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Public Interest Centre
of Excellence

International Teaching Aid Competition 2023

Reconnoitering Innovative Ideas in Postnormal Times

iTAC

2023

iTAC 2023
INTERNATIONAL TEACHING AID COMPETITION
E-PROCEEDINGS

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Cover Design : *Asrol Hasan*

Layout : *Nurina Anis Mohd Zamri*

eISBN : 978-967-2948-51-3

Published by : Universiti Teknologi MARA Cawangan Kedah,
08400 Merbok,
Kedah,
Malaysia.

Ain Binti Binti Abd Rahman

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PREFACE

iTAC or International Teaching Aid Competition 2023 was a venue for academicians, researchers, industries, junior and young inventors to showcase their innovative ideas not only in the teaching and learning sphere but also in other numerous disciplines of study. This competition was organised by the Special Interest Group, Public Interest Centre of Excellence (SIG PICE) UiTM Kedah Branch, Malaysia. Its main aim was to promote the production of innovative ideas among academicians, students and also the public at large.

In accordance with the theme "Reconnoitering Innovative Ideas in Post-normal Times", the development of novel ideas from the perspectives of interdisciplinary innovations is more compelling today, especially in the post-covid 19 times. Post-pandemic initiatives are the most relevant in the current world to adapt to new ways of doing things and all these surely require networking and collaboration. Rising to the occasion, iTAC 2023 has managed to attract more than 267 participations for all categories. The staggering number of submissions has proven the relevance of this competition to the academic world and beyond in urging the culture of innovating ideas.

iTAC 2023 committee would like to thank all creative participants for showcasing their innovative ideas with us. As expected in any competition, there will be those who win and those who lose. Congratulations to all the award recipients (Diamond, Gold, Silver and Bronze) for their winning entries. Those who did not make the cut this year can always improve and join us again later.

It is hoped that iTAC 2023 has been a worthy platform for all participating innovators who have shown ingenious efforts in their products and ideas. This compilation of extended abstracts published as iTAC 2023 E-Proceedings contains insights into what current researchers, both experienced and novice, find important and relevant in the post-normal times.

Best regards,

iTAC 2023 Committee
Special Interest Group, Public Interest Centre of Excellence (SIG PICE)
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LA RIBA BOARD GAME

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ABSTRACT

The product is called La Riba Board Game. The primary aim of creating this board game is to improve students' comprehension of the rules governing the exchange of ribawi materials. In addition, it teaches players the concept of ribawi item exchange and the rules and conditions that apply to it, enabling them to recognize ribawi items and understand their importance in Islamic finance. The implementation of game elements and mechanics in educational settings, known as gamification in learning, serves the purpose of enhancing learning experiences by making them more interactive, engaging, and effective. It may be relatively rare to find a board game designed specifically for teaching about riba. To close this gap, the researcher is being innovative and adapting the gamification method to explore this topic and provide a more comprehensive education on Islamic Finance. The game will teach students about ribawi items, their specific exchange regulations, and the importance of conducting transactions fairly, all presented in a creative and engaging manner. Through this method, students will learn these concepts in an interesting and captivating way. After successfully completing the game, students will provide their feedback and responses, which will be used by the researcher for improvement to ensure the game is appropriately challenging, enjoyable to play, and well-balanced. Hence, the findings show that the learning activity through this board game can contribute to several benefits, including improved understanding of Islamic finance, engaging

and interactive learning, practical application of knowledge, skill development, and increased awareness and interest in Islamic finance. Through gameplay, students can apply Islamic finance principles, develop critical thinking and decision-making skills, and become more interested in this field.

Keywords: riba, ribawi item, board game, gamification

INTRODUCTION

Gamification in education involves incorporating game-like features, mechanics, and principles into non-game settings to enhance learning experiences and increase student motivation and engagement. The method employs various elements, including feedback, rewards, leaderboards, badges, and points, to create an interactive and engaging learning environment that encourages learners to attain their educational objectives (Dicheva et al., 2015). By integrating game design elements and principles, gamification in learning has the capacity to revolutionize conventional educational methods and render learning more captivating, interactive, and efficient. Through this method, instructors can establish an educational milieu that encourages creativity, problem-solving skills, and critical thinking. In order to support this new approach of teaching and learning, the Ministry of Education Malaysia developed the Malaysia Education Blueprint 2013-2025, which highlights the significance of integrating innovative methods and technology, including gamification, in the process of teaching and learning. The blueprint lays down objectives for elevating the use of technology in classrooms, and urges the creation of digital content and educational games (Ministry of Education Malaysia, 2013).

Teng et al., (2020) suggest that both Generation Z and Generation Alpha, who are growing up in a digital world, are more receptive to gamification in learning. It was discovered by the researchers that the implementation of gamification techniques can lead to improved learning results and a rise in interest and motivation among Generation Z learners. According to Reiners et al. (2016), incorporating gamification in learning can lead to an improvement in students' creative problem-solving abilities. Similarly, Salmi et al. (2017) found that gamification can increase students' motivation to learn and engage in creative activities.

It is crucial to teach university students studying economics or Islamic finance about riba (interest) and its prohibition in the Islamic economic system. According Bacha et al., 2003, riba is a critical aspect of Islamic economics, and students must comprehend its implications and effects on the economy. The authors recommend that by imparting students with a robust

understanding of the prohibition of riba, they can better engage in ethical and sustainable economic practices in the future. Similar to this, Nadri (2020) says that understanding riba is a challenging and intricate process that requires thorough study and reflection. It is not a topic that can be easily comprehended, and even experts and practitioners may encounter difficulties in grasping its complexities.

Therefore, gamification in learning has the potential to transform traditional education by enhancing engagement and effectiveness. By utilizing game design elements and principles, educators can create an immersive learning environment that promotes critical thinking, creativity, and problem-solving skills. Similarly, understanding the concept of riba in the Islamic economic system is essential for students studying economics or Islamic finance, but it is a complex topic that requires significant effort to fully comprehend. Nonetheless, a deep comprehension of its effects and implications can equip students to engage in ethical and sustainable economic practices. By incorporating these innovative techniques and critical concepts into the education system, we can equip current and future learners to face the challenges of our rapidly changing world.

OBJECTIVES

The primary aim of creating this board game is to improve students' comprehension of the rules governing the exchange of ribawi items. Educators can utilize this gamified material in their classes to help students better understand this concept. The objectives of the game are:

- To teach players the concept of ribawi items exchange and the rules and conditions that apply to it.
- To help players recognize ribawi items and understand their importance in Islamic finance.
- To improve players' critical thinking and decision-making skills when it comes to financial transactions involving ribawi items.
- To promote ethical and responsible behavior when it comes to ribawi item exchange and financial transactions in general.
- To encourage players to be mindful of the potential consequences of engaging in ribawi item exchange that violates Islamic principles.
- To provide an engaging and enjoyable way for players to learn about Islamic finance and ribawi item exchange, while also promoting social interaction and teamwork.

KEY CONCEPT

The key concept of this board game is to highlight the exchange of ribawi items, which are

specific types of goods that have a special significance in Islamic finance and are subject to specific rules. Playing the game helps players to better understand this important knowledge. Among the key concepts that the authors want to highlight are the ribawi commodities, including gold, silver, wheat, barley, dates, and salt. Players need to observe specific rules such as equal weights or measures and immediate payment and delivery to ensure fairness and avoid any form of usury or unfair exchange. Additionally, the importance of these exchange rules is to promote social responsibility and ensure that wealth is distributed fairly and justly in society and the economy. Therefore, the game aims to help players understand the reason for these rules, which is to prevent any form of usury or unfair exchange in a transaction

Exchange	Condition
Money ₁ + Money ₁	⇒ Equality ⇒ Hand-to-hand (spot)
Food ₁ + Food ₁	⇒ Equality ⇒ Hand-to-hand (spot)
Money ₁ + Money ₂	⇒ Hand-to-hand
Food ₁ + Food ₂	⇒ Hand-to-hand
Money + Food	⇒ No conditions – free trading
Money + Others	⇒ No conditions – free trading
Food + Others	⇒ No conditions – free trading
Others + Others	⇒ No conditions – free trading

Figure 1. Summary of Exchange Rules for Ribawi Item

GAME COMPONENTS

- One game board inside the box (scoring track)
- 84 cards on ribawi material
- 8 wooden cats (as a mark to select the answer on the board & as a mark to show the point collected on each correct answer)

GAME SETUP

- Each player chooses two cats with similar colour.
- Place one of it on the 0 space of the scoring track.
- Another cat is use to select the answer.
- Shuffle the 84 images and give 4 of them to each player.
- Make a draw pile with the remaining cards.

GAME PLAY

The initial player must display a pair of cards, after which the other players must select the condition for the exchange of ribawi materials. The available options for selecting answers are displayed on the game board. To indicate their choice, players must position their cat on the board. Those who answer correctly will receive two points, while those who answer incorrectly will receive no points. The number of points earned determines the player's movement on the scoring track. The player who successfully reaches the final mark will be declared the winner.

CONCLUSION

To enhance students' learning experiences, creating activities that incorporate gamification is a great way to keep this generation interested. Traditional teaching methods may not always capture students' attention, but adding an element of play can make a subject more engaging. It is hoped that academic professionals will embrace the use of board games in their classrooms. For example, when teaching complex topics such as riba conditions, games can help make the material easier to understand and remember. Not only do these games allow students to have fun while learning, but they also promote critical thinking, problem-solving, and collaboration skills.

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e-proceedings

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iTAC **2023**

e ISBN 978-967-2948-51-3



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