




Halal Awareness Among Student Using Gameboard Yalla Halal (Yallal)


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Abstract: Most student do not focus on learning in the classroom. The objective of this study is to identify the level of student halal awareness on food, logistics, cosmetic and halal pharmaceutical concept also student achievement in classroom. The `Yalla Halal` game board is one of the mediums that can be used as a tool to help trainers teach students in the classroom more interestingly. The study was conducted using quantitative methods and the study was evaluated using the questionnaire technique. The respondents, elective at Tuanku Syed Sirajuddin Polytechnic was 231 student and we have selected 145 as a sample. The results showed that 40% of male respondents while 60% were female respondents. However, all respondents gave, good cooperation in distributing questionnaires. This is proved by mean of the student's halal awareness in the questionnaire at a good level of 0.86 and above. On the other hand, the achievement of students is at a good level of mean score 0.60 and above for items in the questionnaire. Therefore, some suggestions for improvements are proposed in this paper to improve the level of student satisfaction and academic achievement in polytechnic.

Keywords: game board, halal awareness, student achievement



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1. INTRODUCTION

Malaysia's public is less conscious of halal awareness issue today than it was in the past and is less knowledgeable about it. This could be a significant setback given that Malaysia is currently moving in the direction of becoming a halal centre. As a result, there has been much discussion in recent years concerning Malaysia's efforts to become a halal hub. According to the Third Industrial Master Plan (IMP3), Malaysia's government would have a few years to turn the halal hub into a

reality. Although government initiatives to increase Muslim consumers' awareness of what they consume in terms of adhering to halal and Shariah requirements have been underway since 2006, much work remains to be done (Abdul Raufu et al.,2012). Problems may arise in the circumstance that is detailed in this section. As a result, as a Muslim, you must make sure that everything you do, touch, and consume, including your food and drink, is legal because otherwise, you risk not upholding your religious responsibilities (Zakaria et al.,2017)

Meanwhile, platforms such as board games are one of the useful tools in teaching and learning in and out of class. This is because it can have a positive impact on society, especially among students to understand and increase knowledge more quickly and easily. (Ab Rahman Azman et al.,2018). According Cook and Olson (2006) also show that the board games are an important tool for providing hands-on skills and knowledge development for the public on all subjects, as well as very useful, effective, and fun for all ages. In general, gamification is the game element of the implementation process in a non-game subject, which aims to make it more interesting and enjoyable for everyone. Gamification in the field of education can be understood as a process of applying game elements in conveying knowledge and providing a strong memory when playing.

In addition, game boards in direct learning are expected to be able to improve learning outcomes. The design of this research is pre-experimental designs. This type of research uses one shot case study. The data collected includes media validation, teaching tools, the implementation of learning research, student response and learning outcomes (Surya Kunanta ,2017)Terminology gamification was first coined in 2002 by inventors' British game, Nick Pelling and it is widely used in 2010 (Kamasheva, 2015).

Nowadays, nearly everyone lacks understanding and knowledge about halal. These problems arise because of the shortage of halal-friendly medium. There are several teaching tools that discuss about Halal (Muhammad Nusran, et al.,2018). However, they are not fun and can draw people's attention. Due to the free lifestyle, everyone tends to take it lightly about halal awareness. They also are lack of understanding on it or the importance of halal towards Muslim. These problems arise because of the shortage of halal-friendly medium. Even though we can still find several teaching tools that discuss halal. But knowing halal it tends to make people lost interest to play or know about it. As a contrary, using a gameboard can help other people understand halal because playing with others makes the game more entertaining. Additionally, by creating this game board, we can utilise it as a medium of instruction in the classroom to help students understand more about halal (Imran Aslan, Hakiye Aslan, 2016)

2. METHOD & MATERIAL

By the developing the 'Yallal Halal' game board, we also conduct a quantitative research by collect a data through the questionnaire. The respondent rate for this study or questionnaire as a whole is 145 choose by simple random sampling method respondents and the number of respondents 100% has been determined to facilitate the course of this study and it has reached the target of respondents and all respondents are polytechnic students who fully cooperate during the process answered quite well in self-esteem. in addition, the respondents provided a questionnaire.

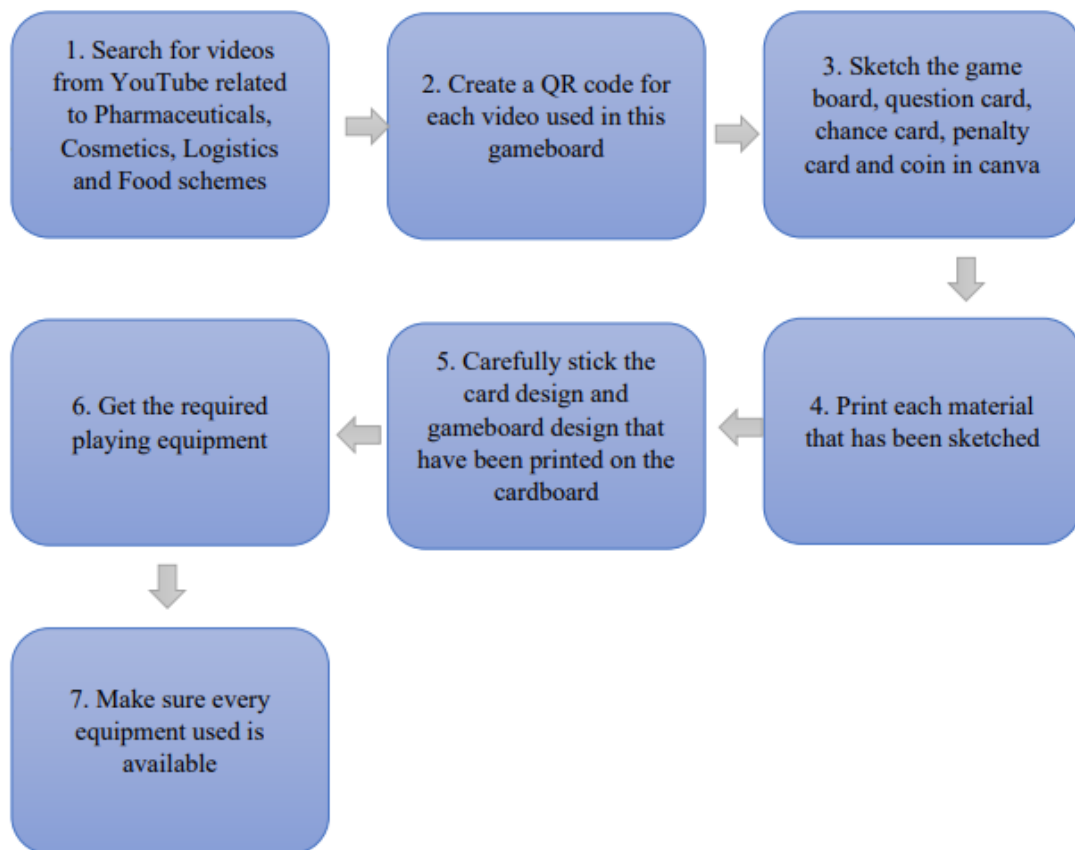


Figure 1. The Development of Final Product Innovation Prototype

TITLE OF PROJECT			
Halal Awareness Among Student using gameboard in PTSS			
PROBLEM STATEMENT			
<ul style="list-style-type: none"> • Lack of understanding • Lack of knowledge about halal concept 			
OBJECTIVE ON PRODUCT INNOVATION DEVELOPMENT			
<ul style="list-style-type: none"> • To develop an innovation game board "Yalla Halal" and create halal awareness for students and halal consumers. • To study the level of student achievement using yalla halal gameboard at Tuanku Syed Sirajuddin Polytechnic 			
NAME OF EXISTING PRODUCT REFERRED TO	<ul style="list-style-type: none"> • Monopoly • Saidina 	INNOVATION PRODUCT NAME	Yalla halal gameboard
SCOPE OF INNOVATION PROJECT	<ul style="list-style-type: none"> • Students who have a weak and moderate learning level 	FUTURE TARGETED POTENTIAL ADOPTER	Student in polytechnic Tuanku Syed Sirajuddin
DEFINITION OF INNOVATION PRODUCT			METHOD OF RESEARCH DATA MANAGEMENT
We use and have on our game board. <ul style="list-style-type: none"> • We use two dice. • Our game board size is 36cm x36cm. • Our game board consists of 4 schemes (Logistics, Food, Pharmaceuticals, and Cosmetics) with different colours, which is green, pink, purple, and nude. • We also use cards for questions for each scheme. • As a reward, we use Yallal coins for those who can answer the questions and pass each round in the starter. 			Quantitative: Questionnaire

Figure 2. Innovation Idea Development Template (IIDET)

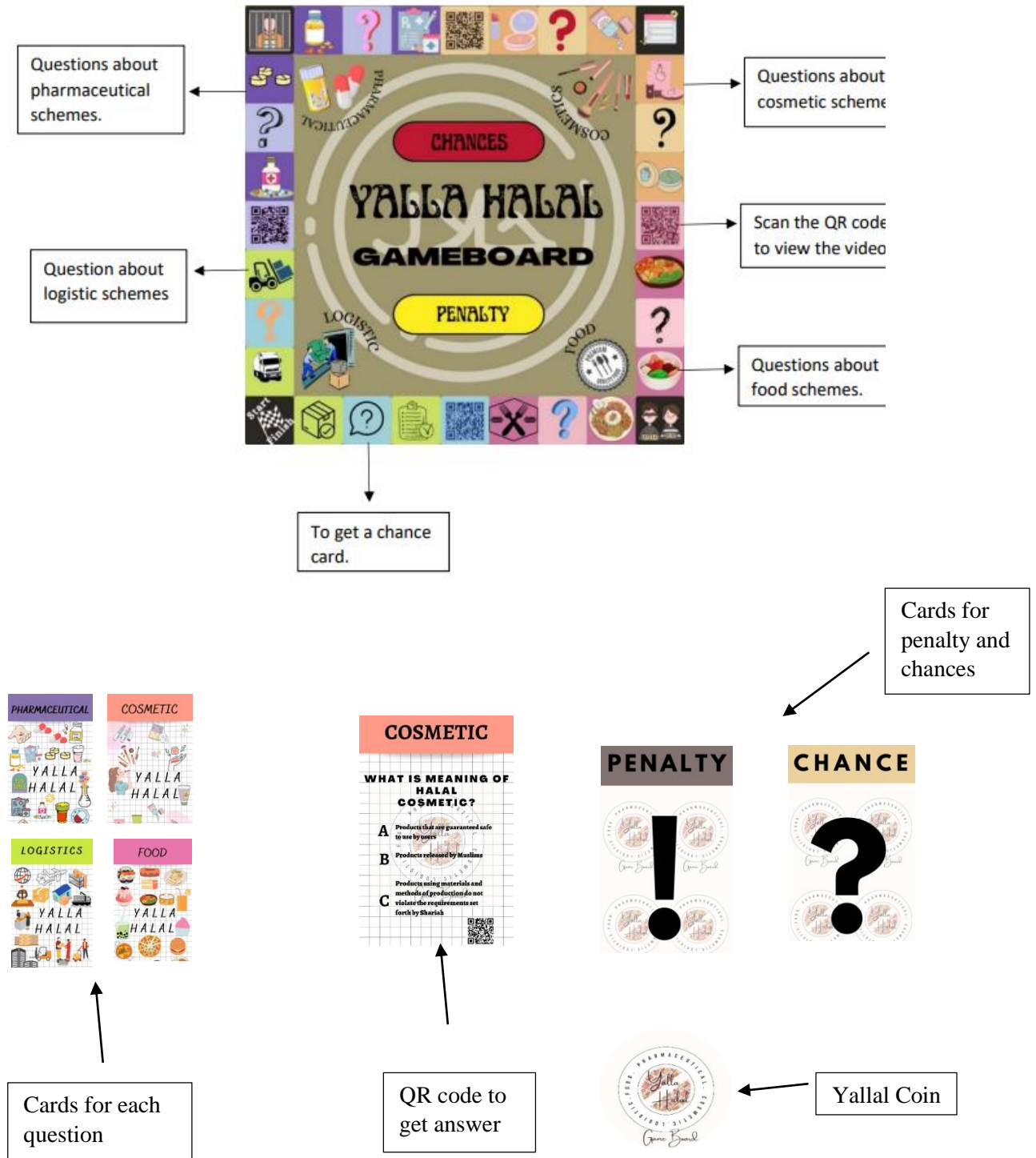


Figure 3. The Yalla Halal Gameboard

3. FINDINGS

Table 1. Student Satisfaction On Using Game Board

Item	Mean	Std Deviation	Description
<i>This product is exactly what I need.</i>	4.1429	.69501	High
<i>I am satisfied with my decision to use this product</i>	4.2429	.6332	High
I have truly enjoy this product	4.3143	.68997	High
I am pretty satisfied with the product I have chosen.	4.3429	.59701	High
I enjoy using technology	4.4214	.6467	High
<i>Students should know how to use technology in class</i>	4.4357	.56531	High
I enjoy learning by playing game board	4.4214	.63550	High
I prefer to learn by doing something In class	4.3286	.62838	High
If I could do it over again, I would play different questions.	4.3071	.58637	High
Playing this product has been a good experience.	4.3571	.62411	High

The mean score for the first item “This product is exactly what I need” mean score is 4.1429 which is categorised as high meanwhile the next item mean score is 4.2429 also in the high category. All the item above is described as high. The third item “I have truly enjoyed this product” mean score is 4.3143 and the fourth item mean score is 4.3429. The fifth item “I enjoy using technology.” The mean score is 4.4214 and the sixth item is 4.4357. The seventh item “I enjoy learning by playing game board” mean score is 4.4214 and the third last item “I prefer to learn by doing something in class.” resulted a mean score total 4.3286. The second last and last item mean scores are each 4.3071 and 4.3571.

Table 2. Student Achievement in Classroom on Using Game Board

Item	Mean	Std Deviation	Description
<i>I make myself prepare for my course work in class</i>	4.0714	.70602	High
I want to get good grades on tests, quizzes, assignments and projects.	4.4857	.61732	High
<i>I study the lesson I missed if I was absent from the class</i>	4.3000	.61982	High
I study harder to improve my performance when I get low grades	4.4214	.56349	High

<i>I remember things I have heard in class better than I read.</i>	4.1786	69186	High
I learn best in class when I can participate in related activities.	4.2786	0.64672	High

The mean score for the first item “I make myself prepare my coursework subjects” is 4.0714 which is categorised as high meanwhile the next item mean score is 4.4857 also in the high category. All the item above are described as high. The third item “I study the lesson I missed if I was absent from the class” mean score is 4.3000 and the fourth item mean score is 4.4214 while the next item mean score is 4.3929. The fifth item “I learn more if I study in group” the mean score is 4.3929 and the sixth item is 4.2643. The seventh item “I remember things I have heard in class better than I read” mean score is 4.1786 and the third last item “When I read the instructions, I remember them better” resulted a mean score total 4.2357. The second last and last item mean scores are each 4.2857 and 4.2786.

4. DISCUSSION

Result on objective to identify the level of student achievement in classroom. through, Hassan and Poopak (2012) and Salman (2001) find out that gaming learning method can fasten the learning process and create a positive interaction environment among students, it is proven that game board can improve students’ achievement in classroom as it will make the learning process become more exciting. Meanwhile result on objective to examine the level of student satisfaction on using game board as their learning aid. as said by (Aoalaamsskra Grunnskola. Erlend Mal, 2007) using game board as a teaching tool, student can experience mixture of feelings compared to the plain boring teaching sessions in classroom. those emotion can create a positive feedback among students , it is also proven that student are more satisfied to use game board as teaching aid rather than depending on lecturers’ chalk and talk

5. CONCLUSION

This innovative teaching aid product has a positive impact on students to increase the level of student’s achievement in the classroom. This game board then encourages students to review and study in the classroom by indirectly making study group. In fact, it can also be learned in various subjects regardless of the age and subjects. Game board also can improve the level of student knowledge and level-up student soft skill in classroom and also improve self-confident. The game board also can improve their learning teaching process providing quality education and diploma and advance diploma level in accordance with the current needs of the industry.

Acknowledgments: The authors acknowledge the management and students from Politeknik Tuanku Syed Sirajuddin , Perlis, Malaysia

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