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**EXTENDED ABSTRACTS**

**e-BOOK**

# EXTENDED ABSTRACTS e-BOOK

THE 13th INTERNATIONAL  
INNOVATION, INVENTION &  
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# TIKTOK AS SUPPLEMENTARY LEARNING ACTIVITY FOR SITE VISIT: QSA152 E-SITE VISIT VTT DATABASE

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## ABSTRACT

The rapid development of technology and its relationship to learning requires educators to make various innovations in the learning activities. One of the methods to achieve this is by using social media, for example TikTok since almost all students nowadays own a TikTok account. One of the best methods for education is experiential learning or as the case of Construction Technology II (QSA152) subject is via conducting site visits. Due to budget cuts by Universiti Teknologi Mara (UiTM) which has mitigated most of the cost for site visit to students and educators, a more sustainable alternative to site visit is required. TikTok nowadays is not only used by teens, but also by professionals (i.e. construction sector) to promote and educate customers regarding the service that they provide. The TikTok videos (VTT) posted by them can be used as learning activities which can supplement the lack of site visit for QSA152 course.

**Keyword:** TikTok, E-Learning Activity, Construction, Construction Technology, Site Visit

## 1. INTRODUCTION

TikTok is a famous social media tool alongside Facebook, X (formerly known as Twitter), and Instagram. The main difference between TikTok compared to other social media platforms is that it focuses more on short video content (up to 3 minutes long) format. During the initial rise of the TikTok platform, it was perceived by many as a platform that focuses for the younger generation, but in time has represented a broad cross-section of society of users, producing a wide variety of content (Bhandari & Bimo, 2022). The short video format used in TikTok has become increasingly popular in social media as they are able to capture moments in formats that range from a few seconds to several minutes long (Zhang, Wu, & Liu, 2019).

Just like all other higher education institutes nowadays, UiTM is no exception from the effect of the high cost of living and spending, which has resulted in numerous budget cuts within the organization. For instance, the cost of conducting education trips (i.e. site visits) will no longer be solely borne by the organisation itself but will also be shared with the students and lecturers involved in the trip. This will decrease the number of trips organised by the lecturers since not all students are able to pay for the cost which will result in the decrease of experiential learning among students especially for courses such as QSA152, where education trip is a very informative education tool.

Construction Technology II (QSA152) is a Core course subject under the Quantity Surveying Program (AP114) in UiTM Perak. This course is taken by Year 2 students and involves them learning the above ground architectural elements of a building, such as door, window, floor finishes, wall

finishes, ceiling finishes, and also roof. Learning everything regarding this course in class is good enough, but with the aid of educational visits, the students will be able to understand more in depth everything that they have learned in class. With the aid of videos posted by others in Tiktok relating to above ground architectural works, students will not have to solely rely on educational visits as a source of experiential learning since the videos will be able to supplement almost everything that they will learn if they were to conduct site visits.

## 2. METHODOLOGY [TIMES NEW ROMAN, 12, bold, UPPERCASE]

A TikTok page named “QSA152 E-SITE VISIT VTT DATABASE” will be created, where all students who have enrolled in the QSA152 course can follow the page using their TikTok account. The administrator of the page is responsible for finding as much videos as possible relating to above ground architectural works posted by other TikTok users and then will add the related videos into the “Favourite” tab of the “QSA152 E-SITE VISIT VTT DATABASE” account. The administrator will then arrange all the videos that have been added into the “Favourite” tab according to the major topics of the QSA152 syllabus.

**Table 1** Main Topics of QSA152 Course

No.	Topic
1	Floor Finishes
2	Wall Finishes
3	Ceiling Finishes
4	Door
5	Window
6	Roof

Students will then follow the account and will be able to view the videos in the “Favourite” tab during class or whenever they want to seek further information on what they have learned in class.

## 3. FINDINGS

Questionnaire survey was conducted in order to obtain findings on the objective of this study. A total of 60 students (2 classes) of Part 2 Diploma Ukur Bahan UiTM Perak were selected as respondents. The result of feedback from students on their perspective on using TikTok as supplementary learning activity for site visit (n = 60). (Table 2)

**Table 2** Questionnaire Findings

No	Question	Mean Agreement	Mean Importance
1	This TikTok account is easy to reach	4.9	4.9
2	This TikTok account is easy to explore and understand	4.9	4.9
3	This TikTok account is tailored to suit QSA152's syllabus	4.8	4.9
4	The videos in this account is relevant to my course	4.8	4.9
5	The videos in this account is able to help me to understand more on the course's syllabus	4.8	4.9
6	This account is able to supplement site visit learning activity	4.7	4.9

The table above shows the findings of the questionnaire survey conducted in order to determine the agreement and importance of TikTok As Supplementary Learning Activity For Site Visit: QSA152 E-Site Visit VTT Database. Base on the findings, it can be determined that the use of QSA152 E-SITE VISIT VTT DATABASE TikTok page important for the students (with the mean of 4.9) and the students agree with all the questions asked (with the mean of 4.8).

#### **4. CONCLUSION**

The use of technology in the education sector is wide and educators must be open to adapt to the ever-changing environment of technology, especially in the use of social media. TikTok is a great example of using social media in education as there are already hundreds or even thousands of videos already available that have been posted by others that can be used and viewed by students who are the young generation of today. Not only does TikTok contain videos relating to course QSA152 only, other courses can also find videos relating to their topic in their course.

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# STORYMAPS: THE RISE OF NATIONALISM

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## ABSTRACT

The rise of nationalism in the western countries influenced other countries. This study will explore the rise of nationalism using StoryMaps. The interactive StoryMaps will display data collected from books and websites. The objective of this project is to replace textbooks with Storymaps. The result of this project will be shown in a StoryMaps presentation that highlights the journey of nationalism.

**Keywords:** StoryMaps, nationalism, interactive, textbook

## 1. INTRODUCTION

The rise of nationalism in the western countries influenced other countries in the world. ArcGIS Storymaps introduces an in-depth view of nationalism using maps, images and videos to the users.

## 2. OBJECTIVES

- I. To create a platform to replace textbooks with Storymaps to give more information on the rise of nationalism.
- II. To help the audience to understand the rise of nationalism using Storymaps.

## 3. METHODOLOGY

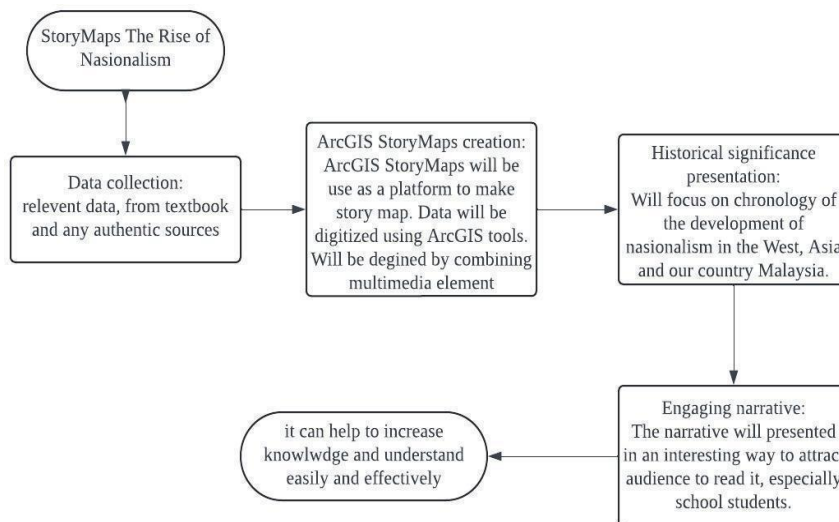


Figure 1 Flow Chart



#### **4. DATA COLLECTION**

This project aims to digitize ‘the rise of nationalism’, a chapter in the Form 4 history textbook according to the methodology. Primary sources come from the Form Four History Textbook Chapter 2 regarding the rise of nationalism and other related authentic sources. Data will be managed in an orderly manner to facilitate storytelling, mapping and analysis.

##### **I. ArcGIS StoryMaps Creation:**

- a) The ArcGIS StoryMaps will be used to narrate the rise of nationalism.
- b) The data collected will be digitized on ArcGIS StoryMaps using the ArcGIS tools.
- c) This presentation will be designed by combining multimedia elements such as images, video, audio, and narrative descriptions to give the audience a better understanding of the rise of nationalism.

##### **II. Presentation:**

- a) The presentation will focus on the chronology of nationalism in the West, Asia, and Malaysia.
- b) The content development of nationalism will be processed using multimedia tools and descriptive text.

##### **III. Engaging narrative:**

- a) The narrative will be presented in an interesting way to attract a diverse range of audience, especially the secondary school students.
- b) The story will be arranged in a chronological order to help students to understand the topic.

##### **IV. Evaluation and impact:**

- a) The effectiveness of this project is that it can help students to prepare before they are assessed in Sijil Pelajaran Malaysia.
- b) The feedback from the users regarding the effectiveness of the presentation will be analyzed to measure the impact of this project.

#### **5. EXPECTED RESULTS**

The results that are expected from this project depends on the targeted audience, specifically Form 4 and Form 5 students. A topic from the Form 4 history textbook is used for this project. This is because the topic often comes up in Sijil Pelajaran Malaysia trial examination. The students can better understand the rise of nationalism and how it affects people’s lives.

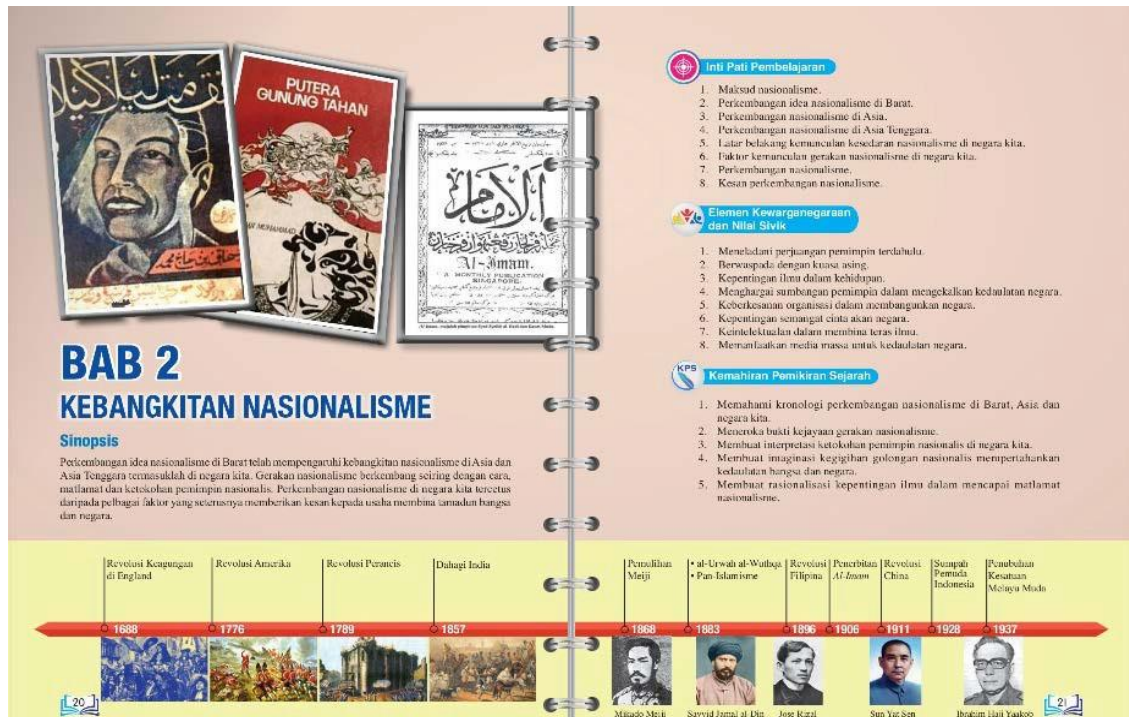


Figure 2 The Content

## 6. CONCLUSION

StoryMaps can replace textbooks to help students to understand history better. This is because students can visualize history with maps, images and videos which can boost their interest in history.

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Kelulusan daripada pihak tuan dalam perkara ini amat dihargai.

Sekian, terima kasih.

“BERKHIDMAT UNTUK NEGARA”

Saya yang menjalankan amanah,

**SITI BASRIYAH SHAIK BAHARUDIN**  
Timbalan Ketua Pustakawan

*nar*

*Setuju.*

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