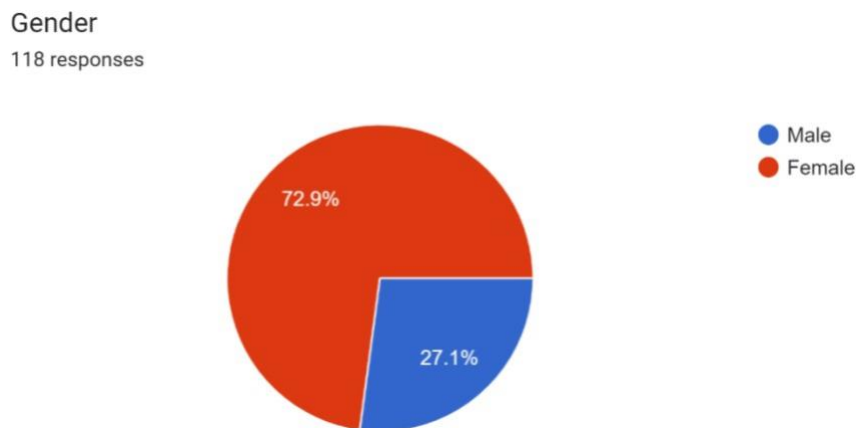


Figure 4.1.1

This survey had 118 respondents, with 86 (72.9%) of them women and the remaining (up to 27.1%) men (32 people). We can infer from the Figure 4.1.1 above that there are generally more female respondents than male respondents. This is a result of the gender imbalance in student enrollment. Finding the exact same number of responders by gender is really challenging.

Age
118 responses

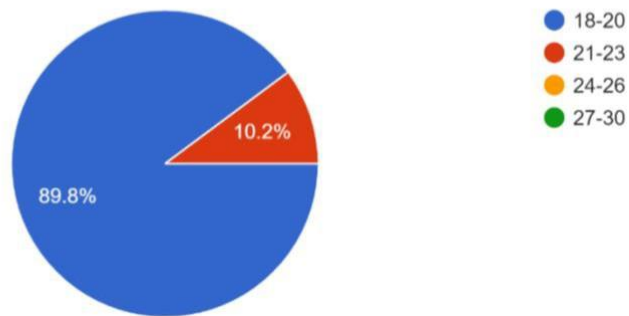


Figure 4.1.2

The age of the respondents is depicted in the Figure 4.1.2 above. The respondents' ages range from 18 to 30 and are broken down into 4 age groups. The first circle is made up of the department's 89.8% (106 persons) of people between the ages of 18 and 20. There are no age categories for those between the ages of 24 until 26 or those between the ages of 27 until 30. The second level comes from the group of respondents aged 21 to 23, which comprises 10.2% (12 persons) of respondents for the entire department. In conclusion, the respondents' ages range from 18 to 20 on average.

Program
118 responses

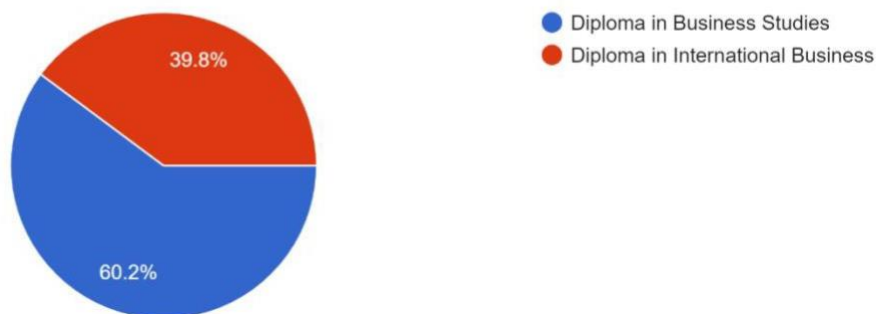


Figure 4.1.3

The respondent's program is displayed in Figure 4.1.3. 47 individuals (39.8%) graduated from the Diploma in International Business program, while 71 individuals (60.2%) were graduates of the Diploma in Business Studies program. It demonstrates that the bulk of responders come from the Diploma in Business Studies program in this regard.

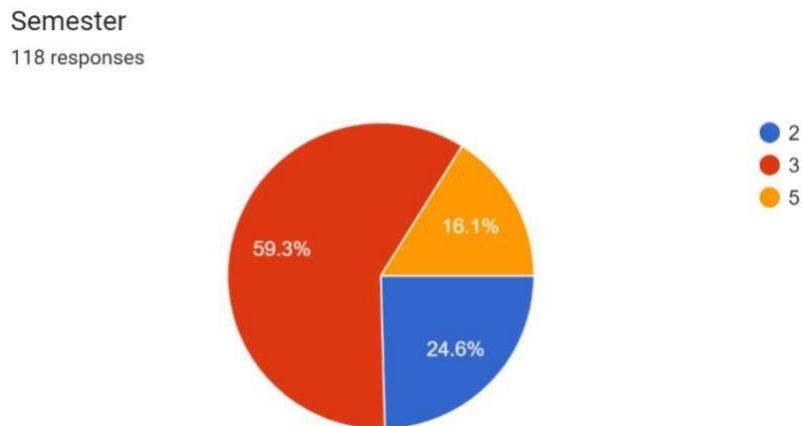


Figure 4.1.4

Figure 4.1.4 reveals that students from semester 3 make up the bulk of survey responses, with the remainder coming from semesters 2 and 5. 59.3% (70 respondents) of the respondents are third-semester students, whereas 24.6% (29 respondents) are second-semester students. 19 responders, or 16.1% of the total, are in their fifth semester. In conclusion, compared to the previous semesters, semester 3 had the most replies.

4.3.2 CENTRAL TENDENCIES MEASUREMENT OF CONSTRUCTS

In this part, the researcher gave respondents 21 statements on the Hofstede's Cultural Dimension Interactive Video in order of importance. The central tendency measurement of constructs refers as measures of center or central location is a summary measure that attempts to describe a whole set of data with a single value that represents the middle or center of its distribution. In this project, we can see that the mean is measuring and describing by the

standard deviation. Each score will be determined of the mean and as evidence from this data were listed as followed:

SECTION I: ASPECT OF PRESENTATION DESIGN

INSTRUMENTS SECTION	VARIABLES	ITEM	MEANS STATISTIC	MEANS STD. ERROR	STANDARD DEVIATION STATISTIC
SECTION I ASPECT OF PRESENTATION DESIGN	The Interactive Video of Hofstede’s Cultural Dimension has a nice screen layout	1	4.37	0.068	0.737
	The information arrangement is structured	2	4.33	0.069	0.752
	It is simple to read the text that was utilized in the Interactive Video of Hofstede’s Cultural Dimension	3	4.33	0.070	0.763
	The applying interactive video’s response time is adequate	4	4.31	0.73	0.792
	The transition from one display to another is smooth	5	4.42	0.069	0.755

	The Interactive Video of Hofstede's Cultural Dimension uses simple language that is easy to follow	6	4.46	0.067	0.724
	The use of the tool was free of any technical issues	7	4.36	0.071	0.768
	The graphics in Hofstede's Cultural Dimension Interactive Video are simple to understand	8	4.43	0.072	0.779
	TOTAL AVERAGE		4.376	-	-

Table 4.3.1

From table 4.3.1, which is **Section I: Aspect of Presentation Design**, the highest mean is for item 6 (4.46) with standard deviation of 0.724. While the lowest mean is for item 4 (4.31) with standard deviation of 0.792. The mean average for aspect of presentation design was 4.376.

Based on table 4.3.1 above, the researcher will examine each of the 8 items individually and show the results as a bar chart.

The Interactive Video of Hofstede's Cultural Dimension has a nice screen layout.

118 responses

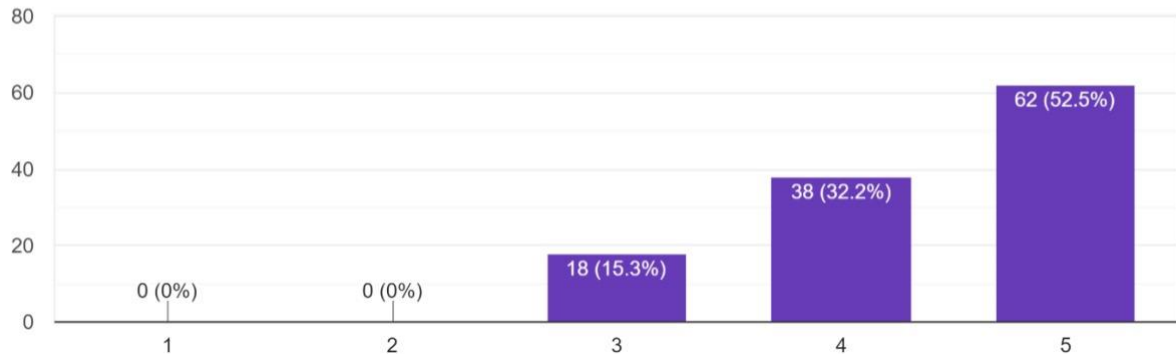


Figure 4.2.1

Figure 4.2.1 shows the number of respondents who strongly disagree (1), disagree (2), neutral (3), agree (4) and strongly agree (5) with The Interactive Video of Hofstede's Cultural Dimension has a nice screen layout. Most respondents strongly agreed that The Interactive Video of Hofstede's Cultural Dimension has a nice screen layout. A total of 38 respondents agreed and 15.3% chose neutral. In conclusion, more than 50% of all respondents support that The Interactive Video of Hofstede's Cultural Dimension has a nice screen layout.

The information arrangement is structured

118 responses

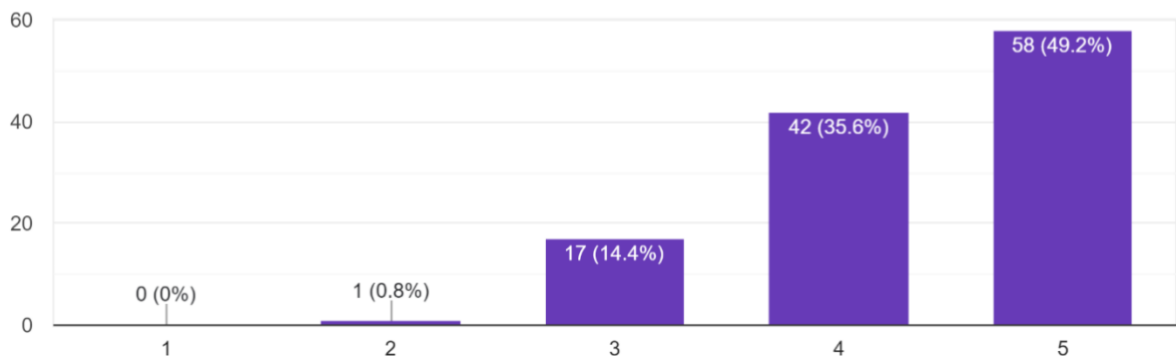


Figure 4.2.2

Only 0.8% (1 person) of respondents, as shown in Figure 4.2.2, disagree that the information arrangement is structured. 14.4% (17 respondents) of those polled picked neutral in response to the assertion. However, 58 respondents, or 49.2%, said they strongly agreed with the statement “The information arrangement is structured.” In addition, 35.6% of respondents said they agreed with the statement (42 people).

It is simple to read the text that was utilized in the Interactive Video of Hofstede's Cultural Dimension.

118 responses

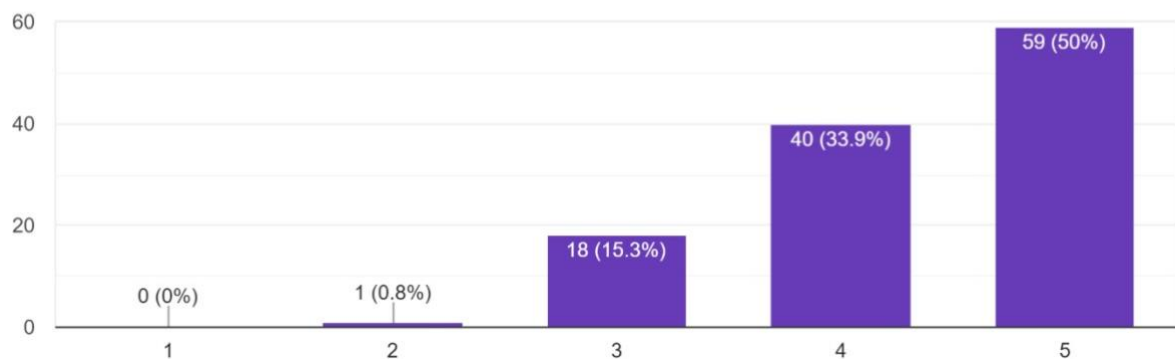


Figure 4.2.3

Based on the analysis in figure 4.2.3, the highest responses is very much in strongly agree that it is simple to read the text that was utilized in the Interactive Video of Hofstede's Cultural Dimension, which is 50% (59 people). While 33.9% (40 people) of respondents agreed with the statement and 15.3% (18 people) of the respondents chose neutral about It is simple to read the text that was utilized in the Interactive Video of Hofstede's Cultural Dimension. The results of this questionnaire show that 0.8% (1 person) of students disagree about the statement in figure 4.2.3. Finally, none of the students strongly disagreed with the statement.

The applying interactive video's response time is adequate.

118 responses

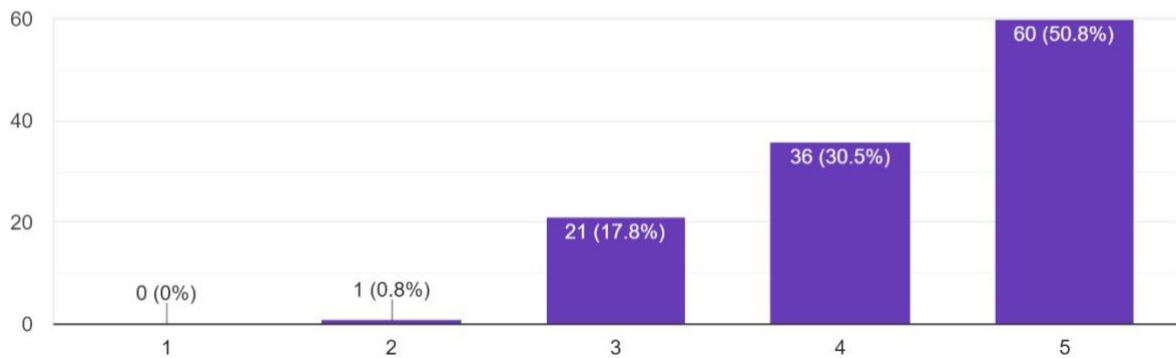


Figure 4.2.4

In figure 4.2.4, most of the respondents of the study which is 50.8% (60 people) gave an answer that strongly agreed that the applying interactive video's response time is adequate and only 30.5% (36 people) agreed about the statement. However, 17.8% (21 people) of them chose neutral. However, there are a few students who disagree, namely 0.8% (1 person) who stated that the applying interactive video's response time is adequate.

The transition from one display to another is smooth.

118 responses

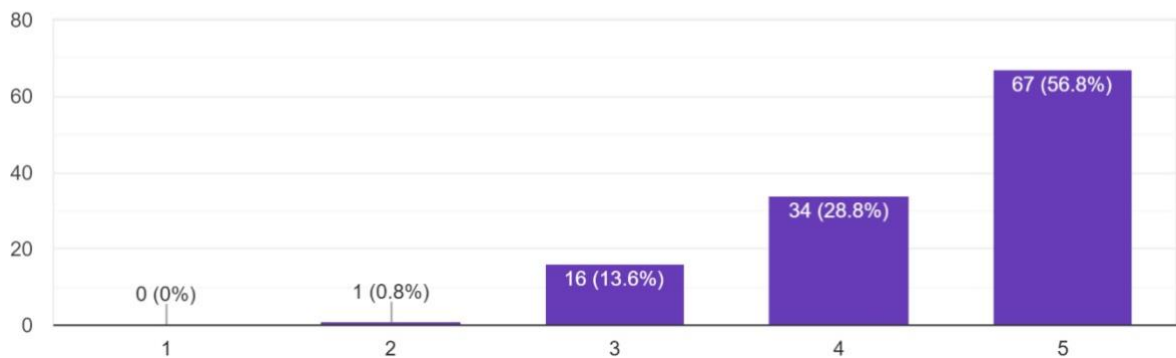


Figure 4.2.5

According to the data, as many as 28.8% (34 individuals) and over half of the respondents (56.8%) strongly agree that the transition from one display to another is smooth (67 people). One individual, or 0.8%, disagreed, although none vehemently. According to figure 4.2.5 above, 13.6% (16 persons) responded neutrally.

The Interactive Video of Hofstede's Cultural Dimension uses simple language that is easy to follow.
118 responses

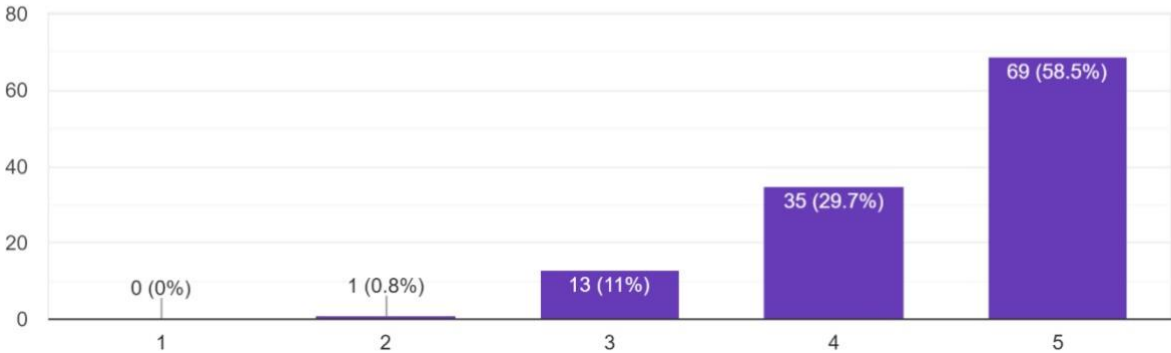


Figure 4.2.6

Figure 4.2.6 shows The Interactive Video of Hofstede's Cultural Dimension uses simple language that is easy to follow. 58.5% (69 people) strongly agree and 29.7% (35 people) agree. 11% of the respondents, i.e., 13 people, chose neutral and the rest disagreed by 0.8% (1 person).

The use of the tool was free of any technical issues.

118 responses

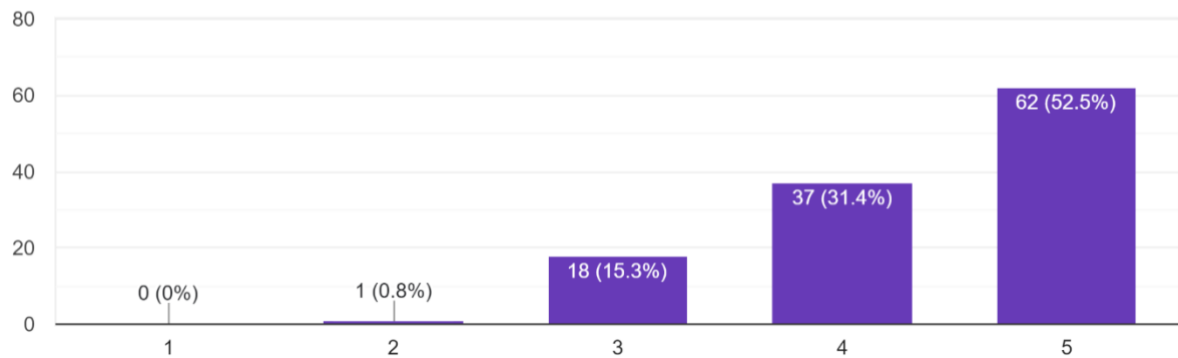


Figure 4.2.7

Based on the analysis in figure 4.2.7, the highest response is strongly agreed about the use of the tool was free of any technical issues which is 52.5% (62 people). While 31.4% (37 people) of the respondents also agreed with the statement and 15.3 (18 people) of the respondents chose neutral. The results of this questionnaire showed that 0.8% (1 person) disagreed with the use of the tool was free of any technical issues.

The graphics in Hofstede's Cultural Dimension Interactive Video are simple to understand.

118 responses

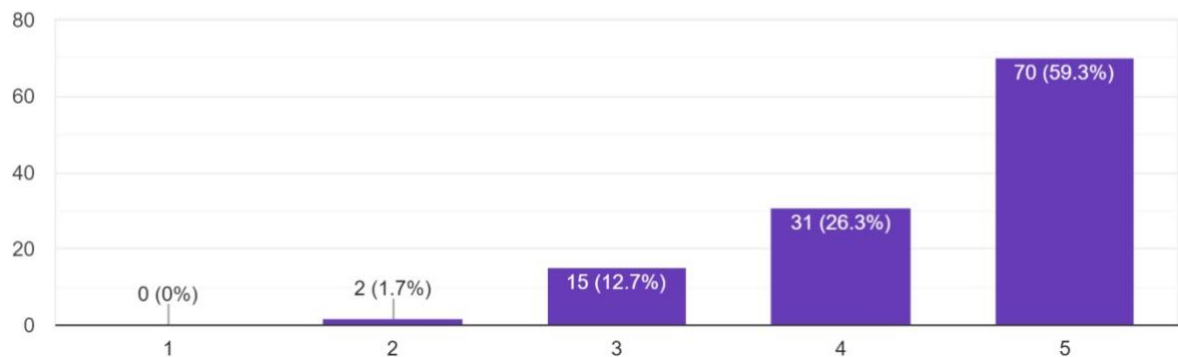


Figure 4.2.8

In figure 4.2.8, a total of 59.3% (70 people) strongly agree and 26.3% (31 people) agree about the graphics in Hofstede’s Cultural Dimension Interactive Video are simple to understand. While 12.7% (15 people) gave a neutral answer and there were also a few students who disagreed, which is only 1.7% or 2 people.

SECTION II: ASPECT OF VISUAL

INSTRUMENTS SECTION	VARIABLES	ITEM	MEANS STATISTIC	MEANS STD. ERROR	STANDARD DEVIATION STATISTIC
SECTION II ASPECT OF VISUAL DESIGN	The primary icons are positioned in a great spot	1	4.33	0.070	0.763
	This tool’s graphics are appropriate	2	4.40	0.066	0.718
	Colors were designed appropriately in the interactive video	3	4.40	0.071	0.775
	The interactive video has a well-organized content structure	4	4.36	0.065	0.710
	The graphics in Hofstede’s Cultural Dimension Interactive Video are simple to understand	5	4.41	0.067	0.731
	TOTAL AVERAGE		4.38	-	-

Table 4.2.2

From table 4.3.2, which is **Section II: Aspect of Visual Design**, the highest mean for item 5 (4.41) with standard deviation of 0.731. While the lowest mean for item 1 (4.33) with standard deviation of 0.763. The mean average for aspect of visual was 4.38.

Based on table 4.3.2 above, the researcher will examine each of the 5 items individually and show the results as a bar chart.

The primary icons are positioned in a great spot.

118 responses

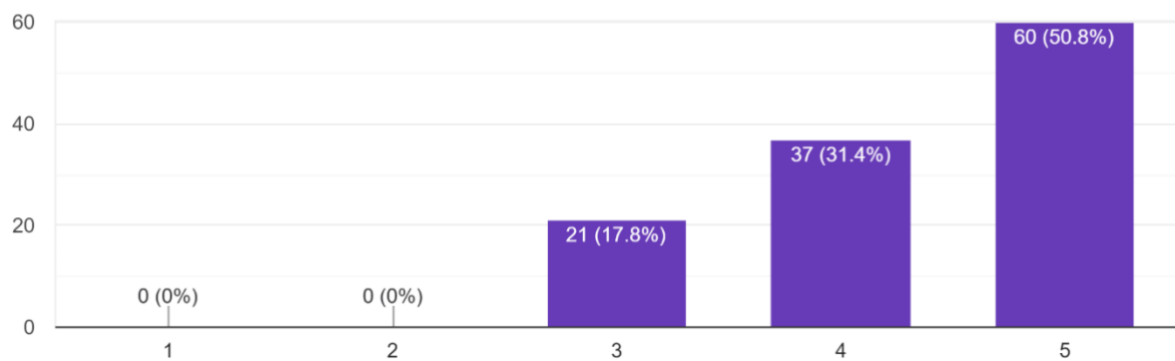


Figure 4.2.9

Figure 4.2.9 shows the number of respondents who strongly disagree (1), disagree (2), neutral (3), agree (4) and strongly agree (5) with the primary icons are positioned in a great spot. Most respondents strongly agreed that the primary icons are positioned in a great spot. A total of 37 respondents agreed and 17.8% chose neutral. In conclusion, more than 50% of all respondents support that the primary icons are positioned in a great spot.

This tool's graphics are appropriate.

118 responses

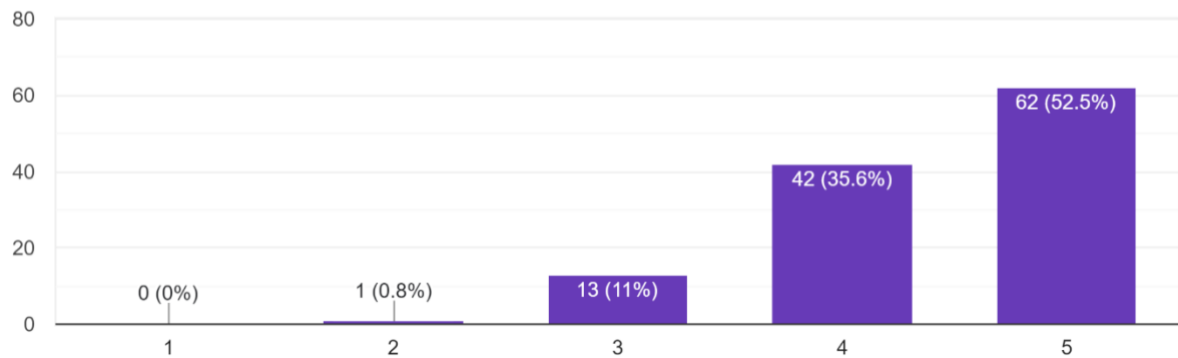


Figure 4.2.10

Based on the analysis in figure 4.2.10, the highest response is strongly agreed about this tool's graphics are appropriate which is 52.5% (62 people). While 35.6% (42 people) of the respondents also agreed with the statement and 11% (13 people) of the respondents chose neutral. The results of this questionnaire showed that 0.8% (1 person) disagreed with this tool's graphics are appropriate.

Colors were designed appropriately in the interactive video.

118 responses

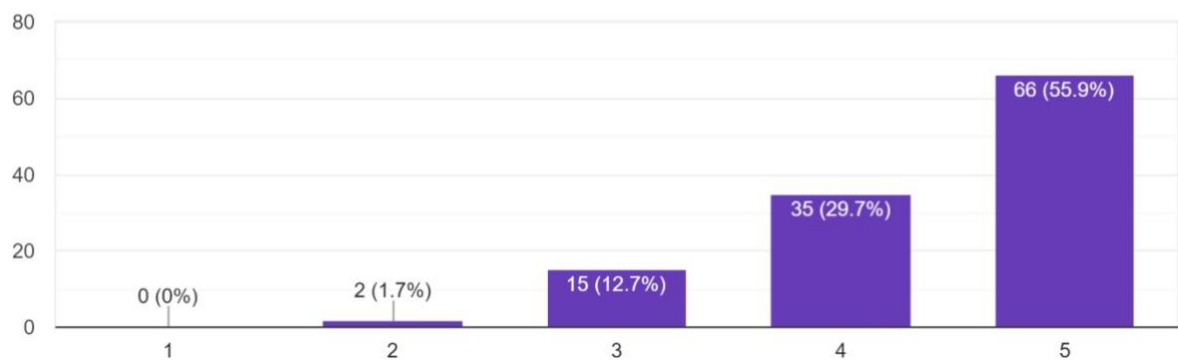


Figure 4.2.11

In figure 4.2.11, a total of 55.9% (66 people) strongly agree and 29.7% (35 people) agree about Colors were designed appropriately in the interactive video. While 12.7% (15 people) gave a neutral answer and there were also a few students who disagreed, which is only 1.7% or 2 people.

This interactive video has a well-organized content structure.

118 responses

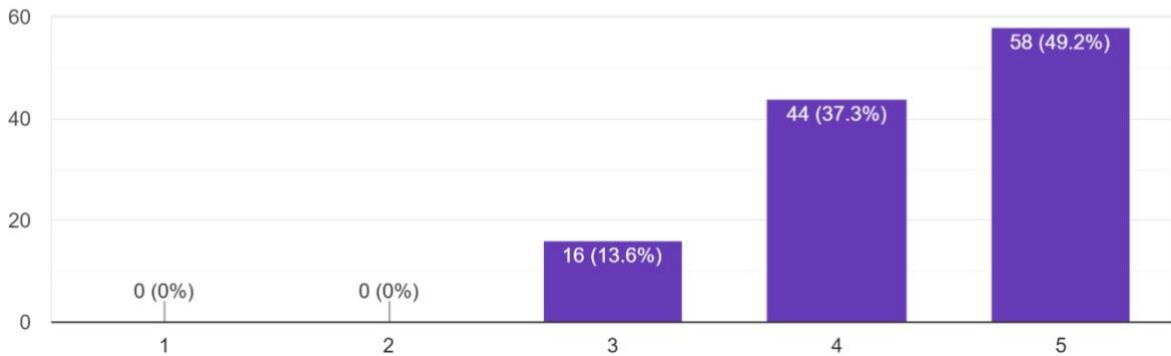


Figure 4.2.12

In figure 4.2.12, most of the respondents of the study which is 49.2% (58 people) gave an answer that strongly agreed that the interactive video has a well-organized content structure and only 37.3% (44 people) agreed about the statement. However, 13.6% (16 people) of them chose neutral.

The graphics in Hofstede's Cultural Dimension Interactive Video are simple to understand.

118 responses

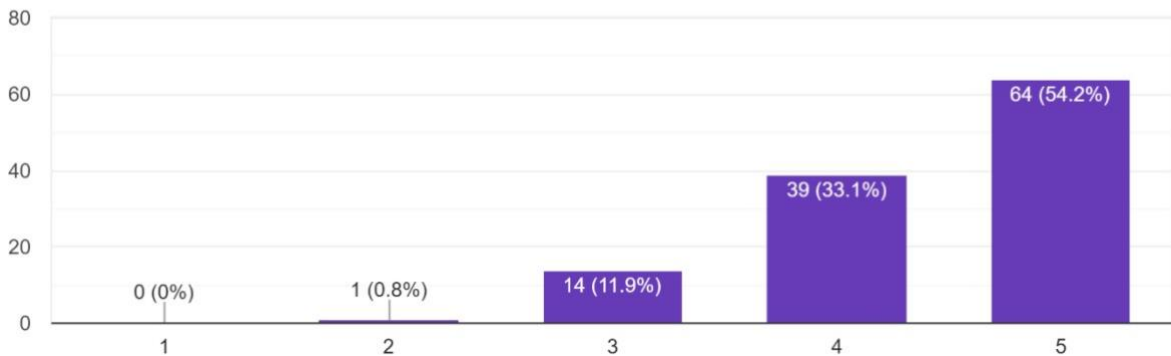


Figure 4.2.13

According to the data, as many as 33.1% (39 individuals) agreed and over half of the respondents (54.2%) strongly agree that the graphics in Hofstede’s Cultural Dimension Interactive Video are simple to understand (64 people). One individual, or 0.8%, disagreed, although none vehemently. According to figure 4.2.13 above, 11.9% (14 persons) responded neutrally

SECTION III: ASPECT OF ACCESSIBILITY DESIGN

INSTRUMENTS SECTION	VARIABLES	ITEM	MEANS STATISTIC	MEANS STD. ERROR	STANDARD DEVIATION STATISTIC
SECTION III ASPECT OF ACCESSIBILITY DESIGN	This learning tool is easy to access	1	4.39	0.070	0.763
	All of the menu icons in the interactive video function properly	2	4.36	0.073	0.792
	The interactive video may be seen whenever the user wants	3	4.31	0.071	0.770
	TOTAL AVERAGE		4.353	-	-

Table 4.2.3

From table 4.3.3, which is **Section III: Aspect of Accessibility Design**, the highest mean for item 1 (4.39) with standard deviation of 0.763. While the lowest mean for item 3 (4.31) with standard deviation of 0.770. The mean average for aspect of presentation design was 4.353.

Based on table 4.3.3 above, the researcher will examine each of the 3 items individually and show the results as a bar chart.

This learning tool is easy to access

118 responses

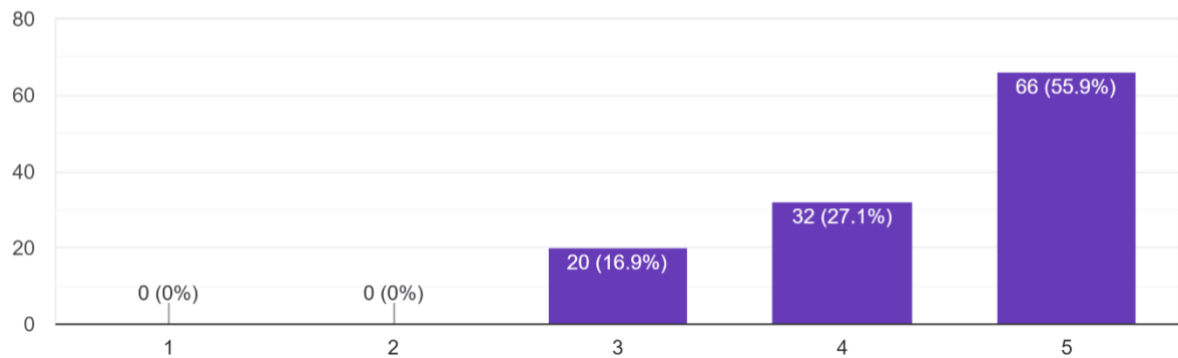


Figure 4.2.14

Based on the analysis in figure 4.2.14, the highest responses is very much in strongly agreed that this learning tool is easy to access, which is 55.9% (66 people). While 27.1% (32 people) of respondents agreed with the statement and 16.9% (20 people) of the respondents chose neutral about this learning tool is easy to access. Finally, none of the students strongly disagreed and disagreed with the statement.

All of the menu icons in the interactive video function properly.

118 responses

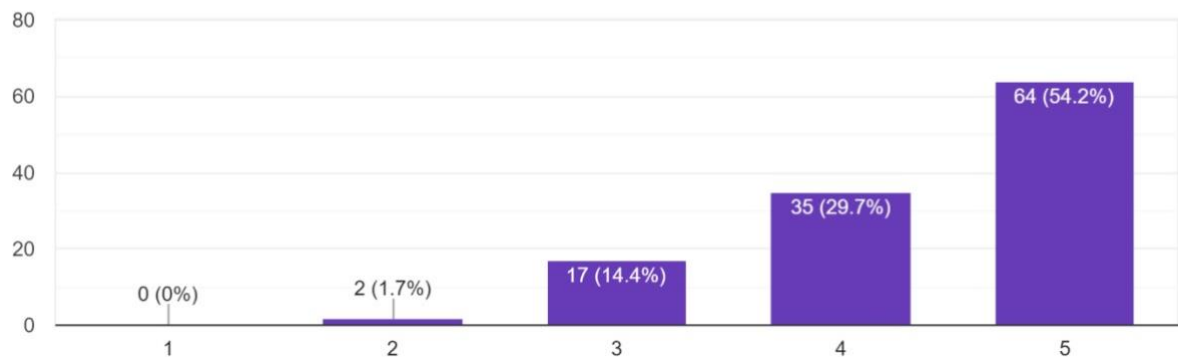


Figure 4.2.15

Only 1.7% (2 person) of respondents, as shown in Figure 4.2.15, disagree that all of the menu icons in the interactive video function properly. 14.4% (17 respondents) of those polled picked neutral in response to the assertion. However, 62 respondents, or 54.2%, said they strongly agreed with the statement “All of the menu icons in the interactive video function properly.” In addition, 29.7% of respondents said they agreed with the statement (35 people).

The interactive video may be seen whenever the user wants.

118 responses

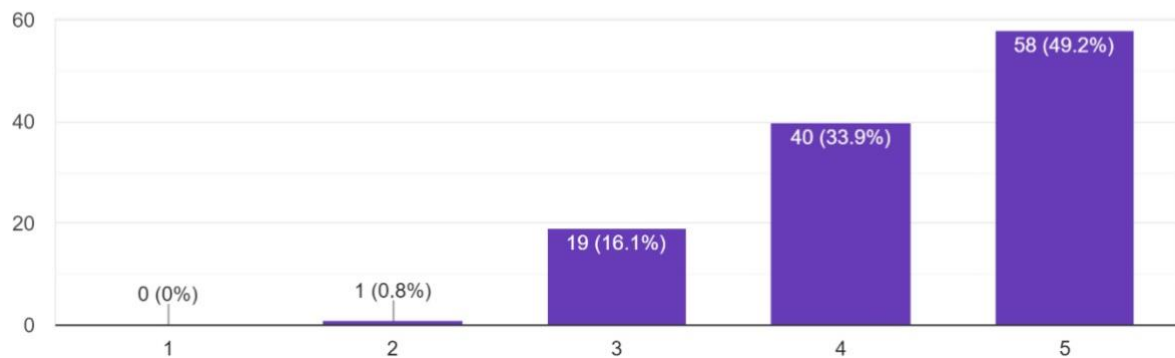


Figure 4.2.16

Based on the analysis in figure 4.2.16, the highest response is strongly agreed about the interactive video may be seen whenever the user wants which is 49.2% (58 people). While 33.9% (40 people) of the respondents also agreed with the statement and 16.1% (19 people) of the respondents chose neutral. The results showed that 0.8% (1 person) disagreed with the interactive video may be seen whenever the user wants.

SECTION IV: ASPECT OF USABILITY (EASE OF USE)

INSTRUMENTS SECTION	VARIABLES	ITEM	MEANS	MEANS	STANDARD
			STATISTIC	STD. ERROR	DEVIATION STATISTIC
SECTION IV ASPECT OF USABILITY (EASE OF USE)	Correct terms and concepts are used in interactive video	1	4.33	0.070	0.763
	The interactive video offers users the chance to think	2	4.37	0.070	0.760
	Language use is acceptable for users	3	4.44	0.069	0.746
	This interactive video's content is fit for its intended audience	4	4.38	0.073	0.794
	Students who desire to experts Hofstede's Cultural Dimension can find the information they need in this interactive video	5	4.40	0.073	0.797
	TOTAL AVERAGE		4.384	-	-

Table 4.2.4

From table 4.3.4, which is **Section IV: Aspect of Usability (Ease of Use)**, the highest mean for item 3 (4.44) with standard deviation of 0.746. While the lowest mean for item 1 (4.33) with standard deviation of 0.763. The mean average for aspect of usability (ease of use) was 4.384.

Based on table 4.3.4 above, the researcher will examine each of the 5 items individually and show the results as a bar chart.

Correct terms and concepts are used in this interactive video.

118 responses

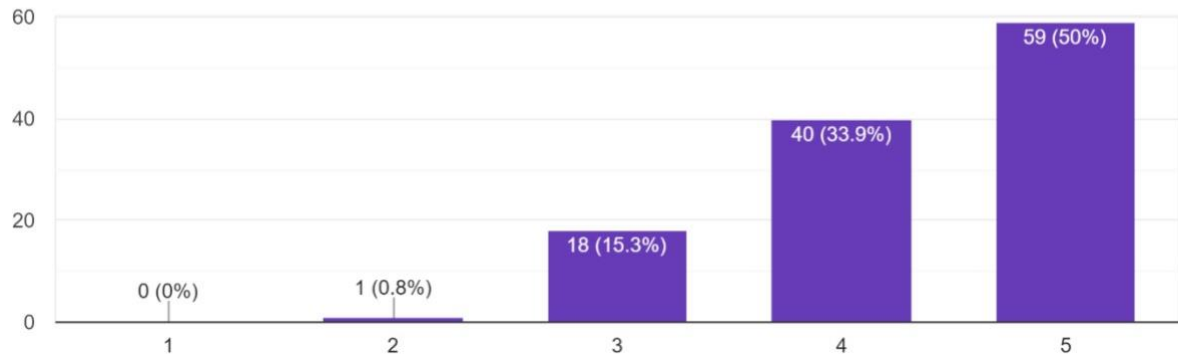


Figure 4.2.17

Figure 4.2.17 shows the number of respondents who strongly disagree (1), disagree (2), neutral (3), agree (4) and strongly agree (5) with Correct terms and concepts are used in interactive video. Most respondents strongly agreed that Correct terms and concepts are used in interactive video. A total of 40 respondents agreed and 15.3% chose neutral. In conclusion, more than 50% of all respondents support that Correct terms and concepts are used in interactive video and one individual disagree with that statement.

The interactive video offers users the chance to think.

118 responses

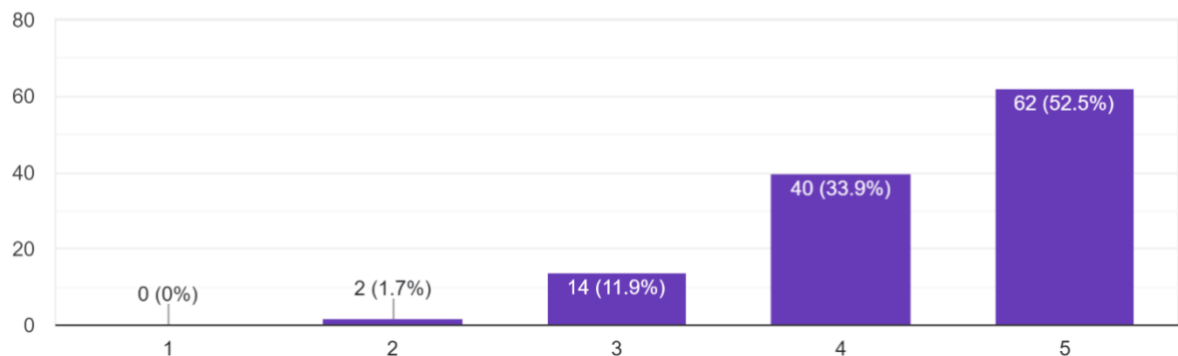


Figure 4.2.18

Only 1.7% (2 person) of respondents, as shown in Figure 4.2.18, disagree that The interactive video offers users the chance to think. 11.9% (14 respondents) of those polled picked neutral in response to the assertion. However, 62 respondents, or 52.5%, said they strongly agreed with the statement “The interactive video offers users the chance to think.” In addition, 33.9% of respondents said they agreed with the statement (40 people).

Language use is acceptable for users.

118 responses

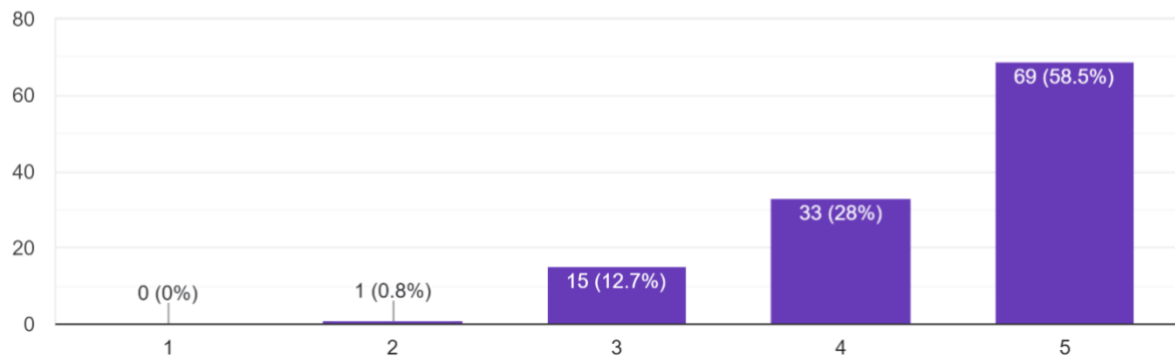


Figure 4.2.19

Based on the analysis in figure 4.2.19, the highest choice is very much in agreement that Language use is acceptable for users, which is 58.5% (69 people). While 28% (33 people) of respondents agreed with the statement and 12.7% (15 people) of the respondents chose neutral about Language use is acceptable for users. Finally, none of the students strongly disagreed and 0.8% (1 people) disagreed with the statement.

This interactive video's content is fit for its intended audience.

118 responses

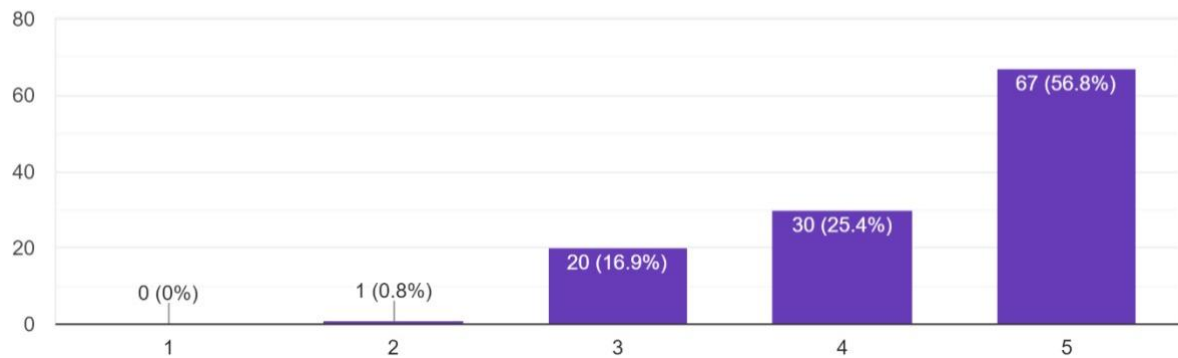


Figure 4.2.20

In figure 4.2.20, a total of 56.8% (67 people) strongly agree and 25.4% (30 people) agree about This interactive video's content is fit for its intended audience. While 16.9% (20 people) gave a neutral answer and there were also a few students who disagreed, which is only 0.8% or 1 people

Students who desire to expert Hofstede's Cultural Dimension can find the information they need in this interactive video.

118 responses

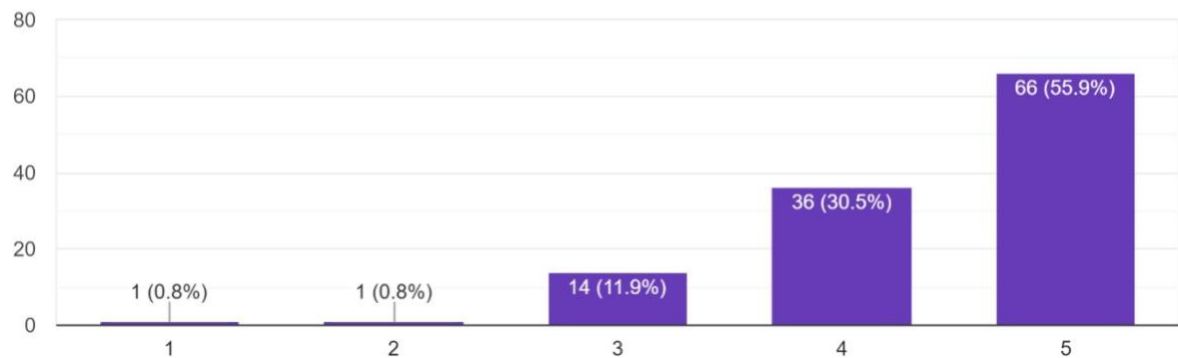


Figure 4.2.21

Figure 4.2.21 shows Students who desire to experts Hofstede’s Cultural Dimension can find the information they need in this interactive video. 55.9% (66 people) strongly agree and 30.5% (36 people) agree. 11.9% of the respondents, i.e., 14 people, chose neutral and the rest disagreed and strongly disagreed by 0.8% (1 person)

4.4 DISCUSSION

According to Moidunny (2009), the mean score interpretation is as shown in Table 4.4.

Mean Score	Interpretation
1.00 - 1.80	Very Low
1.81 - 2.60	Low
2.61 - 3.20	Medium
3.21 - 4.20	High
4.21 - 5.00	Very High

Source: Moidunny (2009).

Table 4.4

The data that has been shown is on how to evaluate this project based on our questionnaire that has been given to students from Diploma in Business Studies and Diploma in International Business from Polytechnic Sultan Salahuddin Abdul Aziz Shah. Based on our mean and standard deviation, the highest average mean that has been concluded is from the aspect of usability (ease of use), which is very high (4.384). This aspect is about how important and useful this project is to our polytechnic students, especially the students who takes the International Business subject, which has been based on the terms and concepts that meet the requirements that we provide in our interactive video. The Hofstede’s Cultural Dimension Interactive Video also reaches a pre-planned target group, and it has provided information that allows the students to use the video in order to find information about Hofstede’s Cultural Dimension in their International Business’ topic.

The second highest was for the aspect of visual design (4.38- very high). The visual design aspect is the most important as this section provides convenience every time the students watch the video. The graphics in Hofstede's Cultural Dimension Interactive Video are simple to understand have also attracted the interest of students to watch them. The aspect of presentation design mean average also very high (4.376) that talked about the overall of the appearance design that has been created for this interactive video to make it more attractive and easier to understand by the students. Transition and arrangements should be alert because it can avoid the students to have any problems while watch it.

Lastly, the aspect of accessibility design also makes students easy to access this learning tool without facing any problems (4.353 – very high). The video is free to watch, user-friendly that can be watch by students at anytime and anywhere they are. And this data has answered our main significance and objectives.

4.5 SUMMARY

For the conclusion, this chapter has highlighted a clear view of the whole data analysis and research findings. The explanation and description about the data analysis also has been collected and stated by questionnaires that we created for Polytechnic Sultan Salahuddin Abdul Aziz Shah students into the table clearly explained in this chapter.

CHAPTER 5

CONCLUSION AND RECOMMENDATION

5.1 INTRODUCTION

Virtual workspaces and digital libraries, two examples of information technology that has advanced, have added new environments for learning and given rise to new spaces for students. The interactive video used in early studies was primarily either broadcasted through TV programs or stored on CD-ROMs.

To help society achieve the goal of lifelong and on-demand learning, learning tools have recently gained popularity as a promising alternative to traditional classroom instruction. It has emerged as one of the trends with the fastest growth rates, with the goal of offering a configurable infrastructure that combines learning resources, tools, and services into a single solution to create and deliver training or educational content quickly, effectively, and affordably. Today, there are countless online courses available. You have access to online discussions and group learning in addition to online learning materials.

5.2 CONCLUSION

The Hofstede's Cultural Dimension Interactive Video is a learning tool for students to find information about Hofstede's Cultural Dimension in easy way to understand because we include a few quizzes on that video. We used the ADDIE MODEL's method to design and develop the Hofstede's Cultural Dimension Interactive Video. To analyze our study, we used a questionnaire that was provided with 2 online questionnaires forms, namely pre-test and post-test questionnaires, using the Likert Scale through Google Forms. A quantitative analysis method was established to collect all the data and information. Questionnaires were given to all students in DPI2A, DPM3A, DPM3B and DPI5A from Polytechnic Sultan Salahuddin Abdul Aziz Shah, where we wanted to know whether it was necessary or not for us to design and develop this kind of learning tool among students. This Hofstede's Cultural Dimension Interactive Video was created specifically for the students of the Diploma in Business Studies

and students of the Diploma in International Business, where the Hofstede's Cultural Dimension topic can be found in International Business subject. Based on the pre-test questionnaires, the majority of them want us to develop and implement this project.

There are two objectives for this learning tool to be created. For the first objective, we want to design and develop an interactive video to improve students' learning tools with Hofstede's Cultural Dimension Interactive Video that allows the students to access and find the information needed wherever they are at any time. The interactive video also acts as a tutor for students because they can test their understanding on Hofstede's Cultural Dimension Interactive Video by answering the question given on that video. The second objective is that, to identify student's satisfaction on the interactive video of Hofstede's Cultural Dimension Video. During the video implementation and evaluation, it may fulfill all its function as planned. Furthermore, it was because that interactive video was simple to use and learn that users could watch it without having any difficulty.

The data has been collected from 118 respondents for the post-test has shown the results to be implemented and evaluated for the Hofstede's Cultural Dimension Interactive Video. The purpose of the post-test questionnaire was for students to know whether they successfully implemented and evaluated the Hofstede's Cultural Dimension Interactive Video, if affective or not, and to make the students impressed with this learning tool. As a result of the viewer's feedback, by evaluation, the Hofstede's Cultural Dimension Interactive Video has appeared to be a highly beneficial learning tool for polytechnic students to find information about Hofstede's Cultural Dimension. The data that was obtained is to show whether it was successful or not and to meet our objective of to design and develop an interactive video to improve students' learning tools with Hofstede's Cultural Dimension Interactive Video.

5.3 LIMITATION

The limit of our project in terms of sample who our sample is not extended to students from all departments because our interactive video project is only aimed at students from DPI2A, DPM3A, DPM3B and DPI5A of Polytechnic Sultan Salahuddin Abdul Aziz Shah who learn

Hofstede's Cultural Dimension. Well, this is the first project that we are implementing for the student in Diploma in Business Studies and student in Diploma in International Business. We want our project to be the best service in our polytechnic so it might be getting the beneficial to the student itself if they use our interactive video as their references in their studies.

Next the limit of our sample in terms of content is we specific the interactive video for Hofstede's Cultural Dimension topic only. Our learning tool is limited to students in DPI2A, DPM3A, DPM 3B and DPI5A only. It creates a request from other lecturers too to make interactive video about other topics instead of Hofstede's Cultural Dimension topic.

Moreover, the time constraint is also one of the major problems in developing the interactive video because we were given two months in order to complete the proposed project. The most important thing within the two months is to create much raw information to put it in that interactive video and each segment of interactive video need extra research in order to make sure the interactive video is well functional for a better result. The editing process required a lot of time because it needs a wide knowledge of the H5P interactive video maker website.

Hence, the limit of our project is in terms of budget. We are using zero costing budget in terms in doing the interactive video. The H5P interactive video maker is not free and have to pay in order to fully use the website. Hofstede Cultural Dimension Interactive Video cannot be download freely and cannot be watch anywhere. But what make we use this website is you still can watch the video in this website compare that other interactive video maker which we need to pay first before start editing. Only students with the link can open and watch that interactive video. So far, our Hofstede's Cultural Dimension Interactive Video only available in this website (<https://dpipsa.h5p.com/content/1291798677672925619>)

5.4 RECOMMENDATION

There are several recommendations to further improve the Hofstede's Cultural Dimension Interactive Video as a learning tool platform for students gaining better understanding on that topic. This considers every aspect to make our Hofstede's Cultural Dimension Interactive

Video always the best learning tools. This proposal is proposed to further improve this learning tool in the future. This is a recommendation that will be made among them are as below.

The development of this Hofstede's Cultural Dimension Interactive Video can be used not only by students of Polytechnic Sultan Salahuddin Abdul Aziz Shah, but also to the other polytechnic which have international business subject too as well like student in Diploma in International Business in Polytechnic Malacca. Therefore, more procedures or categories will be added to that learning tool in the future so that it may be utilized by students from various polytechnic.

Hence, we can create more interactive video in other topics to maximize the student's satisfaction in using interactive video in their learning tools. We get positive feedback from the respondent which most of them said that interactive video makes them easy to understand and memorize the information. It is because they can learn and also answer the quizzes in that video. In addition, the lecturers from other courses also attracted with our interactive video.

Next recommendation is giving us the specific time to finish our project. In this case, we could start our project one month early to get the better result in our editing to give the best quality visual to audience. If we manage to finish the project early, it would not be a problem for us to start with another topic of interactive video too.

Lastly, the commerce department management of Polytechnic Sultan Salahuddin Abdul Aziz Shah might be sponsor us in term of budget in the creation of Hofstede's Cultural Dimension Interactive Video. We could use another paid interactive video maker for a better result of interactive video. The students also can watch it freely and anywhere they are if the video can be download and watch offline. It would save their internet data and enjoyed the interactive video.

5.5 SUMMARY

We designed and developed the Hofstede's Cultural Dimension Interactive Video as one of the learning tools platforms to make it easier for students to gain information with better understanding even though they are just can find all the information through other learning tools provided by their lecturer. This is our initiative to help students more understand about Hofstede's Cultural Dimension by illustrating it. By implementing and evaluating the Hofstede's Cultural Dimension Interactive Video that we developed, we managed to produce the best project because it got a very exceptional response from the students who responded to our post-test questionnaires. We as a group agreed together with our supervisor to suggest that we do this Hofstede's Cultural Dimension Interactive Video because we know that interactive video will be the best learning tool among students. Therefore, we are unanimous to implementing this Hofstede's Cultural Dimension Interactive Video to students.

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