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Cetakan Pertama 2016

ISI KANDUNGAN

Isi Kandungan	3
Jawatankuasa Kolokium ISME 2016	5
1. Creative Art Therapy Program: Case Study on Malay Muslim Inmates at Sungai Udang Prison in Melaka Azahar Harun, Rosli Zakaria, Amiruddin Osman, Ariff Ali, Hishamudin Ahmad, Haslinda Abd Razak, Meor Hasmadi Meor Hamzah	6
2. Contemporary Islamic Art of Iraq Country: It's Appreciation Fatimatuzzaharah Mohd Kidin	15
3. Standardizing Malaysian Vehicle Registration Number Plate M. R. Ruzalia & G. Daimin	22
4. Using Photographic Images as an Alternative Method To Learning Process In Pre-School Level Farihan Zaharia, Fatrisha Mohamed Yussof, Nurkhozilah Idris, Aidah Alias	32
5. A Study of The Malaysian Youth Perception Toward 'Muslim Pro' Apps Through Smart Phone in Malaysia Using Technology Acceptance Model (TAM) Hafizah Rosli & Dr Ruslan Abd Rahim	36
6. Interactive Multimedia: HajjEdu Kiosk Ilinadia Binti Jamil & Zainal Bin Kadir	42
7. A Visual Analysis: 3D Computer Graphic with Narrative Structure of Adhan Recitation Lili Eliana Mohd Radzuan, Wan Nur khalisah Shamsudin, Mohamed Razeef Abd Razak & Azahar Harun	50
8. The Role of Visual Communication in Improving Images of Malaysian Secondary School Textbooks N. Yusof & G. Daimin	59
9. The Styles of Illumination In Al-Qur'ans of The Malay World N.H.M. Din, D.H.M. Zain, M. Mokhtar	66
10. Artistik Rhiz : Seni Rupa Kontemporari Malaysia Shahariah Mohamed Roshdi , Dr. Abd. Rasid Bin Ismail & Mohd Haniff Mohd Khalid	73
11. Penilaian Pengunjung Terhadap Pameran Karya Seni "Travelog" Pelajar Seni Halus UiTM Melaka Amiruddin Osman, Dr Rosli Zakaria, Shahrul Munir Mohd Kaulan	80

12. **Compilation Theory Of Malay Malay Aesthetics: Concept Malay Beauty In Arts** 86
Nurkhazilah Idris, Ruzaika Omar Basaree, Fazlina Mohd Radzi, Fatrisha Mohd Yussof, Farihan Zahari & Shaliza Dasuki.
13. **Alam Sebagai Sumber Reka Bentuk Motif-Motif Seni Hiasan Fabrik Masyarakat Melayu** 95
Dr. Abd. Rasid Bin Ismail , Shahariah Mohamed Roshdi & Prof. Madya Dr Ahmad Rashidi Bin Hasan
14. **Geometri dalam Rekabentuk Naskhah Dala'il al-Khayrat: Suatu Kajian Awal** 104
A. Abdullaha* dan S. Silahb
15. **Exploring An Art Photography Movement In Malaysia (1900-2000)** 112
Raziq Abdul Samat, Wan Nor Ayuni Wan Mohd Zain, Shafirah Shaari, Dona Lowii Madon, Aidah Alias & Mohd Fakhrul Rodzi Abd Ghapur
16. **Penghayatan Budaya Kebangsaan Dalam Karya Animasi Malaysia Pasca-Merdeka** 116
Shaliza Dasukia, Nurkhazilah Idrisa, Nurhasliza Abdulahb dan Norhazalen Haji Saadc
17. **Appreciating Islamic Contemporary Art of Afghanistan Country** 125
Nurul Syazlina Bt Che Yusof, Nor Kamalia Bt Mohamed Saat, Prof. Dr. Dzul Haimi Md Zain, Dr. Mumtaz Hj Mokhtar
18. **Describing Advertising Approach By Ministry Of Health Malaysia For Public Service Annouement Campaign: Case Study On Anti Dengue Campaign In Press Ad** 130
Norsharina Samsuri, Anith Liyana Amin Nudin
19. **Penyimpanan Dan Pendokumentasian Karya Kreatif Di Fssr, UiTM Melaka** 135
Haslinda Abdul Razak¹, Nur Hasliza Abdulah², Azni Hanim Hamzah³, Nurul Izza Ab Aziz⁴, Wan Nor Ayuni Wan Mohd Zain⁵, Noor Hafiza Ismail⁶
20. **Stail Abstrak Arca Awam Kuala Lumpur : Refeleksi Terhadap Tegahan Agama Islam Membina Arca Berbentuk Figura Bernyawa.** 144
Dr. Rosli Zakaria
21. **Kartun Editorial Internet Indie Melayu: Kritikan Politik Dan Sosial Melalui Rangkaian Sosial Facebook Bertemakan Pribahasa Lama Melayu** 159
Fazlina Mohd Radzi, Shahariah Mohamed Roshdi, Nurkhazilah Idris
22. **Creativity and Inspiration Woven Technique By Using Excessive Plastic Bag** 167
Azni Hanim Hamzah,a , Salina Abdul Mananb , Noor Hafiza Ismaila , Nurhikma Mat Yusufa , Nurul Izza Ab Aziza
23. **Sustainable Furniture Design: An Alternative Approach To Enhance Learning Process In Autism Classroom** 174
1Nurhikma Bt Mat Yusof, 2Rosaliana Bt Rahim, 3Ridzuan Adli Bin Azidin

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INTERACTIVE MULTIMEDIA: HAJJEDU KIOSK

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Abstract

Previous researches and current initial findings have shown that conventional approaches used in most Hajj supplementary learning materials are less effective in providing clear understanding to users, particularly the pilgrims. Most of the materials are based on passive learning. Thus, in order to cater for those limitations, this study proposed an idea of interactive multimedia approach in developing HajjEdu kiosk as an attempt to provide a better learning aid for supporting self-paced learning for Hajj. In addition, this study incorporates virtual environment (VE) and multimedia technology in designing the interface prototype as an attempt to persuade users especially hajj pilgrimage to use computer technology as their main supplementary learning material. Thus, this study elaborates the idea of publicly apply this application in every mosques for every states of Malaysia. Generally, this paper reviews some related literatures about Hajj, interactive multimedia technology, virtual environment and information kiosk. Lastly, this paper discusses on the results of the evaluation on the targeted users.

Keywords: Hajj course, Multimedia technology, Virtual environment, Information kiosk, Supplementary learning material

INTRODUCTION

Hajj is one of the five pillars of Islam. Every capable and able-bodied Muslim is obliged to make the pilgrimage to Makkah at least once in their lifetime. In Malaysia, Lembaga Tabung Haji (LTH) is the entrusted organization to handle Hajj matters before pilgrims leave for Makkah such as providing Hajj learning courses. These courses include talks and practical sessions (Tabung Haji, 2010). The Hajj procedures are complex where a lot of information, rules, tasks, practical steps and Al- Quran verses, dua and zikr have to be learnt and understood.

Even though comprehensive courses are provided by the Tabung Haji for the pilgrims, supplementary learning materials are still required (Jamaan, 2010). Currently, most of the supplementary materials are available in the form of books, cassettes, CDs or DVDs and video tapes which emphasize more on the requirements, procedures and steps in performing the Hajj. However, obtaining knowledge through these approaches seems like a rather passive activity. In a learning process, learners should be active rather than passive (Brecke & Jensen, 2007). Passive learning approaches result in the decrease of comprehension and retention among learners (Burt, 2004).

A preliminary study has been conducted to confirm this issue. It is an initial exploration in order to propose a better solution. Interviews and site observation were used as data gathering techniques. Site observation has been conducted in Selangor by observing 5 hajj courses conducted by Tabung Haji. Meanwhile, interviews were deployed with several qualified Hajj instructors (content experts) from Tabung Haji. According to the Hajj instructors, most of the Hajj learners could not practically imagine the Hajj procedures. The learners were hard to successively imagine and memorize the steps in Hajj. Furthermore, they did agree that there is a large amount of information, rules and tasks that need to be understood by the learners. Surprisingly, they also suggested the Hajj learners

to refer to the supplementary materials to increase their understanding and retention towards better understanding of the Hajj procedures.

Thus, Mufti Perlis Dr. Mohd Asri Zainul Abidin claimed the current method of operation made the hajj course too long, adding to the perception among Muslim that worship is very difficult to implement. Obviously, the courses of professional pilgrims have to reach neat, quick and easily understood by the pilgrims just in few hours (Berita Harian, Aug 21, 2007).

On the other hand, the learners also have no choice except to involve in the practical sessions held on the last stage of hajj course. The form of practicality is important for the learners to deeply understand the steps and to experience in a real life situation. According to Jabar et al. (2008), virtual environment (VE) is the best alternative to be employed during the practical training for Hajj learning based on the supplementary material. The real time of life-like environment and self-directed learning capabilities can increase learners understanding towards the Hajj procedures. Meanwhile, the use of multimedia is the best way to convey information effectively, such as through the use of animation (Jusoh et al., 2009). In previous research done by Universiti Utara Malaysia, VE has been used for the practical steps which include Tawaf, Sa'ie and throwing of the Jamarat while multimedia for the alternative approach in conveying information.

Thus, in order to cater for those limitations, this research attempts to utilize VE and multimedia technologies in order to provide a much better Hajj learning approach. This study proposed interactive multimedia approach with implementation of Islamic concept in designing the kiosk information prototype as an attempt to provide a better learning aid for supporting self-paced learning for Hajj. In addition, this kiosk information is also intended to persuade users, and in this case elders pilgrims to use multimedia technology and VE as their supplementary method of learning hajj. The proposed application can be a further step of enhancing hajj course concept in order to prepare pilgrims and Malaysian before performing real hajj whether in nearest time or years onwards.

LITERATURE REVIEW

Hajj Course in Malaysia

Hajj is a required pilgrimage to Makkah for all Muslims who are affordable to perform the hajj at least once in a lifetime. When Malaysian Muslims intend to perform Hajj, they will have to register with Tabung Haji. Tabung Haji will provide courses that will teach them on the procedures and guidelines to perform the Hajj. These courses include Kursus Bersiri, Kursus Intensif and Kursus Perdana.

Normally these courses will take between 15 to 18 weeks to complete. Even though Tabung Haji provides comprehensive courses for Hajj, still these courses have some limitations. In order to overcome the limitations, learners have to resort to supplementary learning materials on Hajj that are available in the market. The materials are in various forms which include books, cassettes, DVDs and video tapes which emphasize on the requirements, procedures and steps in performing the Hajj (Yusoff et al., 2010; Yusoff et al., 2011). Most of the supplementary learning materials are based on passive learning method whereby learners are required to view the contents without involving any active interaction between them.

According to Haji Nukman Haji Fadzil (2012), hajj course was started in 1960's with the guide from Sheikh for giving lecture (Kuliyyah). After a decade, the management was changed by introducing the term, Muassasah. Muassasah has been implemented in hajj course management until today. In 1990's, Hajj Guidance Department introduced electronic medium in giving lecture to the

pilgrims by using Orthogonal Subspace Projection (OSP) projector followed by computer and slide projector in 2000's. By year onwards, books, CDs and DVDs were introduced in order to provide supplementary knowledge. In order to enhance the quality of learning, Hajj Guidance provided e-book but unfortunately this form of electronic medium did not well received among learners.

Multimedia Technology in Learning

Multimedia technology has been identified as one of the main element in teaching and learning process (Jamalludin and Zaidatun, 2003). The use of multimedia technology has changed the way people learn and influenced the educational system in Malaysia. Computers are currently plays as an important role in providing self-paced instruction for the learners to access information. In agree to this, Heinich (1996) defined that computers can enrich teaching techniques and provide the capability to control and manage a lot of teaching materials. The technology also helps to stimulate learner senses, especially the visual sense in which the effect is higher in the senses of learning compare to others (Heinich, 1998). Internet also has been used as a new tool in education and help in learning process. By using the Internet, people in Malaysia have access to information from various resources quickly and easily.

According to Mayer (2001), multimedia learning that combines animation with narrations generally improves in performance on retention tests better than the information only displayed on text or narration. Lindstrom (1994) stated that, users remember 20% of what they see, 40% of what they see and hear, and about 75% of what they see and hear and do simultaneously. The combination of multiple elements seems to increase what has been presented. Dyer and Observe (1996) stated that on average, a learner will retain 10% of what they read, 20% of what they hear, 30% from pictures they see and 50% from watching what has been presented in a learning process

Virtual Reality in Learning

Virtual reality is a significant component that will make the HajjEdu kiosk successful. Nevertheless, this technology is beneficial to the pilgrims when it comes to learning purpose. Thus, in previous research, virtual reality has been used for the practical steps such as Tawaf, Sa'ie and throwing of the Jamarat. As a case study, Mecca Sim is a Second Life project released in December 2007 with a purpose to educate both muslims and non-muslims who have intention to learn hajj thru virtual world (IslamOnline.net). Despite the clear difference between real and virtually mediated hajj, it is known as the full hajj experience, awe-inspiring and as close as one could get to the real thing (Krystina Derickson, 2008).

Virtual reality technology has started since 1980 and was first introduced by Jaron Lanier. He was the pioneer and research group leader in virtual reality area. According to David (1994), virtual reality is a computer-based interface that consists of human perception and system reaction that use technology to adapt the situation, similar to the real world.

Furthermore, virtual reality technology can improve the productivity in order to assist in visualizes the concepts, innovative and creative ideas (Wan Norazlinawati Wan Abd Arif, 2009). Therefore, it can also be defined as a computer-based interface that is simulated by the use of virtual computer to let the users experience something that similar to the real world as well as the option to visualize, manipulate and interact with the system (Normala Rahim, 2013).

Information Kiosk

Generally, kiosk is viewed as a technology that can assist user to seek for general information in public areas with approach of self-paced control. Meanwhile, an interactive information kiosk provides interactive and useful information that offers high-quality content. It will indirectly encourage the better understanding and usage of the Internet and ICT among target group generally. Many kiosks also offer 24 hour access for multiple activities, which customers prefer because they do not have to go to several places to complete a range of tasks.

Kiosks are also often preferred as knowledgeable, reliable, trustworthy, quick, patient and tireless “customer service”. Furthermore, kiosks can be viewed as a medium through which it is possible to train, educate, inform, communicate, persuade, and relate. But, as with other public access systems, it is important that the kiosk is designed to support the task, the user profile and the environment in which the task is to be performed (Rowley, J. and Slack, Frances, 2003). A useful recent article in the context of public access kiosks which reveals this bias is Maguire’s (1999) review of user interface design guidelines for public information kiosks.

In reliable to the research study, information kiosk’s concept has a potential to be implemented as one stop information centre for learners to seek knowledge on hajj. Such hajj course modules and practical parts can be self-paced reviewed by the learners as many times as they preferred.

METHODOLOGY

Research Design

The main purpose of this research design is to determine users’ acceptance and perception towards the integration of VE and multimedia approach in the supplementary hajj learning material. Data collection is very important in the process of conducting a study. Interview, site observation and questionnaires were the three types of methods applied to gain the data for this study. These research methods were conducted for the purpose of looking in-depth of the understanding and collaboration between two research results. (Angell and Townsend, 2011)

i)Site Observation

Site observation has been conducted in Selangor by observing 5 hajj courses conducted by Tabung Haji. This study covers teaching and learning process during the hajj courses. Data was collected through observation on current materials and tools used in all sessions especially during the lecture session. Each procedure in hajj courses has been recorded for further review. From the observations, most of the learners came from elder groups aged in range of 40 to 60 years old. Thus, most of the materials used for teaching process are based on passive learning method whereby learners are required to view the contents without involving any active interaction between them. There were five venues involved in this study:

- Masjid Jamek Ibnu Khaldun, Pekan Sungai Besi
- Masjid Sultan Abdul Aziz Shah, Shah Alam
- Masjid Al-Hasanah, Bandar Baru Bangi
- Masjid Jamek, Pekan Kajang
- Masjid As-Salam, Bandar Puchong Perdana

ii) Interview

Semi-structured interview was conducted to collect more qualitative data. A set of interview questions was given to several respondents. These individuals came from different positions and backgrounds. The interviews hinted a direction for this research. These interview sessions had allowed the participants to answer with more flexible answers. The purpose of this method is to identify and gather data on matters that are related to this field especially on the participants' perceptions and opinions towards attended hajj courses. Those were list of respondents interviewed by the researcher to gain the data:

- Haji Nukman Haji Fadzil, Senior Manager of Hajj Guidance, Tabung Haji Kuala Lumpur
- Mohd Badrulhisham Abdul Latif, Head of R&D Department, Tabung Haji Kuala Lumpur
- Haji Rasali, Manager of Tabung Haji Putrajaya Branch
- Haji Hamlud bin Safi'ai, Marketing Executive of Darul Mubarak (Tabung Haji's Agency)
- Hajj instructors
- Hajj participants

iii) Questionnaire

The researcher collected quantitative data during preliminary data gathering and during final prototype testing. 300 close-ended questionnaires were distributed randomly to participants in 5 selected hajj courses. The purpose of this method is to gather quantitative data to analyze on user acceptance towards the proposed idea. The quantitative data gathered from questionnaires will be analyzed using SPSS in order to generate the result.

Findings and Discussion

From the finding result that researcher identified from each site observation, researcher identified pro and cons on each material used for each session as drawn in the following table:

Method	Pro	Cons
Books	- Contain useful information such as list of doa. - Useful for pilgrims to carry anywhere.	Limitation in providing enough information which only have form of text and images.
CD/DVD	- Apply multimedia elements. - Video narrative information.	- Passive learning method. - Contents can be viewed without involving any active interaction.
Module/ Instructional Guide	- Useful for pilgrims to carry anywhere.	- Limitation in providing enough information which only have form of text and images. - A printed version of Power-Point slide.
Lecture	Provide PowerPoint slide and videos on the lecture session.	Takes too long to finish one session (17 series in 4 months; 2 hours per lecture)

Practical Session	Provide a real life-like situation in hajj by allowing pilgrims to participate in the practical session.	<ul style="list-style-type: none"> - Provide small Kaabah model to replace a real Kaabah. - Weather condition need to be considered if the practical session held at open area.
E-Book	<ul style="list-style-type: none"> - Typical electronic version of hajj book. - Promote interactive medium of delivering information. 	<ul style="list-style-type: none"> - Limitation in providing enough information which only have form of text and images in electronic version.

Table 1.1: Analysis on materials used for hajj courses

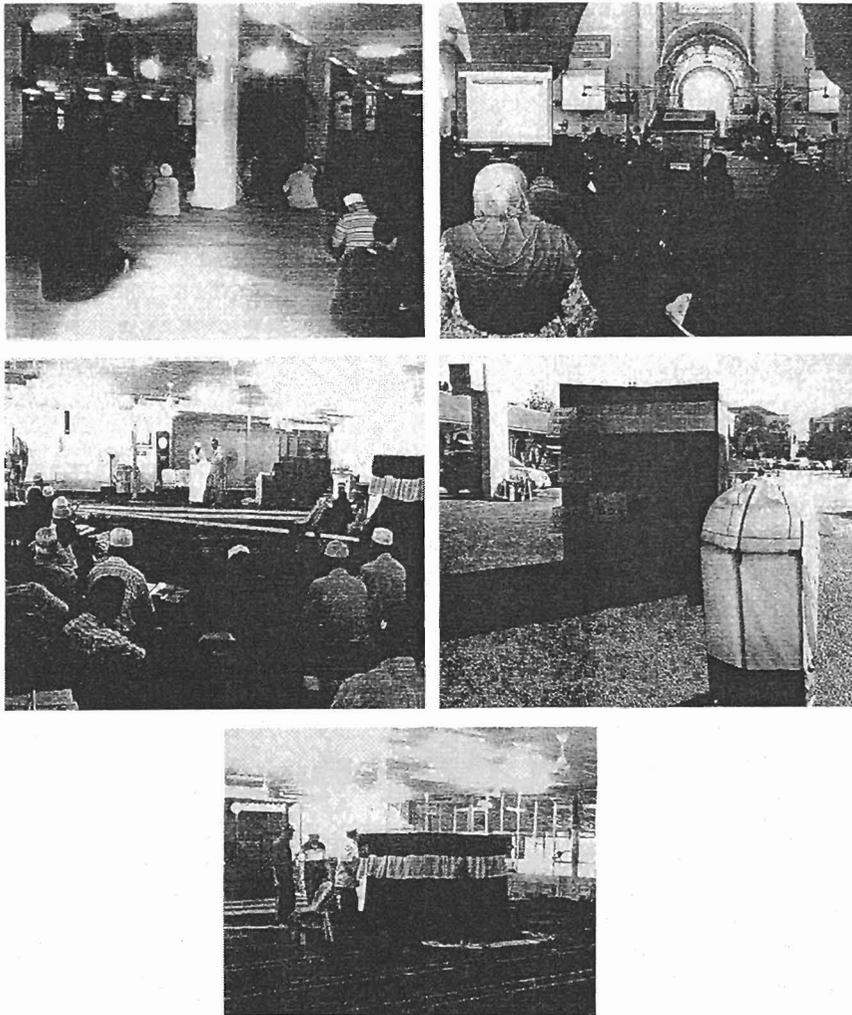


Figure 1.1: Site observation during lecture and practical session

The finding indicates that the current materials used in hajj courses are still having some limitations. Most of the supplementary learning materials are based on passive learning method whereby learners are required to view the contents without involving any active interaction between them. From the site observations, researcher identified the behavior of participants during lecture session. There were number of participants seems not paying enough attention to the speakers (hajj instructors) at the front whereby some of them were talking, while some of them were sleeping at the back. As what researcher thought, the information might not being delivered well or it might be caused by the factors of time consuming or the used of ineffective teaching tools.

Thus, based on the interview session, the researcher proofs the thought that 63% of the participants were unsatisfied with the supporting materials used especially on the lecture session. From the finding result, most of the Hajj learners could not practically imagine the Hajj procedures. Furthermore, they did agree that there is a large amount of information, rules and tasks that need to be understood and remembered. The learners were hard to successively imagine and memorize the steps in Hajj. However, for the practical parts, the learners have no choice except to involve in the practical sessions to understand the steps and to experience in a real life situation. Surprisingly, from hajj instructors' point of view, they also suggested the Hajj learners to refer to the supplementary materials to increase their understanding and retention towards better understanding of the Hajj procedures. Thus, they did agree for any potential idea or approaches to be implemented in order to improvise hajj courses in future.

Based on the distributed questionnaires, a convenient sampling technique was applied and the age of the selected respondents was 19 years old and above. 200 respondents above the age of 40 were grouped as elder while 100 respondents between the age of 19 and 39 were grouped as youngster. The researcher identified that 73% of the respondents satisfied with the hajj courses provided by Tabung Haji. Thus, 62% of the respondents preferred to choose practical sessions as the most effective methods. The results of the preliminary study indicated that fifty eight percent (58%) of the respondents experienced low understanding and retention in Hajj learning. Eighty five percent (85%) of the respondents referred to supplementary materials for learning Hajj procedures in order to better understand and increase their knowledge. The researcher also meets the objectives when 87% of the respondents agreed on the proposed idea of implementing HajjEdu kiosk as an interactive multimedia approach which incorporates VE in order to provide a much better Hajj learning approach.

Conclusion and Recommendation

From the findings, it can be proved that the current learning approach in hajj courses are not relevant anymore to conventional training setting whereby the methods of learning need to be continuously upgraded to meet the purpose of learning and enhance learners' satisfaction. Moreover, hajj course services need to be scrutinized and Tabung Haji need to plan a solution in order to enhance their services in future. The proposed research revealed the potential of implementing HajjEdu kiosk as a new approach for learning hajj. Thus, it will be a good opportunity for Tabung Haji to upgrade level of understanding among participants yet meet the objective of this research.

As the study meets the objective, the researcher will in further action come out with the prototype that incorporates virtual environment (VE) and multimedia technology in designing the kiosk interface. Thus, it is hope the idea of publicly apply this application for every mosques in Malaysia will be realized. The research study is also very applicable for future researchers who have highly interest in pursuing this idea or improving the idea for better solution.

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