



Cawangan Kedah  
Kampus Sungai Petani

Faculty of Administrative  
Science and Policy Studies

# i-SPIKE 2021

*Leading An Artificial Innovation In Knowledge, Education And Design*

## **i-SPIKE 2021 INTERNATIONAL EXHIBITION & SYMPOSIUM E-PROCEEDINGS**

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## TABLE OF CONTENTS:-

### i-SPIKE 2021 International Exhibition & Symposium E-Proceedings

NO.	TITLE	PAGE
1.	‘Viewfinder’ Mobile Learning Application for Videography and Cinematography Based on the Rules of Perspective <i>Amir Nor Azan Samar, Harim Izzati Hamdan, Iqbal Jaapar &amp; Muhammad Firdaus Amairudin</i>	1
2.	Systematic Alternative Fuzzy Logic Evaluator (SAFLE) for Student Performance Evaluation <i>Shirley Sinatra Gran, Tracy Adeline Ajol &amp; Awang Nasrizal Awang Ali</i>	8
3.	360 Employees – I <i>Dayang Hazenah Awang Abdul Hamid, Nur Dina Athia Mohd Ramley, Nur Hidayah Jusoh, Nurul Husna Abd Jalil &amp; Mohammad Firdaus Mohammad Hatta</i>	12
4.	AbMTI: Adventure Based Mental Toughness Inventory for Post Covid-19 Pandemic Era <i>Mohd Shariman Shafie, Professor Dato Dr. Md Amin Md Taff, Dr. M.Adli bin Mohd Sidi, Mohamed Azizul bin Mohamed Afandi, Dr. Omar Firdaus Mohd Said &amp; Nik Jazwiri Johannis</i>	18
5.	AbMTM: Post Covid-19 Adventure-Based Mental Toughness Training Model <i>Mohd Shariman Shafie, Professor Dato’ Dr. Md Amin Md Taff, Assoc. Professor Dr. Zuraidah Zainol &amp; Dr. Siti Musliha Mat Rasid</i>	23
6.	Pembentukan Modul Undi18@School untuk Pendidikan Kenegaraan dan Demokrasi kepada Belia 18-21 Tahun <i>Wan Rohila Ganti Wan Abdul Ghapar, Che Hamdan Che Mohd. Razali, Muhamad Fazil Ahmad &amp; Abdul Rahman Abdul Latip</i>	28
7.	A Planning of Templer Forest Park and Templer Forest Reserve through Management Plan <i>Mohammad Zharif Hakimi Mohammad Mazani, Nurul Atikah Mohd Salleh, Muhammad Hafiy Safwan Sahak, Nurul Nabila Che Ahamed, Teeny Valerian, Mohamad Fathi Radhi Ishak, Nor Hanisah Mohd Hashim &amp; Firdaus Chek Sulaiman</i>	33
8.	Administrative Model for Sekolah Agama Rakyat (SAR): Excellence Practices <i>Mohd Nasir Ayub, Nazmi @ Nazni Noordin, Mohd Zool Hilmie Mohamed Sawal &amp; Surita Hartini Mat Hassan</i>	38
9.	ADR-Now Application: Bridging Theoretical and Practical Approach in Alternative Dispute Resolution Process and Procedures <i>Dr. Shahrizal Mohd Zin, Abdul Mu’iz Abdul Razak, Prof. Madya Dr. Nur Ezan Rahmat &amp; Nik Hasbi Fathi</i>	43

10.	Agricultural Career Training Program for Drop Out Students through Work Based Learning <i>Marinah Muhammad, Noor Janatun Naim Jemali, Nik Raihan Nik Yusoff &amp; Rozidaini Mohd Ghazi</i>	47
11.	An Eco-Friendly Concrete Blends from Palm Oil Boiler Ash <i>Nurrul Amilin Zainal Abidin, Zeno Michael, Mohamed Khatif Tawaf Bin Mohamed Yusof, Azmi Roslan, Siti Shahidah Binti Sharipudin, Shahrul Nizam Bin Mohammad &amp; Ilya Izyan Binti Shahrul Azhar</i>	52
12.	An Investigation of Clothing for Elderly: Emphasizing Safety, Protection and Functional Attributes <i>Shahrizad Fitri Mustapha, Shuhaila Nahrawi, Rizal Azni Dahaman &amp; Norzaleha Zainun</i>	57
13.	Ardu-Electrochromic Film for Home Safety And Privacy Purpose <i>Anas Akasyah Abd Patas, Nur Athirah Mohd Taib &amp; Syahida Suhaimi</i>	65
14.	Let's Talk about the Movies: The Movie Journal <i>Associate Profesor Dr Norwati Binti Hj Roslim, Associate Profesor Dr Hj, Muhammad Hakimi Tew Abdullah, Ku Nurul Atiqah Ku Ahamad, Nur Faathinah Mohammad Roshdan, Suhaila binti Sharil &amp; Siti 'Aishatul-Humairah Muhammad Fisol</i>	71
15.	Asymmetric Impact of The Oil Price Changes on Stocks Market for Selected Asean Countries <i>Shahiszan binti Ismail, Prof. Madya Dr. Noor Zahirah Mohd Sidek, Fauziah Mohamad Yunus, Jamilah Laidin &amp; Nor Azira Ismail</i>	78
16.	Automated System for Concrete Damage Classification Identification Using Various Classification Techniques in Machine Learning <i>Nur Haziqah binti Mat, Athifa Aisha binti Ahmad Zahida, Siti Nurhaliza binti Abdul Malik, Nur Athirah Syuhada binti Azmadi &amp; Syahrul Fithry bin Senin</i>	81
17.	Automatic Price Scanning System <i>Fahmi Nazreen Zakuan, Anis Diyana Rosli &amp; Nurlida Ismail</i>	88
18.	Al Hijaei V1 <i>Yuslina Mohamed, Mesbahul Hoque, Sulaiman Ismail Nurhasma &amp; Muhamad Saad</i>	94
19.	Infographic of Benevolence Practices: Public Sector's Myth or Reality <i>Dr Nor Zaini Zainal Abidin, Azni Syafena Andin Salamat, Syahrini. Shawalludin, Azlan Abdul Rahman &amp; Dr Siti Norfazlina Yusoff</i>	100
20.	BIO-CHEM KIT: Understanding Biogeochemical Cycles <i>Nurul Hidayana Mohd Noor, Shawal Sahid Hamid@Hussain, Mahazril 'Aini Yaacob &amp; Mohd Hafiz Hazwan Hashim</i>	104



21.	Biodegradable and Recycle Husk Mailer from <i>Cocos nucifera</i> <i>Anas Firdaus bin Zakaria, Nur Atirah binti Hamzah, Siti Farahin binti Abdull Patah, Wan Zuraida Wan Mohd Zain &amp; Nur' Amira binti Hamid</i>	110
22.	Bunny's Pellet: Natural Mulberry Pellet <i>Nor Dini Rusli, Khairiyah Mat, Hasnita Che Harun, Mohd Mahmud &amp; Syed Muhammad Al-Amsyar Syed Abd. Kadir</i>	114
23.	Cails Paper Wash <i>Aisyah Nur Izzah binti Azhar, Intan Nafissa binti Mohd Jaffri, Loris Anak Noh, Caroline Anak Kiroh &amp; Silverina Anabelle Kibat</i>	120
24.	Capcut <i>Dr Sharifah Shafinaz Sh Abdullah, Nur Afini Azwa binti Roslan, Nur Alya Nabila binti Ashariman, Nur Mazmira binti Mohamad Zuki &amp; Nur Nabila binti Omar</i>	124
25.	Regenerated Kenaf Core Cellulose Hydrogels and Films Prepared via Pre-Cooled Method <i>Adam Khairul Faiz, Muhammad Khairil Hakim Ismail, Hatika Kaco &amp; Mohd Shaiful Sajah</i>	128
26.	Encapsulation of Winged Termites in Cellulose Nanofibre for the Fabrication of Cellulose Bioplastic <i>Syahidatul Nadhilah Shah Lail, Noorul Jannah Aizul Hussin, Hatika Kaco &amp; Mohd Shaiful Sajah</i>	134
27.	Chinese Character Card Game: Learners' Attitudes and Motivation <i>Ting Hie-Ling</i>	140
28.	Coffee Capsule Vending Machine <i>Mohd Sufian Ramli, Siti Sufiah Abd Wahid, Muhammad Hasif Razak &amp; Muhammad Hakimi Md Said</i>	146
29.	Corn-Based Bioplastic as Seedling Bag <i>Nur Nadia Nasir &amp; Siti Amira Othman</i>	151
30.	Coupiers: Course Pre-Registration System <i>Zeti Darleena Eri, Mohd Hanapi Abdul Latif, Mohd Atif Ramlan, Ruhana Jaafar, Sharifah Nurulhikmah Syed Yasin, Hasiah Mohamed &amp; Sarah Yusoff</i>	156
31.	Divorce Protection Takaful <i>Siti Thaqifah Ruzaidy, Siti Adibah Embong, Mohammad Firdaus Mohammad Hatta &amp; Arlinah Abd. Rashid</i>	162
32.	Entrepreneurial Website Project "Www.Businessletter4you.Com" <i>Akmal Syaifudin bin Kaharudin, Siti Zuraina binti Gafar @ Abd Ghaffar &amp; Juritah Misman</i>	168

33.	Early Flash Flood Detection and Avoidance System <i>Muhammad Aidil Aisar Mohd Yatim, Muhammad Khalis Zuhri Izahar, Rohaiza Baharudin &amp; Mohd Hussaini Abbas</i>	174
34.	Ebook: Easy Research For All <i>Sylvia Nabila Azwa Ambad</i>	180
35.	e-Info_JK Formation Committee System for the School of Civil Engineering (Pka) Universiti Teknologi MARA <i>Azlinda Saadon, Musmuliadi Kamaruding, Syahrin Neizam Mohd Dzulkifli, Mazidah Mukri, Noraida Mohd Saim, Dzulaikha Khairuddin &amp; Siti Hamidah Abdull Rahman</i>	183
36.	E-Module ABRA-Maths - Early Mathematics Learning via Mini Tennis <i>Rahela Abdul Rahim, Haslinda Ibrahim, Fauziah Baharom, Mohd. Rahizam Abdul Rahim &amp; Syahrul Ridhwan Morazuki</i>	189
37.	Enhanced Microwave Heat Susceptor Crucible <i>Assoc. Prof. Dr. Muhammad Azwadi Sulaiman, Fathin Asila Mohd Pabli, Syifa' Muhamad Sharifuddin, Assoc. Prof. Dr. Julie Juliewatty Mohamed &amp; Dr. Norfadhilah Ibrahim</i>	194
38.	Enhancement of Latent Fingerprint Using Dyed Eggshell Powder <i>Kavitha Rajagopal</i>	198
39.	Product Development - E-Personal Possessions Takaful (e-PPT) <i>Siti Hasnulbariah binti Ahmad Rusmili, Nor Ashikin binti Dal Nia, Dania Carmila binti Said, Mohammad Firdaus bin Mohammad Hatta &amp; Norzanah binti Mat Nor</i>	200
40.	E-Pocket Note: An Interactive Video Learning for Effective Online Teaching and Learning Process <i>Norhayati Zamri, Nor Bahiyah Omar, Norul Akma Mansor, Liyana Ab Rahman &amp; Farah Husna Mohd Fatzel</i>	205
41.	The Clauses SMM2 at Construction Site Board Game For (WBLFF) <i>Roseline anak Ikau, Zafikha Aida Bidin, Syamimi Liyana Amat Rais, Amira Shazlin Adnan &amp; Mohd Khairul Fitri othman</i>	210
42.	e-Voting: Votehere4u 2.0 <i>Adib Sarkawi, Aiza Johari, Azlina Bujang &amp; Zainon Haji Bibi</i>	215
43.	IO2TX <i>Dr Sharifah Shafinaz Sh Abdullah, Nur Afini Azwa binti Roslan, Nur Alya Nabila binti Ashariman, Nur Mazmira binti Mohamad Zuki &amp; Nur Nabila binti Omar</i>	220

44.	Waste Segregation through Recycle and Composting Activities among the Community in Urban and Suburban Areas <i>Ts. Dr. Norhafezah binti Kasmuri &amp; SitiNurhafizah binti Abdull Razak</i>	225
45.	Ez-Crutches 2.0: An Innovation of Assistive Device for Disabled Person <i>Suzana binti Yusof, Sharifah Shafinaz binti Sharif Abdullah, Fatimah binti Sham &amp; Norhafizatul Akma binti Shohor</i>	231
46.	Facile-Fabricated Foamed Geopolymer Sphere for Heavy Metal Removal from Wastewater <i>Tan Tee How, Mo Kim Hung, Lai Sai Hin &amp; Ling Tung-Chai</i>	236
47.	Finance and Me ( <i>FinME</i> ) – A Digital Learning Tool <i>Carolyn Ann Enchas, Shafinaz Lyana Abu Talib, Fatin Adilah Razali &amp; Norizuandi Ibrahim</i>	242
48.	Fun with Mathematic and Origami: Water Lily Origami <i>Masnira Ramli, Wan Nurul Husna Wan Nordin, Amirah Sa'at &amp; Nurul Fazila Lakasa</i>	246
49.	Fund for Food: A Campus Food Pantry Toolkit to Help Fight Hunger on Campus <i>Nurul Hafizah Mohd Yasin, Nurhaiza Nordin, Nurnaddia Nordin, Nik Noorhazila Nik Mud &amp; Siti Zamanira Mat Zaib</i>	252
50.	Edible Cookie Cup: Cuppa Cookie <i>Raja Nur Hanisah Binti Raja Zainal Alam Shah, Nur Liyana A'tifah Binti Ahmad Jamalulail, Nur Farah Aqilah Binti Mohd Akram, Amera Nazirah Binti Mohd Yusoff &amp; Noorshaadah Binti Omar</i>	257
51.	GTNLARM21 <i>Ts. Dr. Sharifah Shafinaz binti Sh Abdullah, Assoc. Prof. Ts. Dr. Zulkifli bin Mohamed , Aisyah Fitriah binti Asmala , Nur Fatimah binti Hanif &amp; Nur Hanisah binti Mahadi</i>	262
52.	Gulali Pandan <i>Amelia binti Zaidan, Ainul Hayati binti Abdull Aziz, Nurul Syamilah binti Ismail, Noristisarah Abd Shattar &amp; Siti Noraisah Dolah</i>	267
53.	Hill Paddy Plough <i>Jasrio Liugan, Sainah binti Melulin, Zurhizainih binti Halledy &amp; 'Umairah Abd Khalid</i>	272
54.	Historic Interior Scheme (HIS) Conservation Framework for Heritage Museum Building in Malaysia <i>Norashikin Abdul Karim, Siti Norlizaiha Harun, Salwa Ayob &amp; Zulkarnain Hazim</i>	275

55.	I-Poket Perumahan: Panduan kepada Newbie <i>Mahazril 'Aini Yaacob, Nurul Hidayana Mohd Noor, Hafizah Hammad Ahmad Khan, Zuraini Yaacob &amp; Farah Amirah Fuad</i>	283
56.	Development of HVAC Virtual Laboratory (HV-Lab Version 1.0) <i>Mohd Faez bin Zainol, Ts. Shikh Ismail Fairus bin Shikh Zakaria &amp; Dr. Muhammad Zulkarnain</i>	287
57.	i-Care2u: Easy-To-Use Application Software to Enhance Knowledge and Awareness of Malaysians towards the Rights of Persons with Disabilities <i>Muhammad Fikri Othman, Nur Ezan Rahmat, Norazlina Abdul Aziz, Nora Abdul Hak &amp; Diyana Kamarudin</i>	293
58.	Immersive Learner's Usability and Experience through VMMBG during Covid-19 Pandemic: An Evidence of a Higher Educational Institution <i>Shahreena Daud, Idris Osman, Zarinah Abu Yazid, Norraeffa Md Taib &amp; Amirudin Mohd Nor</i>	297
59.	VCDT: The Virtual Classroom Debate Tutorial Approach <i>Azlyn Ahmad Zawawi, Junaida Ismail, Irwana Nooridayu Mohd Hakimi Noorayuni Rusli &amp; Intan Syahriza Azizan</i>	304
60.	Indikator Teknik Pengajaran Bahasa Arab di UiTM Menerusi Teknologi <i>Nurul Asma Mazlan, Suhaila Zailani @ Ahmad, Zamri Arifin, Mohd Faizulamri Mohd Saad &amp; Nur Aqilah Norwahi</i>	307
61.	Inquiry-Based Reciprocal Teaching Module <i>Ting Pick Dew, Suyansah Swanto &amp; Vincent Pang</i>	311
62.	Instant Beef Stew <i>Nursyadah binti Nordin, Norhidayah bt Abdullah &amp; Muna Shakirah bt Mohamad</i>	316
63.	Integrated Solar-IoT Monitoring and Predictive Maintenance Systems for Irrigation (S-IoTP) <i>Hasyiya Karimah Adli, Ku Azmie Ku Husin, Khairul Nizar Syazwan Wan Salihin Wong &amp; Muhammad Akmal Remli</i>	320
64.	IOT Based Monitoring System for Oyster Mushroom Farming Pondok Seri Permai Pasir Putih Kelantan <i>Muhd Azhar Bin Zainol, Sh Mohd Firdaus Bin Sh Abdul Nasir, Nor Suhada Binti Abdullah, Koay Mei Hyie, Siti Nur Amalina Binti Mohd Halidi, Hazimi Bin Ismail &amp; Lesairuamin Bin Leiahs</i>	325
65.	IoT Based Water Leakage Monitoring System <i>Muhammad Azfar Shazmi Mohd Adnan &amp; Zulkifli Mohamed</i>	334
66.	i-Tabung <i>Dayang Aniisah Mardhiyyah binti Abg Borhanuddin, Mohamad Nornashriq Irfan bin Nordin, Muhammad Akram bin Nazri, Muhammad Azwar Naim</i>	340

***bin Amilan, Muhammad Fadhillah bin Mohd Zam Zam, Mohd Fazly bin Mohd Razali & Ima Ilyani binti Dato' Hj. Ibrahim***

67. Kaedah Pengajaran CHM510: Dari Sudut Pandang Pelajar 343  
***Sheikh Ahmad Izaddin Sheikh Mohd Ghazali, Nur Nadia Dzulkifli, Nor Monica Ahmad, Jamil bin Mohamed Sapari, Ahmad Husaini Mohamed & Nurul Nadthira binti Che Awang***
  
68. Ke Arah Kelestarian Kebun Komuniti dalam Usaha Menyantuni Golongan B40 348  
***Intan Syafinaz Mat Shafie, Yuslina Liza Mohd. Yusof, Nor Irvoni Mohd Ishar, Maryam Jameelah Mohd Hashim, Mohd Fairus Kholid, Muhammad Yasin Ramadhan Zahari & Sharidatul Akma Abu Seman***
  
69. Uniquecare Takaful 353  
***Muhammad Sa'di Bin Mohd Saman, Nur Aimi Binti Abdul Azis, Mohammad Firdaus Bin Mohammad Hatta & Azlina Binti Hanif***
  
70. #Kitajagakita: The Manifestation of Modern Jewellery Design 359  
***Mohd Faiz Jalaludin, Mohd Hakim Mohd Sharif, Adib Mohd Hasan & Muhammad Shafiq Muda***
  
71. Kombu-Feed: A Nutritive & Prophylactic Alternative for Fish Production 363  
***Ruhil Hayati Hamdan, Tan Li Peng, Nora Faten Afifah Mohamed, Ain Auzureen Mat Zin & Ahmad Syazwan Samsuddin***
  
72. Kriging Interpolated Rainfall Data in ArcGIS for a Sustainable Flood Modelling Prediction 368  
***Fahda Nurhani Ahmad Razan, Nur Fatin Nasuha Mhd Khatif & Ir. Nur Azwa Muhamad Bashar***
  
73. Kuasai Rintas: Penulisan Ringkasan Bahasa Melayu Yang Lengkap 373  
***Gladys Sebi binti Entigar, Noor Haty binti Noor Azam, Milfadzhilah binti Mohd Jamil, Roziana binti Ahmed & Nur Elimtiaz bin Abidin***
  
74. Landscape Architecture Design Studio-Based Using Process-Evaluation Model in Open Distance Learning 378  
***Masbiha Mat Isa, Alamah Misni & Faridatul Akma Ab Latif***
  
75. LiBCO 382  
***Noryana binti Ahmad Khusaini, Nur Hasni binti Nasrudin, Mohd Shamsul bin Daud, Noraini binti Abd Rahman, Rosida binti Ahmad Junid & Siti Fairuz binti Ibrahim***
  
76. Limit of Acceptable Change and Recreation Opportunity Spectrum as a Tool in Developing a Management Plan. A Study in Templer Forest Eco Park & Templer Forest Reserve 388

	<b><i>Syahidah Hanani Hamdan, Nur Sabrina Sabri, Muhammad Hazim Zakaria, Khairul Asri, Syanizatul Izreen Kamal, Nor Asma Safuraa Roslan, Ely Rouzee Jamaluddin &amp; Nawfal Kamarul Bahrain</i></b>	
77.	Tweet It! Esl Writing Activity Module Using Twitter <b><i>Nurshahirah Azman &amp; Zaemah Abd Kadir</i></b>	393
78.	Malaysian Secondary Boarding School Menu Planning System <b><i>Suliadi F. Sufahani &amp; Anuar M. Yusof</i></b>	399
79.	Malaysian Studies Pocket Read <b><i>Ani Juaini Bahrin, Farhana Yaakub, Firdausi Sufian (Dr), Nurfaizah Abdullah &amp; Saiful Zizi Jalil</i></b>	405
80.	Mathematical Thinking Enhancement Program (MaTh-EP) <b><i>Nurul Akmal Md Nasir, Parmjit Singh &amp; Geethanjali Narayanan</i></b>	410
81.	Medicine Reminder With Low Battery Alert “MEDMINDER” <b><i>Syahirah Asyiqin Binti Alias, Luqman Hakim Bin Fazilah Shuhaimi, Khairin Farhana Binti Kharul Anuar, Muhammad Firdaus Bin Mangsor &amp; Suhana Sulauman</i></b>	418
82.	Meow-Meow Food Dispenser Using Internet of Things (IOT) Programme <b><i>Nor Diyana Md Sin, Saifaris Azizi Saiful Azam, Muhamad Danial Osman, Mohamad Zhafran Hussin, Norbaiti Sidik, Khairul Kamarudin Hasan</i></b>	424
83.	Mesin Penapis Turpentin Turpentine Filter Machine (TFM) <b><i>Hairulnisak binti Merman, Muhammad Salehuddin bin Zakaria, Aiman Yusri bin Mohamad Yusoff, Aimi Atikah binti Roslan &amp; Azian binti Tahir</i></b>	429
84.	Mind Your Right Booklet: Awareness on Cyber Defamation Law & Media <b><i>Suria Fadhillah Md Pauzi, Musramaini Mustapha, Azniza Ahmad Zaini, Suhanom Mohd Zaki &amp; Mohd Aidil Riduan Awang Kader</i></b>	434
85.	Modelling the Effectiveness of Using Online Food Delivery Services Apps Among Customers in Klang Valley During Covid-19 Pandemic <b><i>Prof Madya. Dr Rozita Naina Mohamed, Mohd Saifullah Bin Rusli &amp; Prof.Madya. Dr.Halimahton Borhan</i></b>	440
86.	The Innovation Process Modelling for Ethanol Gas Sensing Using Artificial Neural Network <b><i>Muhammad Afiq Wazini bin Jemani, Vicinisvarri Inderan, Syahrul Fithry bin Senin, Norain Binti Isa &amp; Lee Hooi Ling</i></b>	447
87.	The Effectiveness of i-Lab v2 as a Teaching Tool for Online Distance Learning <b><i>Nur Zaidani Wati binti Mohd Darwis, Noor Raifana binti Ab Rahim, Narita binti Noh &amp; Juwita binti Asfar</i></b>	453



88.	My Ecredit Banking Apps (MECBA) V3 <i>Wan Razazila Wan Abdullah (Dr), Enny Nurdin Sutan Maruhun (Dr), Norzarina Nordin, Sunarti Halid &amp; Ahmad Saiful Azlin Puteh Salin (Prof. Madya Dr)</i>	459
89.	The Dynamics of MILO (Multimedia Interactive Learning Online) in Role Playing: Enhancing the Learning Process in Covid-19 Pandemic <i>Woo Pak Yuan, Nina Farisha binti Isa &amp; Ezwani Azmi</i>	464
90.	The Continuance of External Review Information System Adoption In Malaysia <i>Mohd Norafizal Abd Aziz, Razulaimi Razali, Nik Rosli Abdullah &amp; Shahrul Azam Abdullah</i>	470
91.	Understanding Islamic Finance Concepts through Innovative Game: Name The Riba Transaction! <i>Azilawati Banchit, Puteri Faida Alya Zainuddin &amp; Lai Tze Wee</i>	479
92.	Natmag Cleaner (Natural Magnificent Cleaner) <i>Hani Hasriena binti Hasrin, Muhammad Firdaus bin Ahmad Nizam, Nur Amalin Batrisya binti Ujud, Deeny Robeatul Adawiyah binti Khairul Anuar &amp; Norzalina binti Jenal</i>	484
93.	New Fundamental Theory in Solving the Royalty Payment Problem <i>Wan Noor Afifah binti Wan Ahmad &amp; Suliadi Firdaus bin Sufahani</i>	489
94.	Notebookly (A Pageless Notebook) <i>Aimi Natasha binti Rujha, Amani binti Mohamad Soree Awankasim, Muhammad Faiz bin Abdul Hamid &amp; Nur Dania Syahirah binti Mohd Asri</i>	492
95.	Nutritious Digital Menu System for Malaysian Religious Primary School Children: Improving Good Memories <i>Azila M. Sudin, Suliadi F. Sufahani &amp; Mohd A.A. Abdullah</i>	495
96.	Online Games for Learning Lewis Structure <i>Wan Elina Faradilla Wan Khalid, Tuan Sarifah Aini Syed Ahmad, Nor Akmalazura Jani, Rohaiza Saat &amp; Nurazira Mohd Nor</i>	501
97.	Optimal Charging Schedule of Electric Vehicles Using Evolutionary Programming to Minimise Costs <i>Hasmainsi Mohamad, Norhasniza Md Razali, Ahmad Farid Abidin, Nur Ashida Salim &amp; Zuhaila Mat Yasin</i>	506
98.	The Smart Attendance of Microsoft Team (SAMT 2021) in an Online Learning Classroom <i>Wan Normila Mohamad &amp; Zahari bin Md Rodzi</i>	511
99.	Penelitian Terhadap Kepelbagaian Fungsi Bandar Kecil Terhadap Penduduk Setempat di Gemas, Negeri Sembilan <i>Natasya Farhana Nazry, Jabil Mapjabil &amp; Farzanna Yashera Abdulla</i>	521



100.	Penentuan Kaedah Mengukur Kesanggupan Untuk Membayar (WTP) Dalam Pelancongan <i>Nabila Farysha Dering &amp; Jabil Mapjabil</i>	525
101.	Penentuan Kecenderungan Tingkah Laku Pelancong yang Berkunjung ke Kota Kinabalu – Psikosentrik dan Alosentrik <i>Farzanna Yashera Abdulla , Jabil Mapjabil &amp; Natasya Farhana Nazry</i>	531
102.	Penentuan Kuasa Beli Pengunjung terhadap Perkhidmatan Pelancongan Terpilih di Bandaraya Kota Kinabalu, Sabah <i>Nurul Izzah Ismail &amp; Jabil Mapjabil</i>	535
103.	The Artificial Neuron Network for Photocatalytic Degradation of Acid Orange 7 Using Cerium Oxide (CeO <sub>2</sub> ) <i>Wan Nur'ain Awanis binti Wan Sa'ari, Vicinisvarri Inderan, Syahrul Fithry bin Senin &amp; Nur Fadzeelah Abu Kassim</i>	539
104.	Perception of Digital Reading Material for Academic Purposes among UMK Undergraduates <i>Noor Syamimie Mohd Nawi, Lena Ramamurthy, Syakirah Shafien, Suhaida Omar &amp; Nik Ahmad Farhan bin Nik Azim</i>	544
105.	Perception of Language Awareness through Framagram: A Classroom Example <i>Nik Ahmad Farhan bin Azim @ Nik Azim, Lena A/P Ramamurthy, Syakirah binti Shafien, Noor Syamimie binti Mohd Nawi &amp; Shahidatul Maslina binti Mat So'od</i>	548
106.	Perkasa @ Aps : Solusi kepada Kerapuhan Keluargayang Mempunyai Anak Cerebral Palsy <i>Wan Rohila Ganti binti Wan Abdul Ghapar, Muhamad Fazil Ahmad, Norhashimah Yahya &amp; Rahaya Mat Jamin</i>	552
107.	Poket Peka Undang-Undang Dilettante V2:Pemberhentian Kerja <i>Suria Fadhillah Md Pauzi, Muhammad Asyraf Azni, Suriyati Ujang, Azniza Ahmad Zaini &amp; Ida Rosnita Ismail</i>	556
108.	Power Generation Using Thermoelectric Power Generator with Parabolic Solar Concentrator <i>Aneurin Nanggar anak Nyandang, Ir. Dr. Ts. Baljit Singh A/L Bhathal Singh &amp; Dr. Muhammad Fairuz bin Remeli</i>	562
109.	Prediction of Nanostructure of SnO <sub>2</sub> Properties Using Artificial Neural Networks <i>Khadijah binti Mohd Suhami, Vicinisvarri Inderan, Syahrul Fithry bin Senin &amp; Lee Hooi Ling</i>	565
110.	Product Development - e-Ta'awun PA Takaful+ <i>Mohd Faizan bin Mohd Afandi, Norazrisham bin Shamsuddin ,Muhamad Izmul Nizam bin Zubairi , Mohammad Firdaus bin Mohammad Hatta &amp; Mohamad Nizam bin Jaafar</i>	570

111.	Promoting Malayan Emergency State by Using Gaming Platform as An Illustrative Medium <i>Mohammad Nor bin Anwar Hussin</i>	577
112.	ProTecME <i>Rosuzeita Fauzi, Syazwan Firdaus Abu Bakar, Roslinda Isa, Siti Nor Ismalina Isa, Diana Tasha Mohd Nazeri</i>	583
113.	Protein as the Building Blocks of Life <i>Rania Farzana binti Azmi, Azleen Nurkarmilya binti Azami, Nur Shafinaz binti Mohamad Salin &amp; Wan Mazlina Md Saad, PhD</i>	587
114.	Pull Up Crisp Container <i>Mohamad Firdaus bin Shaari, Kamarul Asyraf bin Shamsudin &amp; Nurul Fatihah binti Mohamad Azmi</i>	589
115.	RE Protect-i <i>Mohd Azeem bin Ahmad Zaini, Farid Akmal bin Fadzli, Mohd Saiful Izzat bin Mat Zahari, Wahida binti Ahmad &amp; Mohammad Firdaus Mohammad Hatta</i>	592
116.	ReProDB Web Application (Research Project Database) <i>Jennifah Nordin, Afida Arapa, Ibiاناflorinciliana Niane Anthony Aning &amp; Intan Syahriza Azizan</i>	598
117.	Rizbrunana: Advances in High-Fibre Biscuit Using Brown Rice and Banana Peel <i>Nurul Hafizah Mohd Yasin, Derweanna Bah Simpong, Nur Farihin binti Abd Hadi Khan &amp; Mazne Ibrahim</i>	609
118.	Ready-To-Bake (RTB) Cookie Dough <i>Muna Shakirah Bt Mohamad, Norhidayah Bt Abdullah &amp; Nursyadah Bt Nordin</i>	615
119.	RTGreenmFUND: Sejauhmanakah Keberkesanannya dalam Pengurusan Dana Ruang Terbuka Hijau Bandar <i>Nabilaa Mohamed, Thenmolli Vadeveloo, Zarina Mohd Zain &amp; Roni Ekha Putera</i>	618
120.	TCD (Table Connector Design) <i>Ramlan Mustapha, Maziah Mahmud, Surita Hartini Mat Hassan, Siti Norma Aisyah Malkan &amp; Nurul Hidayah Che Hassan</i>	622
121.	Self-Practice Ringkasan (SPRing): An Innovative Mobile Apps for Self-Practice <i>Asmahani Mahdi, Zubaidah Bohari, Abdul Hadi Abdul Talip, Nurul Lizzan Kamarudin &amp; Zainon Haji Bibi</i>	629

122. Revitalising Heritage Shophouses of Kota Bharu Kelantan 633  
***Yasmin Mohd Faudzi, Najah Md Alwi, Nor Hafizah Anuar, Juliza Mohamad & Nik Nurul Hana Hanafi***
123. Smart 3-Wheel Bike “Empower Disabled Entrepreneurs With Technology” 638  
***Nurnaddia Nordin, Nurhaiza Nordin & Nur Ilyana Amiira Nordin***
124. Takaful Sinar Ihsan Plus 642  
***Nur Adibah binti Ab Aziry, Erlyn Marlina binti A.Rahman, Nurul Izzaty binti Mohamad Ridzuan & Mohammad Firdaus Mohammad Hatta***
125. Smart Keychain 648  
***Mohd Hifadzly bin Husrin, Adeylson Ray Douni, Muhammad Azlan bin Moh Sali & Edrin Rosley***
126. Secured Multi Door Access System as A Web Application 652  
***Nor Shamshillah Kamarzaman, Norhayati Abdul Jamil, Noraliza Azizan, Jaaz Suhaiza Jaafar & Muhamad Syafiq Ahmad Nazri***
127. Standard of Care Framework for Occupier During Pandemic Covid-19 (SOCO): A Facilitation for Understanding Law Relating to Tourism Industry 657  
***Mohamad Sahizam Musa, Suria Fadhillah Md Pauzi, Shamsinar Abdul Rahman, Mohd Azim Zainal & Ida Rosnita Ismail***
128. Development Of Sound System Level Tools “SoQMeT” 664  
***Muhammad Danial bin Abu Hanafiah, Muhammad Aleef bin Mohamad Yaziz, Muhammad Aiqal bin Mohd Sazali, Adhilla binti Ainun Musir, Nurulzatushima binti Abdul Karim & Daliah binti Hasan***
129. Stackable Pinewood Pallet Storage Keeper (SPPiKe) 670  
***Nurrohana Ahmad, Hazlin Hasan, Sharifah Norhuda Syed Wahid, Mohd Aidil Riduan Awang Kader & Mastura Mohamad***
130. Sustainable Hybrid G-W Filter 676  
***Nur Fatin Nasuha Mhd Khatif, Fahda Nurhani Ahmad Razan, Ir. Nur Azwa Muhamad Bashar & Nurakmal Hamzah***
131. Takaphone Takaful 681  
***Muhammad Waizzulhakim bin Othamannor, Mohd Mazwan bin Mohd Jamil, Mohammad Firdaus bin Mohammad Hatta & Sharifah Faigah binti Syed Alwi***
132. Stay@Rural Application 686  
***Muhammad Faezzul Farhan bin Yazid, Muhammad Hakim Zulqarnain bin Ajis, Mohamad Sazlyzam bin Ledei Dawin@Salim Dawin, Mohd Ashnawi bin Ab Gani & Dr. Spencer Hedley Mogindol***

133.	Sajadah Pillow <i>Nor Asyiqin Nadhirah binti Roslee Afendi, Sharifah Hafiza binti Abu Bakar, Nur Khaleqa Izzah binti Ikmal Hisam &amp; Siti Hajar binti Md Shahr</i>	689
134.	Pepper Casenitizer <i>Nurfatihah Syahirah binti Zaidi Rahimy, Syahira Nisha Nabila binti Mohamad Shahril, Muhammad Afiq Syahmi bin Rosli, Nur Wani Syamimi binti Yaman &amp; Alvin Gatu</i>	693
135.	My_Watch - Changing the Way We Use Watches <i>Nur Athilla binti Alimin, Nur Hadirah Faqihah binti Zainudin, Siti Nadiah Afiqah binti Suhairi, Joseph Joshua Rumpungan Jr &amp; Adrianna binti Aziz</i>	699
136.	Myeco Application <i>Izz Fitri bin Hairul Sham, Nur Syahirah binti Dzulkarnain , Rosseryn Soubin Lonsiong &amp; Siti Zuraini binti Ramley Alan</i>	704
137.	Multipurpose Pushcart <i>Farah Adlyna Yeoh , Noor Zizy Ameleena binti Jailani , Nur Amiratul Atiqah binti Nur Azli Yaacob &amp; Sairah Saien</i>	709
138.	Multipurpose Handle Stabilizer – To Help You Handle Your Life <i>Nur Athilla binti Alimin, Nur Hadirah Faqihah binti Zainudin, Siti Nadiah Afiqah binti Suhairi, Joseph Joshua Rumpungan Jr &amp; Adrianna Aziz</i>	714
139.	The Travel Amenity Pod <i>Wan Nuramalin binti Wan Hussin, Nur Alissya binti Nazri, Muhammad Takbir bin Arifuddin &amp; Ahmad Fareez bin Yahya</i>	719
140.	Toothbrush 2-In-1 <i>Alice Evana Anak Robert, Latijah Obaun, Staffy Stephen &amp; Christy Bidder</i>	724
141.	Torch Bottle <i>Muhammad Shazwan Puzi, Farzana Suaidah binti Suzaini, Nurul Aina Balqis binti Mohd Khairul Anuar &amp; Nur Murniza binti Mohd Zaidi</i>	727
142.	Tourism Application - Touch <i>Siti Hafizah binti Dzulkarnain, Amira Naqiyyah binti Mustaffa Ma'arof , Nursyahidah binti Hamzah, Nur Hidayah binti Mohammad Hazlan &amp; Boyd Sun Fatt</i>	731
143.	Locallah <i>Muhammad Faliq Aizat M.Amran, Nazmeen Fatima binti Istekhar Ahmad, Nur Izzati Nabilah binti Alias, Adriana binti Mohamad Faizal &amp; Mohd Arsy Ardy bin Mohd Hardy</i>	736
144.	Ez-Train Mobile App <i>Siti Aishah binti Sha'ari, Alirah Itor, Muhammad Faizzudin bin Mohd Shukor, Nur Hazeera binti Madehie &amp; Nurafiqah binti Mohamad Musa</i>	741

145.	Eventgo <i>Cassandra Grace anak Hamarah, Nazira Farahin binti Nazarudin, Venessa Kumang Amen anak Victor Luna &amp; Cindy Johnny</i>	747
146.	Duo-Bottle <i>Maybelyna Deborah Dick, Nurashikin Binti Hamzah, Jacqueline Henry &amp; Nurafiqah Binti Mohamad Musa</i>	752
147.	4 In 1 Safety Kit <i>Nur Maisarah Afiqah binti Mazlan, Aina Afriena binti Afandi, Aida Najihah binti A.Lukman, Muhammad Irfan bin Mazlan &amp; Nur Murniza binti Mohd Zaidi</i>	755
148.	Augmented Reality Design: The Study of Property Development Marketing Tools <i>Norzaful Anuwar bin Ahmad Najamuddin</i>	761
149.	SMART Hygiene Kit <i>Dg Kamisah Ag Budin, Jasmine Vivienne Andrew, Faiqah Mawardi, Mohammad Firdaus bin Mohamad &amp; Dayang Haryani Diana Ag Damit</i>	765

## **THE DYNAMICS OF MILO (MULTIMEDIA INTERACTIVE LEARNING ONLINE) IN ROLE PLAYING: ENHANCING THE LEARNING PROCESS IN COVID-19 PANDEMIC**

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### **ABSTRACT**

The onset of COVID-19 pandemic has affected the learning process of students throughout Malaysia, especially university students. A paradigm shift is needed in making the learning more dynamic was proposed in this research paper through the lenses of Multimedia Interactive Learning Online (MILO). This software was to enhanced and strengthened role playing among university students enrolling hospitality Front Office course. Similarly, role playing can act as a transition point from classroom into the hospitality industry, vis-à-vis to an extremely complex operating environment. Consequently, a well practice role playing in the absence of face to face learning supervision, may help students to gain a high degree of motivation and subsequently confidence into executing relative tasks at ease in any given time and situations. To this end, role playing is an extremely vital component for students to be successful both in classroom and in the hospitality industry.

**Keywords:** multimedia interactive learning online (MILO), role playing, front office, hospitality industry

### **INTRODUCTION**

The onset of COVID-19 pandemic since early 2020 has disrupted the face to face learning of many students in Malaysia. Many students and parents are struggling to cope with the new learning platform; which is online learning (Tan, 2021). According to (Tynjala, 2008), cited in Kettula and Berghäll (2013) a better approach to make up the lacking of learning through pedagogical is through role play. Furthermore, role play can integrate and supplement formal learning and working life (Kettula and Berghäll, 2013). In the Front Office operating environment, role play is extremely vital in order to understand how the operation works.

Although, Lean, Moizer, Towler, and Abbey (2006) stated... “role play as a form of non-computer-based simulation”, Multimedia Interactive Learning Online (MILO) will be use as a guidance for students to refer when necessary. In a similar vein, Feinstein, Mann, and Corsun (2002) pointed out that during role play, the participants would act out the given scenario. Alternatively, MILO with numerous scenario availability; can delivered the intended scenarios to the participants.

Moreover, role play Maier (2002) cited in Kettula and Berghäll (2013) pointed out there are three possible objectives that can be measured namely, (1) emotional (affective) status, (2) enhancing each individual’s skills and (3) expanding the person’s knowledge base. Subsequently, participants involved in role play can put themselves into self-reflection as one of the measurements to gauge their performance and understanding of Front Office operations (Kettula and Berghäll, 2013). Likewise, Holden and Hamblett (2007) pointed that role play can intrigue the participants in real life working experience.

## Issues

Online learning can be a tedious learning process (Tan, 2021). Similarly, online learning process when incorporating into role play will have a different challenging platform. According to Preziosi and Alexakis (2011), cited in Acharya, Reddy, Hussein, Bagga and Pettit (2018) enhancing learning meaning optimal information’s ought to be provided and being justified. It was pointed out that when learning was too demanding, it will discourage the learner, while, in non-challenging learning situation it will lead to mundane learning participation (Acharya et al., 2018). Arising out of this predicament, Niemi, Heikkinen and Kannas (2010) and (Ferguson, Hanreddy and Draxton (2011) elaborated that by getting the students involved in the decision-making process of developing and sharing their learning experiences; will make the learning more meaningful.

Meanwhile James and Pollard (2011) opined “scaffolding for learning by offering intellectual, social and emotional support”, are essential to bring learning closer from the real world into the classroom. In sharing similar view, Christmas (2014) pointed out an active learning made possible through “.... possible learner perceives the existence of a relationship between prior knowledge and new knowledge”. Significantly, Serbessa (2006) argued that “learning-by-doing” in the technology driven world will continuously bringing immense development to the learner. Subsequently, Dipietro (2004) cited in Luo, Wang and Tai (2019) mentioned the three training approaches are (1) classroom training, (2) on-the-job training and (3) interactive media training; are the most effective tools to achieved all training goals. However, very limited literatures highlighted the most precise interactive media training for a specific department in the hospitality industry. Hence, this research paper tends to address the main issue; how MILO software can help student’s role play in Front Office setting.

## LITERATURE REVIEW

The onset of COVID-19 pandemic has disrupted the learning process of students’ in Malaysia (Tan, 2021). The usual face-to-face engagement in classroom setting; allowing peers and lecturers into exchanging ideas which are deemed vital (Stack, 2015), are no longer allowed because of the COVID-19 pandemic. In addition, according to (Darling-Aduana and Heinrich, 2018) technological incorporated into learning can help to enhanced a better



learning experience. Besides, Garrison (2011) suggested that social presence; the ability of the subject to “relate with their peers and forming relationship”, can help to expedite the learning process. In a similar vein (Law, Geng and Li, 2019) pointed out cognitive presence; the ability of the subject to “construct meaning by going through the interaction process.” Meanwhile, the “integration” of social presence and cognitive presence has provided Multimedia Interactive Learning Online (MILO) a platform in synchronizing better learning experience. According to Woo, Shahril, Azmi and Rosli (2018), MILO is able to bring the social and cognitive presence together through role playing in a safe and secure environment. Notwithstanding, MILO is able to bring a new learning experience, whereby, learners are able to feel that they are in the hospitality environment, i.e. Front Office setting.

Role playing is used to promote learning experience that was being guided by an instrument (Bell, Kanar and Kozlowski, 2008; Keys and Wolfe, 1990). According to Furuunes (2005) cited in Borner, Moormann and Wang (2011), the learner will take on a role which will help in the overall learning of a skill or task. As mentioned by Bliesener (1994) the objectives of role-play can be measured by; ability to deal with difficult situations, developing self-assurance, improving auto-perceptive and self-reflection skills, increasing motivation and raising communicative effectiveness.

## METHODOLOGY

A qualitative research was implemented for this study. The duration of this study is for three months and it involves two students yet to go for internship in Front Office; who are currently in their second year of study in hotel management degree from Faculty of Hotel and Tourism Management, Universiti Teknologi MARA, Puncak Alam campus in Selangor. The students were given MILO software for viewing, for the duration of two months. Upon completion of the viewing, the students were asked to go for role-playing. A face-to face interview was conducted through Google Meet after the role-played. A thematic analysis was conducted for this purpose, to determine the respondent’s responses on any significant new discoveries of using MILO in role-playing

## FINDINGS

Respondent 1: *laugh... [sic] I hope this software is available in my first semester of my study. It really helps with my confidence and make my mental strong.*

Respondent 2: *The MILO is one of its kind, very unique and arousing me as if I am now in the Front Office. Transforming me from where I am now[sic] into the Front Office setting.*

In summary, by using MILO as a tool for role-playing, respondents are generally feeling at ease and enabled to feel the moment of confidence and mentally strong of knowing what to aspect out of them, before they go for their internship. Notwithstanding, the ever-challenging operating environment of Front Office in the hospitality industry due to COVID-19 pandemic

## CONCLUSION

Role playing will be more meaningful, if it was recorded for future analysis (Bright and Johnson, 1985). Similarly, Luo, Wang, and Tai (2019) stated that training for service standards and skills into providing delightful service should not be the end. Nevertheless, a recorded role playing as suggested by Bright and Johnson (1985) may infuse more attentive, appropriate, proactive and personalized services into an outstanding level.

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