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CONTENTS

ID	PROJECT TITLE	PAGE
JM008	Automation in Pneumonia Detection	1
JM017	Terengganu Cultural Trail: Using Videography in a Participant-observer Study to Enhance Cultural Heritage Appreciation Among Children.	5
JM019	Cassava Leaf Disease Detection System using Support Vector Machine	8
JM021	Learning Mathematics using Fun-Math Mobile Application for Pre-School	12
JM024	OSH-DBG as a Method of Digital Problem-Solving for Learning Construction Safety and Health Course	16
JM026	“What to Cook?” Mobile Application	19
JM028	Learning Arabic Communication Skill Through Mobile Application	23
JM034	Enhanced Gamification in Study Skills	27
JM039	Flexible Learning Using ANATEKS Flexi e-Content Medium: An Innovative Effort in Times of Covid-19 Pandemic	31
JM043	Web-Application for Securing Message Using LSB Algorithm Steganography and Hybrid Encryption	35
JM045	Web-Based Science Lab Inventory System for Faculty of Pharmacy in UiTM Bertam	39
JM046	Dental Treatment Orientation for Children using Role Playing Game	43
JM047	EZ Forecast 2.0: A System of Univariate Models	47
JM048	Arduino-based Farm Feeder Helper	51
JM050	PictoEZodit (E-Comic In Teaching Practice)	55
JM054	i-CHEMTORIALS (Interactive Chemistry Tutorials)	59

JM056	Chemical Composition and Biological Activity of Momordica charantia (Bitter Melon)	63
JM059	Lima Sekawan: An Entrepreneurial App Based Introductory Tools for Kids	66
JM064	A Study on Factors Toward Household Willingness on E-Waste Recycling in Seremban	69
JM070	PEFE (Plant Eco-Friendly Energizer)	73
JM071	An Intelligent of ANN Towards Agarwood Oil Compounds Pre-processing Based on Stepwise Regression Method to Improve the Oil Quality	76
JM080	Paddyville: Learning Paddy Cultivation through Role-Playing Game	80
JM089	Agarwood Oil Quality Classification Using One Versus All Strategies in Multiclass on SVM Model	84
JM099	The Development of E-Content 'Sci-Anime2021'for PDPR during Covid-19 Era	87

Lima Sekawan: An Entrepreneurial App Based Introductory Tools for Kids

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Abstract— Entrepreneurship is an essential element in the modern economy. It has become a buzzword, especially in education development at the elementary level. Understanding the needs to equip children with the basic knowledge on the concept of risk, economy and entrepreneurship, we developed an application-based tool to enhance children's perspective of entrepreneurship as a whole. Some of the skill that needs to be emphasised is problem-solving, desire to make money, customer service, tenacity, creativity, leadership, and networking. Teachers and parents should play an important role in children's development. Based on interviews with kindergarten teachers, they acknowledged that the lack of teaching aid and resources was why kids could not explore the art of entrepreneurship. This project aims to create and introduce entrepreneurship skills to the children in kindergarten and instil interest. This applications-based method will enhance the children understand entrepreneurship's essential skill, such as the value of money and the concept of economy and risk. Children can also explore the idea in their own time by watching videos in the applications. The applications will also be used to attract children's attention and provide parents with alternative learning content.

Keywords - Application, Entrepreneurship, Children, Risk, Economy

I. INTRODUCTION

Traditionally, most of teaching and learning activities were conducted in the classroom. The educators have used the whiteboards extensively in delivering the knowledge in the class. But nowadays, due to technological advancement, the use of computers, smart television, gadgets, and other technological tools have been widely used in the classroom. Nevertheless, the results shown in the research conducted by [1] stated that the actual use of technology remains infrequent in the class setting. This scenario can be seen especially in early childhood education [2]. According to [3] also highlighted that even though technology is used, it is often not used in meaningful, student-centred ways but is integrated in more traditional, didactic practices. The purpose of this project is to address issues pertaining to limited number of materials in teaching young children among elementary school regarding on entrepreneurship development based on Malaysian scene. Besides, this project also aims to expose the young children on the basic concepts of entrepreneurial knowledge with the use of digital story telling technique. Upon completion of the animated video, students' understanding will be assessed using interactive games and quizzes. Therefore, it would help the educators to analyse the performance of students based on the topic of discussion.

II. METHODOLOGY

This project aims to expose the young children about entrepreneurial knowledge. Thus, Lima Sekawan: An Entrepreneurial App Based Introductory Tools for Kids is created after undergone five important stages. It started with discussion on topics to be covered in the app, the durations of each video, interactive videos and etc. Upon discussion, five characters was built and agreed to be used in the stories. Storyboard were designed using characters that portray Malaysian multi-ethnic background. Then, it will be transformed in the video animation. The compilation of the videos and interactive games were arranged and categorized in a more systematic way in the apps. In order to look into the children's perspectives regarding on the use of

mobile applications in the classroom, semi-structured phone interviews were conducted involving ten number of interviewees. This method is similar to structured interviews, in which the researcher prepared an outline of topics and questions [4]. Based on [5], some of the advantages of the phone interview are wide geographical coverage and it is convenience to contact inaccessible individuals. Considering the Covid-19 issues recently, conducting phone interview seems to be the best methods to be implemented. Each interview session took about 30 minutes to 45 minutes. The range of age of interviewee are between six to eight years old and the interview were conducted from February 2021 until April 2021.

III. RESULTS AND FINDINGS

Table 1 shows the response rate based on the interview session with ten interviewees. Based on the following table, it indicates that of 10 interviewees, 96% from them responded that they will be more focused in the classroom with the use of digitalized tools. It is supported by 94% from the entire respondents stated that they will be happier if it is used extensively in the classroom. The use of animations and videos also seems to be widely accepted by them with the percentage of 92%. This results also showed that 58% from the entire respondents disagreed on the sole dependency on the traditional teaching methods using whiteboard and books in the teaching and learning session. Nevertheless, 88% of the respondents believed that the interactive, colourful animated videos in the moderate range of duration will kept their attention during the class session. This result is supported by [6] in their research that quality educational media can enhance young children's learning. Similarly, based on the results shown in [7] research, it indicates that children who received the media supplement made greater gains on letter recognition, phonics, and print and story concepts.

Table 1. Response rate based on interview session

No.	Elements/ Aspects	Results
1.	Do you like to learn through whiteboard and books?	58%
2.	Do you like to do a lot of activities such as singing, role play, and physical activities in the classroom?	86%
3.	What would you feel when your teacher uses more animations and short videos in the classroom?	92%
4.	Do you like to watch videos that have cartoon backgrounds and children's voice over?	84%
5.	Do you like to have online quiz such as quizzizz, quiz marker etc. upon completion of any topic?	86%
6.	Do you think it is easier for you to understand if the teacher shows an interesting video?	88%
7.	Would you participate if the teacher asks you some questions while playing games?	84%
8.	Would you be more focused if teaching activities are conducted using digital methods?	96%
9.	Would you answer the teacher's question if it is in the form of games?	86%
10.	Would you get bored and tired if the video duration is too long?	88%
11.	Do you like to watch colorful animated video?	88%
12.	Would you be happier if the teachers use more digitalized items in teaching and learning session?	94%
13.	Would you be more participative in the classroom if it is conducted in an interactive way?	88%
14.	Do you like to respond to your teacher's questions during class session?	52%

IV. CONCLUSIONS

Based on the responses received from the respondents, this project has a bright potential to be commercialized. Most of the questions scored over 80% agreements for the subject matters pertaining to the use of digital tools in the classrooms. Based on [8], also supported those children at a younger age have shown positive response and confidence in using computer software. They can understand and follow pictorial directions and use situational and visual cues to perform their learning activities. In conclusion, this project will contribute towards instilling entrepreneurial interest amongst the young children.

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