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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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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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GAMIFICATION IN TEACHING ZAKAT ACCOUNTING

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ABSTRACT

Gamification in teaching zakat accounting involves using game design elements and mechanics to engage and motivate learners in learning zakat accounting concepts and principles. This approach uses game-based techniques, such as points, badges, leaderboards, and challenges, to create a fun and interactive learning experience for students. The objective of gamification in teaching zakat accounting is to enhance students' engagement, motivation, and retention in learning the subject matter. By integrating game design elements and mechanics into the learning process, gamification aims to make the learning experience more interactive, immersive, and enjoyable for students. Additionally, gamification can help students develop problem-solving, critical thinking, and teamwork skills by participating in collaborative and competitive learning activities. The traditional approach to teaching zakat accounting often involves a lecture-based format that may not be engaging or motivating for students. Students may struggle to retain the information presented in this format, resulting in poor academic performance and limited practical application of the concepts learned. This problem highlights the need for an innovative approach to enhance student engagement, motivation, and retention in zakat accounting. The novelty of gamification in teaching zakat accounting lies in its unique approach to engaging and motivating students to learn the subject matter. Integrating game design elements and mechanics create an interactive and immersive experience that encourages students to participate in their learning actively. This approach provides a new way of teaching zakat accounting that is different from the traditional lecture-based format, which can be dry and uninspiring. Additionally, gamification can help students develop problem-solving, critical thinking, and teamwork skills. Educational institutions, training organizations, and businesses that provide Zakat accounting courses could benefit from incorporating gamification into their teaching methodology. Using gamification, these organizations could differentiate themselves from their competitors and attract a broader range of students seeking a more engaging and interactive learning experience.

Keywords: Gamification, Zakat, Accounting

INTRODUCTION

Gamification in teaching and learning is a strategy that employs game elements and mechanics to enhance educational experiences. By incorporating elements like points, levels, badges, leaderboards, and challenges, gamification aims to increase student engagement, motivation, and learning outcomes. Gamification in teaching and learning uses game-like elements, such as point systems, leaderboards, badges, and rewards, to enhance student engagement in class. The approach draws on the principles of game design to create a more immersive and interactive learning experience that can increase student participation and retention.

This paper aims to examine the use of gamification in teaching zakat accounting (FAR658) and highlight the potential for gamification to enhance the educational experience for students.

Literature Review

Research has shown that gamification can have positive effects on various aspects of learning, such as knowledge acquisition, skill development, and academic performance. For example, a systematic mapping study by Dicheva et al. (2015) found that gamification can improve student motivation and engagement, as well as enhance learning outcomes in areas such as mathematics, science, and language learning.

Gamification also offers opportunities for personalized and adaptive learning, as it allows for the customization of challenges and feedback to match individual student needs and preferences. Additionally, it can foster social interaction and collaboration among students, as they compete or cooperate to achieve common goals.

However, it is important to note that gamification is not a one-size-fits-all solution, and its implementation should be carefully designed and evaluated to ensure its effectiveness and alignment with learning objectives. Also, it is crucial to avoid over-reliance on extrinsic rewards, which can undermine intrinsic motivation and negatively affect long-term learning outcomes.

One of the key benefits of gamification in education is its ability to boost student engagement. When students are actively involved in a gamified learning environment, they are more likely to be motivated and committed to their studies. According to Landers et. al (2017), gamification can tap into intrinsic motivators, such as autonomy, competence, and relatedness, which are crucial for fostering student engagement in learning activities. Game elements provide clear goals, feedback, and a sense of progress, which can help maintain students' interest and focus.

Moreover, gamification in teaching and learning can enhance motivation. Hamari et. al (2014) conducted a literature review and found that gamification interventions can positively influence motivation by leveraging mechanisms such as rewards, competition, and achievement. The element of competition, for instance, can create a sense of challenge and drive students to excel. Rewards, in the form of points or badges, can provide a sense of accomplishment and incentivize further participation and effort.

Another advantage of gamification in education is its potential to promote active learning. Through gamified experiences, students can actively engage with the learning material, make decisions, solve problems, and apply knowledge in practical contexts. Barata et. al (2013) emphasize the value of gamification in promoting active learning, collaborative skills, and critical thinking. By integrating game elements, educators can design interactive activities that require active participation and stimulate deeper learning.

Furthermore, gamification can contribute to personalized learning experiences. By tracking student progress and performance, gamified systems can provide personalized feedback, recommendations, and challenges tailored to individual needs. This adaptive approach ensures that students receive content and activities that match their skill levels, fostering a sense of mastery and achievement (Hailey et. al, 2016).

In summary, gamification in teaching and learning can enhance student engagement, motivation, active learning, and personalized experiences. By incorporating game elements and mechanics, educators can create dynamic and immersive learning environments that tap into intrinsic motivators, promote active participation, and provide personalized feedback.





Novelty

The novelty of using board games in teaching and learning lies in their ability to provide a fun and engaging learning experience that promotes critical thinking, problem-solving, collaboration, and social and emotional learning. While traditional teaching methods often rely on lectures and worksheets, board games offer a hands-on, interactive approach that encourages learners to actively engage with the material and apply their knowledge in a real-life scenario. Additionally, board games can be customized to meet specific learning outcomes and accommodate different learning styles, making them versatile and inclusive tools for educators.

Type of Gamification

There are several games used when teaching zakat accounting.

Table 1.

No		Name	Type
1		ZAKAT WAR GAMES	Board game
2		HAPPY FAMILY	Card Game
3		SNADDER ZAKAT	Board Game
4		MEMORIES OF ZAKAT	Card Game
5		JENGA ZAKAT	Block game



Commercialization

The commercialization potential of gamification in teaching and learning zakat can be significant. The games can be marketed to Islamic schools, madrasahs, and other educational institutions as a tool to enhance the teaching and learning of zakat principles. The game can be sold as a physical board game, or it can be developed into a digital platform, such as an app or online game. This can increase accessibility and reach a wider audience.

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