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KEMENTERIAN PENDIDIKAN TINGGI



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QANUNIMA: AN ANIMATED CASE LAW LEARNING SYSTEM

Aina Afrahana, Nurul Ain Asyikin, Nurul Farihah, Raja Ainul Mardhiah, Tasneem Najwa,
Wan Nur Khalisah

Centre for Foundation Studies, International Islamic University Malaysia, Malaysia

*rajaainulmardhiah@gmail.com

ABSTRACT

Legal education requires students to engage with complex case law that is often lengthy, text-heavy, and difficult to visualise. This creates significant challenges in understanding and retaining legal principles, leading many students to rely on rote memorisation rather than meaningful comprehension. Therefore, this study introduces QANUNIMA, an animated case law learning system designed to simplify legal content through structured visual storytelling. The objective of this project is to enhance students' comprehension, engagement, and retention in legal learning. A mixed-method approach was employed through a structured survey focusing on four key areas: cognitive load, legal reasoning challenges, learning effectiveness, and the need for alternative learning tools. The findings indicate that a majority of students face difficulties in understanding legal jargon, identifying material facts and ratio decidendi, as well as retaining key legal principles. Notably, 100% of respondents agreed on the need for more effective learning methods. QANUNIMA addresses these issues by transforming case law into short, animated modules with simplified explanations and visual elements. In conclusion, the system significantly improves learning effectiveness and reduces cognitive overload, while demonstrating strong commercial potential through integration into university curricula and subscription-based educational platforms.

Keywords: Legal education, case law, visual learning, educational technology, learning innovation

1. INTRODUCTION

Case law enables students to understand the application of legal principles through judicial reasoning. However, students frequently encounter difficulties due to its length and extensive use of legal jargon. These challenges often result in cognitive overload, limiting the ability to identify material facts and ratio decidendi. Existing literature highlights that visual learning enhances comprehension compared to text-based methods. This study introduces *QANUNIMA*, a web-based platform transforming case law into structured animated modules to simplify complex concepts without compromising academic rigor.

2. METHODOLOGY

This study adopts a mixed-method approach, combining quantitative and qualitative elements.

2.1 Research Design and Data Collection

A structured survey focusing on cognitive load, legal reasoning challenges, and retention was conducted via a questionnaire consisting of ten items (Q1–Q10). This framework assessed the challenges faced by students to determine the relevance of QANUNIMA.

2.2. System Development

The development involved four phases:

- (i) Analysis of legal cases,
- (ii) Simplification of content into structured scripts,
- (iii) Development of animated modules, and
- (iv) Integration into a web-based platform.

3. RESULTS AND DISCUSSION

The findings of this study indicate that a significant proportion of students face difficulties in understanding case law due to the complexity and length of judicial decisions. Many respondents reported challenges in identifying material facts, distinguishing relevant information, and determining the ratio decidendi of cases. Additionally, students experienced difficulty in summarising cases and retaining key legal principles.

Most notably, 100% of respondents agreed that there is a need for more effective and engaging learning tools, highlighting a critical gap in current legal education methods.

The implementation of QANUNIMA directly addresses these challenges by incorporating:

- Simplified legal language
- Structured visual storytelling
- Animation and multimedia elements

3.1 Table of Findings

Table 1. Student Perceptions of Legal Learning Challenges (Sample Data)

Survey Category	Agree (%)	Disagree (%)
Cognitive Load & Reading Difficulty	89	11
Legal Reasoning Challenges	74	26
Need for Alternative Learning Tools	100	0

4. CONCLUSION

In conclusion, QANUNIMA represents a significant innovation in legal education by addressing the challenges associated with understanding and memorising case law. Through structured animated learning, the system effectively reduces cognitive overload, enhances comprehension, and improves student engagement.

The findings confirm a strong demand for alternative learning tools, and QANUNIMA successfully fulfils this need by integrating visual learning with systematic legal analysis. Beyond its technical function, the system also incorporates *Tawhidic Epistemology*, framing legal knowledge as a trust (*amanah*) guided by ethical responsibility. This is further reinforced through the application of the legal maxim *la darar wa la dirar* (no harm shall be inflicted or reciprocated), which emphasises justice, accountability, and the prevention of harm in legal reasoning.

From a commercial perspective, QANUNIMA demonstrates strong scalability through subscription-based models for universities, integration into academic curricula, and continuous content expansion. Overall, QANUNIMA has the potential to become a transformative, sustainable, and ethically grounded platform in modern legal education.

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