FBM UITM CAWANGAN KEDAH Insights

UiTM Cawangan Kedah

Universiti Teknologi MARA | Faculty of Business and Management

UiTM di hatiku

VOLUME 5

2022

eISSN 2716-599X

e-ISSN 2716-599X

FBM INSIGHTS

Faculty of Business and Management

Universiti Teknologi MARA Cawangan Kedah

e-ISSN 2716-599X

The editorial board would like to express their heartfelt appreciation for the contributions made by the authors, co-authors and all who were involved in the publication of this bulletin.

Published by : Faculty of Business and Management,
Universiti Teknologi MARA Cawangan Kedah

Published date : 27 April 2022

Copyright @ 2022 Universiti Teknologi MARA Cawangan Kedah, Malaysia.

All rights reserved. No part of this publication may be reproduced, copied, stored in any retrieval system or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without the prior permission from the Rector, Universiti Teknologi MARA Cawangan Kedah, Kampus Sungai Petani, 08400 Merbok, Kedah, Malaysia.

The views, opinions, and technical recommendations expressed by the contributors and authors are entirely their own and do not necessarily reflect the views of the editors, the publisher and the university.

TABLE OF CONTENTS

Editorial Board iii

Rector's Message.....iv

From The Desk Of The Head Of Faculty……..... v

1. **INDUSTRIAL REVOLUTION (IR) 4.0: IT IS ESSENTIAL IN TODAY'S BUSINESS** 1
Abd Rasyid Ramli, Norhidayah Ali & Rosliza Md Zani

2 **YOUTH ENTREPRENEURSHIP DURING COVID-19 PANDEMIC: DOES THE GOVERNMENT CARE?** 3
Azyyati Anuar & Daing Maruak Sadek

3 **ISLAMIC BANKING INDUSTRY IN FINTECH ECOSYSTEM: ISSUES AND CHALLENGES** 6
Hasmah Laili Jamalurus

4 **APPLICATION OF TECHNOLOGY IN FOOD INDUSTRY** 10
Baderisang Mohamed, Mohd Sukor Md Yusoff & Siti Nur Athirah Mohd Kamal

5 **ANNOTATIONS GIVE MEANINGFUL LEARNING EXPERIENCE** 13
Farah Merican Isahak Merican, Nizar Nazrin & Shafilla Subri

6 **AN INTRODUCTION TO ENSA: THE ANIMATED SCREEN ANNOTATION APPLICATION** 15
Farah Merican Isahak Merican, Syafiq Abdul Samat & Abdullah Kula Ismail

7 **E-COMMERCE ISSUES IN RETAIL INDUSTRY** 17
Baderisang Mohamed, Mohd Sukor Md Yusoff & Nurul Ain Syauqina Azlan

8 **DIGITALISATION OF MALAYSIAN AGRICULTURAL SECTOR** 21
Baderisang Mohamed, Mohd Sukor Md Yusoff & Nurul Ain Syauqina Azlan

9 **STUDENT INTERNSHIP CHALLENGES DURING COVID-19** 25
Fatihah Norazami Abdullah, Nor Edi Azhar Mohamed & Noriza Mohd Saad

10 **INDUSTRY 4.0 AND ITS CHALLENGES** 28
Rosliza Md Zani, Ramli Saad & Mohd Radzi Mohd Khir

11 **BALANCING THE SCALE OF WORK AND LIFE** 31
Norhidayah Ali & Azni Syafena Andin Salamat

12 **NANOCREDIT PROGRAMMES: WHEN MICROCREDIT IS TOO BIG** 34
Zuraidah Mohamed Isa, Dahlia Ibrahim & Zaiful Affendi Ahmad Zabib

13 **ERGONOMICS WORKSTATION FOR HOME OFFICE** 36
Norafiza Mohd Hardi, Norhafiza Hashim & Hasyimah Razali

14 **RETIREMENT SAVINGS: HOW IT FARES DURING COVID-19 PANDEMIC** 39
Dahlia Ibrahim & Zuraidah Mohamed Isa

15 **LEVERAGING AR-RAHNU MICRO FINANCING FOR FLOOD VICTIMS** 41
Mohd Shafiz Saharan, Mohd Fazil Jamaludin & Khairul Azfar Adzahar

16 **WHAT IS LEAN 4.0?** 43
Azyyati Anuar & Daing Maruak Sadek

17 **21ST CENTURY SKILLS - THE NEEDED SKILLS NOW** 46
Azfahanee Zakaria, Syed Mohammed Alhady Syed Ahmad Alhady & Sarah Sabir Ahmad

18 **NEW MARKETING STRATEGY THREATENING THE TRADITIONAL HEALTHCARE BUSINESSES** 49
Sarah Sabir Ahmad, Azfahanee Zakaria & Isma Fazlini Ismail

19 **COVID-19: DOES IT MAKE A DIFFERENCE IN ASEAN MOTOR VEHICLE SALES?** 52
Anita Abu Hassan, Najah Mokhtar & Mohd Syazrul Hafizi Husin

20 **FACTORS INFLUENCING TOURISTS READINESS TO TRAVEL DURING PANDEMIC** 55
Wan Shahrul Aziah Wan Mahamad & Ramli Saad

21 **THE USE OF CELEBRITY ENDORSEMENT IN ADVERTISING PROMOTION** 57
Ramli Saad, Wan Shahrul Aziah Wan Mahamad & Yong Azrina Ali Akbar

22 **FACTORS ROCKETING IN THE PRICE OF ESSENTIAL GOODS IN MALAYSIA** 61
Nor Azira Ismail, Jamilah Laidin & Shahiszan Ismail

23 **THE IMPACTS OF COVID-19 ON POVERTY IN MALAYSIA** 63
Nor Azira Ismail

ANNOTATIONS GIVE MEANINGFUL LEARNING EXPERIENCE

Farah Merican Isahak Merican
farah339@uitm.edu.my
Faculty of Business and Management, Universiti Teknologi MARA Cawangan Kedah

Nizar Nazrin
nizarnazrin@uitm.edu.my
Faculty of Art and Design, Universiti Teknologi MARA Cawangan Perak

Shafilla Subri
shafilla@uitm.edu.my
Faculty of Art and Design, Universiti Teknologi MARA Cawangan Kedah

When possible, we write our annotations on pages as we read. Annotations allow us to underline, jot simple notes, and post or stick notes on the pages. We annotate while reading or after reading. In lectures, educators encourage their students to annotate to activate their learning and to enhance knowledge transfer. Annotations have been proven to be a tool to foster better cognitive development and enhances student learning engagement (Tseng, 2021). Annotations can also be seen as a way for students or lecturers to talk to their own work. Annotations reveal our thinking and personal responses rather than the views of others. It helps to explain relevance and our own connections to the subjects.

Annotations can be done by hand or by using software (Writers' Center Eastern Washington University, 2021). Traditionally, physical marking or highlighting text or writing in the text margin is done. At its best, annotation encourages active engagement, promotes critical thinking and endorses stronger retention of concepts (Pearson, 2021).

Besides using text to annotate, images can also enhance our annotations. Illustrated annotations (see Figure 1) represent concepts and elements that we see in a literature, for example. In teaching and learning, illustrated annotations help students to synthesize information and activate their creativity. It makes annotating less boring. The illustrated annotation process promotes engagement between students and educators. On top of that, students gets to express their artistic talent and creativity. Annotating using illustrations instead of just texts, provides a more hands-on experience with personal touch.

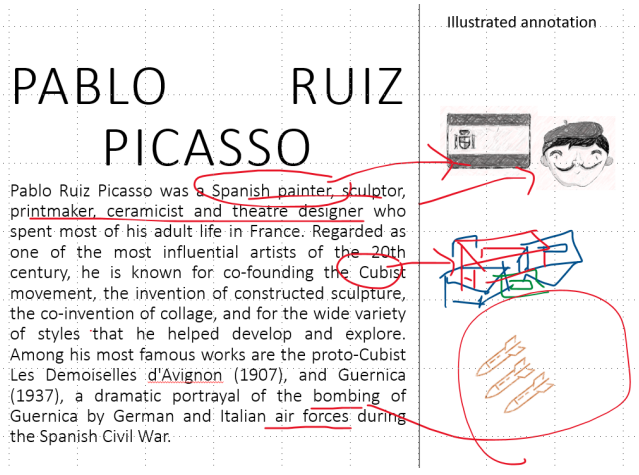

Figure 1: Example of illustrated annotation.

Technology advancement has further enhanced our annotation activity. Screen annotation software is introduced to allow us to annotate on our computer screen and save the result. This software is very useful especially during presentations where we can make annotations on the screen while presenting.

ENSA (The Animated Screen Annotation Application) takes screen annotation to another level. It allows us to annotate or draw freely over another application on a computer screen and enhances the annotation process by animating selected areas of choice (see Figure 2). ENSA also allows overlays of annotations (see Figure 2). ENSA is an innovation developed by En. Syafiq Abd Samat with his fellow researchers. ENSA is highly used in the teams' lectures especially to demonstrate drawings or graphical processes. The annotations used are intended as visual aids during lectures. This interactive lecturing has improved student's understanding and participation.

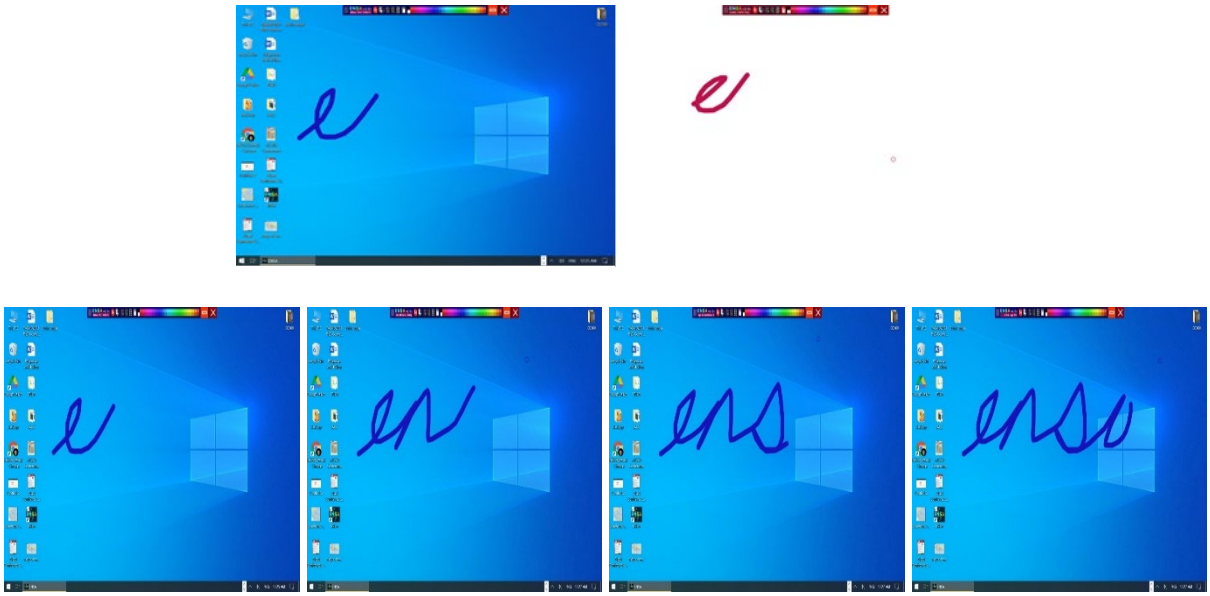

Figure 2: Example of ENSA annotation. Animations on selected areas on a computer screen.

It is important to highlight that any type of annotation used being it text, illustrated or animated, students and educators can benefit from the annotation process. Annotation give meaningful learning experience as the process enriches learning experience: summarize text, highlight important information, and ultimately prepare learners and educators for discussions.

REFERENCES

Writers' Center Eastern Washington University (2021, July 21). *Reading and study strategies*. https://research.ewu.edu/writers_c_read_study_strategies

Pearson, A (2021, November 22). *Social annotation as a learning tool.* https://blogs.oregonstate.edu/inspire/2021/11/22/social-annotation-as-a-learning-tool/

Tseng, Shen-Shiang (2021). The influence of teacher annotations on student learning engagement and video watching behaviors. International Journal Education Technology in Higher Education, *18*(1) https://doi.org/10.1186/s41239-021-00242-5