

UNIVERSITI TEKNOLOGI MARA

**DEVELOPMENT OF GEOSIRAH
STORYMAP WITH GAME-BASED
LEARNING**

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ABSTRACT

Sirah history indicates an important sequence such as dates, locations and incidents about the journey of a particular story that required remembering and understanding properly through reading. Most students are easily drowsy and feel bored to learn Sirah history when engaged with much reading. Approaches of multimedia technology must be applied extensively to students for Islamic education. Therefore, the best alternatives should be applied in teaching and learning to develop a holistic understanding and create memorable learning experiences in Sirah history. Thus, this study aims to ameliorate the teaching and learning platform of GeoSirah application using geography elements for primary school students. The objectives of this study are to i) develop GeoSirah Storymap with integration of Geography elements and game-based for learning activities and ii) determine user acceptance of Geosirah prototype implementation. This research adopted the ADDIE model consist of analysis, design, development, implementation, and to guide the instructional design process and creation of GeoSirah Storymap. The technology acceptance model (TAM), which includes four (4) criteria, was used to conduct a user acceptance test (UAT). There were 48 participants who completed the test. This test was performed to evaluate user acceptance toward GeoSirah Storymap use and the data analysis was done using SPSS. The results from this study indicate that the application had a favourable effect, with the greatest mean scores on attitude (mean = 4.69) and and intention to use (mean = 4.67) in the Sirah subject, while a small difference was seen in perceived utility (mean = 4.34) and perceived ease of use (mean = 4.52). This demonstrates that, users agreed utilising the application in teaching and learning Sirah content that included geography elements. In order to help students learn Sirah more effectively, it can be presented to them in the form of animation, graphics, audio, and narratives.

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CHAPTER 1

INTRODUCTION

1.1 Research Background

Education has long been seen as a key predictor of a country's success in development. Future trends in education, such as the presence of artificial intelligence, the flexibility of the education offer, the transformation of the teaching role, and the digitalization of the educational environment, cause us to reflect on the past and be aware of the present, are brought about by the evolution of education (Ramírez-Montoya et al., 2021). In order to understand current demands and move the discipline forward, the emphasis on using innovative teaching techniques such as information and communication technologies, the Internet, as well as various computer programmes, simulations, and case studies on real and virtual work environments, has been investigated (Dimitrios et al., 2013). According to Malaysia Education Blueprint 2013-2015, the Ministry's goal of modernising Malaysia's educational system through the Blueprint is facilitated, supported, and carried out in part by the Education Performance and Delivery Unit, which establishes defined procedures (Bush et al., 2019). Furthermore, Sustainable Development Goal (SDG 4), aims to ensure all children have access to high-quality education and to encourage opportunities for lifelong learning. It illustrates that people can escape the cycle of poverty when they have access to high-quality education (Bush et al., 2019). Therefore, education aids in reducing disparities and achieving gender equality. Additionally, it encourages individuals to live longer, healthier lives that are more sustainable.

Islamic education is provided through a variety of Islamic schools located around the country, as well as through the national curriculum, which includes an Islamic Studies course required of all Muslim students (Abdul Hamid & Zuan Jaharudin, 2018). Aliff Nawi et al. (2014) elaborated that the teaching and learning process in Islamic education previously only took place in the classroom and using materials such as religious books. Traditional education is still commonly employed in schools where it emphasizes order and completion but leaves little room for students to think, make students oblivious to