

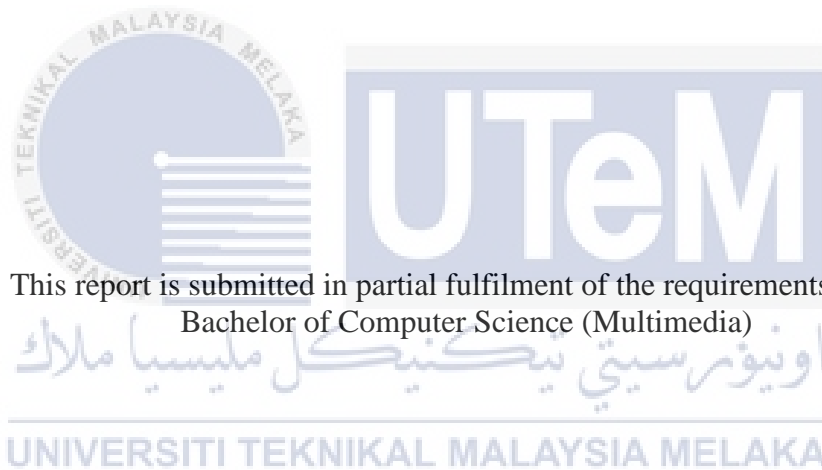
INTERACTIVE BOOK OF LEARNING AQIDAH FOR YEAR 2 ISLAMIC  
STUDIES



UNIVERSITI TEKNIKAL MALAYSIA MELAKA

INTERACTIVE BOOK OF LEARNING AQIDAH FOR YEAR 2 ISLAMIC  
STUDIES

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2017

## DECLARATION

I hereby declare that this project report entitled  
**INTERACTIVE BOOK OF LEARNING AQIDAH FOR YEAR 2 ISLAMIC  
STUDIES**

is written by me and is my own effort and that no part has been plagiarized  
without citations.

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Date :

25/08/2017

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UNIVERSITI TEKNIKAL MALAYSIA MELAKA

I hereby declare that I have read this project report and found  
this project report is sufficient in term of the scope and quality for the award of  
Bachelor of Computer Science (Media Interactive) With Honours.

SUPERVISOR

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Date :

25/8/17

## DEDICATION

This research is dedicated for my parents, Mohd Mohadis Yasin and Maimon Daud that always give support and courage, my supervisor Prof Dr Faaizah Shahbodin, my assessor Dr Sarni Suhaila Rahim and Madam Aniza Othman, all respondent from Sekolah Kebangsaan Perempuan Durian Daun, Jalan Durian Daun and Sekolah Kebangsaan Tun Syed Shahabudin, Universiti Teknikal Malaysia Melaka and all that have been contribute in finishing this project. Thousand thanks to all person that have participate in completing this research.



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“IN THE NAME OF ALLAH, THE MOST GRACIOUS, THE MOST MERCIFUL”

I praised to Allah for His blessing and mercy for me, especially for the lasts three years of my life.

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My deepest appreciation goes to my beloved parents and family members, especially my dearest mother for her incomparable love, continuous moral support, counselling and guidance in ensuring that that I am to always do my best and patiently to handle the shortcomings and challenges.

To my mother, I dedicate this research.

## ABSTRACT

With the increasing pace of technology advancement, children are becoming overexposed to interesting applications, modern gadgets, and engaging interactive media. This resulted in conducting teaching and learning process for teachers demanding in order to attract the students. Therefore, this project is conducted to identify, develop and validate the effectiveness of interactive features needed for learning Aqidah which involve the Names of Allah (*Al-Asma' al-Husna*), Supreme Attributes, the Prophets, and the Angels for primary school. The ADDIE Model was applied to develop the interactive book. Year 2 primary students and teachers were chosen for the testing of this interactive book. Questionnaires were given for validation for the effectiveness. Result shows that the interactive book developed was able to attract the student to learn and help them to understand easily. It can be concluded that, this project have successfully develop an interactive book that made learning Aqidah more effective to primary school.

## ABSTRAK

Dengan kemajuan teknologi yang semakin meningkat, kanak-kanak semakin terdedah dengan aplikasi yang menarik, alat moden, dan media interaktif. Hal ini menyebabkan peningkatan dalam proses pengajaran dan pembelajaran bagi guru-guru untuk menarik minat pelajar untuk belajar. Oleh itu, projek ini dijalankan untuk mengenal pasti, membina dan mengesahkan keberkesanan ciri-ciri interaktif yang diperlukan untuk belajar Aqidah yang melibatkan Nama-nama Allah (Al-Asma 'al-Husna), Atribut Tertinggi, Para Nabi, dan Para Malaikat untuk sekolah rendah. Model ADDIE digunakan untuk membangunkan buku interaktif. Pelajar Tahun 2 dan guru-guru dipilih untuk menguji buku interaktif ini. Soal selidik diberikan untuk mengesahkan keberkesanannya. Keputusan menunjukkan bahawa buku interaktif yang dibangunkan dapat menarik minat pelajar untuk belajar dan membantu mereka memahami dengan mudah. Kesimpulannya, projek ini berjaya membangunkan buku interaktif yang menjadikan pembelajaran Aqidah lebih efektif untuk sekolah rendah.

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## CHAPTER I

### INTRODUCTION

#### 1.1 Introduction

Interactive book is an electronic or digital book designed to include active reader participation via links or embedded reader-enacted functions that contain multimedia features with visual aids, sound effects, interactive games, and so on. Aqidah is one of the basic roots of Islamic knowledge to learn about Allah. The elements of Aqidah involve knowing about Names of Allah (*Al-Asma' al-Husna*), Supreme Attributes, the Prophet, and the Angels which is important in Muslims phase. By gaining knowledge of Allah with His Beautiful Names, Supreme Attributes, the Prophet, and the Angels one's Iman and certitude increases, one also truly realizes *Tawheed*, and relishes the taste of slavery to Allah. This is the spirit of Iman and its basis and purpose. Aqidah also is among the topics of Islamic education (IE) in the primary school to strengthen their knowledge and root of Iman as a Muslims.

#### 1.2 Problem statement

Some teachers experience a kind of difficulty in teaching Aqidah which involve the Names of Allah (*Al-Asma' al-Husna*), Supreme Attributes, the Prophets, and the Angels to Primary School students especially in the explanation of subjects'

contents. This is one of the major problems for teacher. Some of the student cannot understand the subject explained by the teachers in the class, so student easily tend to get bored and sleepy. Some of them might focus to the teachers but not understanding the content very well.

The other problem is the lack of interactive features in learning process of Names of Allah (*Al-Asma' al-Husna*), Supreme Attributes, the Prophets, and the Angels in the school. Generally, textbook nowadays have using pictures and colourful text to increase student's interaction in learning process. But not all student will easily interact with the textbook. Some student that does not like to read will not have the attention to read the content, they prefer to look at the pictures only. In addition, with the increasing pace of technology advancement, children are becoming overexposed to interesting applications, modern gadgets, and engaging interactive media. This resulted in conducting teaching and learning process for teachers demanding in order to attract the students.

The interactive appearance of learning object will help the student to fully understand the message delivered. Hence, it will guide and help them to easily understand the subject that they learned. ADDIE model is selected to be used throughout the development process. Optimistically, with development of this project, students are able to understand *al-Asma' al-Husna* easily because of the interactive learning object and exercise that provide that can help students for better understanding.

### 1.3 Objective

This project embarks on the following objectives:

- i. To identify interactive features needed for learning Aqidah which involve the Names of Allah (*Al-Asma' al-Husna*), Supreme Attributes, the Prophets, and the Angels for primary school.



- ii. To develop interactive book of learning Aqidah which involve the Names of Allah (*Al-Asma' al-Husna*), Supreme Attributes, the Prophets, and the Angels for primary school.
- iii. To validate the effectiveness of interactive book on learning process of Names of Allah (*Al-Asma' al-Husna*), Supreme Attributes, the Prophets, and the Angel using iBook features such as popup widget, animation, video and audio.

## 1.4 Scope

The project scope focused on two areas, the user and specified learning modules. Each area specified in section 1.4.1 and 1.4.2 for specific user and specified modules.

### 1.4.1 Specified User

The major target group is for students of Year 2 in Primary School that learn Aqidah in Islamic Studies which involve the Names of Allah (*Al-Asma' al-Husna*), Supreme Attributes, the Prophets, and the Angel in the school. The interactive book is literally similar to a textbook, but they are more interesting and easy for any students to understand the content that will be covered. These learning objects were created by developer and after finish development it will be included in the interactive book. The target user for this project also is the teacher that teaching this subject.

### 1.4.2 Specified Modules

All the content of this interactive book are based from the textbook of Year 2 Islamic Studies. Table 1.1 shows the modules of Aqidah in Year 2 Islamic Studies

Table 1.1: The modules of Aqidah in Year 2 Islamic Studies

Year	Modules
Year 2	<p><b>Aqidah:</b></p> <ol style="list-style-type: none"> <li>1. Kenali Malaikat</li> <li>2. Rasul Pemimpin Umat</li> <li>3. Sifat Allah               <ol style="list-style-type: none"> <li>3.1 Allah bersifat <i>Wujud</i></li> <li>3.2 Allah bersifat <i>Qidam</i></li> </ol> </li> <li>4. <i>Al-Asma' al-Husna</i> :               <ul style="list-style-type: none"> <li>• <i>Al-Rahman</i> dan <i>Al-Rahim</i></li> <li>• <i>Al-'Afuww</i> dan <i>Al-Ghafur</i></li> <li>• <i>Al-Kareem</i></li> </ul> </li> </ol>

### 1.5 Project Significance

The project expects the target user for 8 years old of primary school that learn Aqidah in Year 2 Islamic Studies. This project will help the student to interact with technology using laptop or interactive book for learning process in the school with multimedia features such as graphic, video, animation, audio and games.

### 1.6 Conclusion

By developing this project, it will help the student to understand Names of Allah (*Al-Asma' al-Husna*), Supreme Attributes, the Prophets, and the Angels in

learning process in the school. Moreover using laptop or interactive book will be more interesting and easy for any students to understand the content that will be covered.



## CHAPTER II

### LITERATURE REVIEW AND PROJECT METHODOLOGY

#### 2.1 Introduction

The method used in the process of learning among the primary school students especially for Islamic Studies is challenging for teachers. With the increasing pace of technology advancement, children are becoming overexposed to interesting applications, modern gadgets, and engaging interactive media. This resulted in conducting teaching and learning process for teachers demanding in order to attract the students. One of the challenges for teachers is teaching Aqidah, because teachers need to deliver the knowledge of believing Allah, the unseen, the Prophets, the angels and other elements of faith. Therefore, this project is conducted to help the teachers by developing interactive book with interactive features in reference to textbook. The method that will used to develop this project is by using Adobe InDesign, Adobe Illustrator and Adobe Photoshop.

#### 2.2. Domain

By utilizing laptop or iPad in fieldwork, have a great potential value in enhancing student's understanding. In addition, the interactive book in laptops or iPads can be updated immediately once a new version is published. Moreover, iPads also possess more user-friendly functions. By implementing the interactive book on

laptop or iPad as a teaching instrument, students will have the opportunities to create better learning experiences, faster update potential and feel comfortable with technology.

### **2.2.1 Using Ipad and iBook in Fieldwork and Location Based Exercise**

According to Chuang (2015) most students preferred to take GIS classes with the free GIS iBook and believed fieldwork exercise can help their learning. The students also achieved better in knowledge oriented survey after reading the GIS iBook. This research also adopts the SWOT analysis method to assess the prototype of the GIS iBook. The result of the SWOT analysis shows that utilizing mobile device in GIS education does have a great potential value in increasing student's understanding.

The strengths of utilizing mobile device in GIS education include portability, easy update contents and abundant free development resources, while the weaknesses include distracting multimedia widgets, lack of internet access, and security issues. The opportunities of SWOT analysis include financial plan for iPads and lack of competitors, while the threats include higher price and incompatibility of iBook on other tablet computers. The major limitations and key challenges are limited survey time, small sample size, and technical difficulties of developing the GIS iBook.

### **2.2.2 Use of Tablets in School**

According to Sabrina (2012) more and more schools focus on the value added by tablets, such as Apple's iPad. Not only this device ready for operation instantly but also very light and therefore a great help for students. Further, a numerous of learning applications and ways to transfer subject matters are provided on and through such devices. A variety of skills for all subjects, such as listening, reading and reasoning skills can be promoted through a range of activities and applications.

However, children, in this case young learners, still need additional explanations from their teachers. Even though the apps that were used were mainly self-explanatory, many students needed additional help since they were often afraid to do something wrong or were not motivated to explore on their own. After some encouragement and support, they first tried themselves and then asked their colleagues. Clearly, the role of teachers leads to a motivating and supportive one which also means that their efforts are increasing too.

### 2.2.3 iBook Learning Experience

According to N. Thomas, F. Carroll, R. Kop and S. Stocking (2014) iBook Mobile devices are promoted as excellent interpersonal communication tools bringing the opportunity for students to interact with each other in order to resolve problems and to develop deeper understandings of complex concepts. One of the main advantages of the iBook would be its capacity to involve and motivate student. It seems to afford a learning at-the-time-and-place that it is needed format, which could bring greater context and significance to the learning. For designers and developers, it is important to understand the bigger picture (i.e. the relationship between the iBook properties, the experiences that they provide and how these can be harnessed to create a contextualized learning experience).

In detail, it has highlighted the participant's thoughts on the important role of 'interaction' in their learning experience. Through interaction, several participants felt that the iBook technology has the potential to help them with the understanding of complex topics. In fact, interaction, motivation, engagement, enthusiasm, helpful for access to information, interesting and fun were all terms used when participants were discussing learning in conjunction with the iBook technology and more detailed requirements which in relation to the teaching of computing, taking the form of animation, simulation, interactive guides, interactive text/code, scaling, visualization and demonstrations.

### 2.3. Existing System

There are several Islamic applications that teach children in learning Quran, daily dua' and other religion application that are currently available in market now. Here, are the examples of the application.

#### I. Learn Quran Book 1

This is an application that teaches to read Quran easier, where user can study anywhere and anytime using Iqra or Iqro method. These applications have several series and one of the series is Learn Iqra Book 1, which start with an introduction to Arabic letter Hijaiyah with tajwid. This application is easy to use for children age into adulthood with detail graphic Hijaiyah letters and beautiful layout and equipped with good pronunciation of Arab Hijaiyah letter for good understanding. User can navigate the application using the button and listen to the pronunciation of Arabic letter Hijaiyah with tajwid. Figure 2.1 shows the screen capture of Learn Quran Book 1.



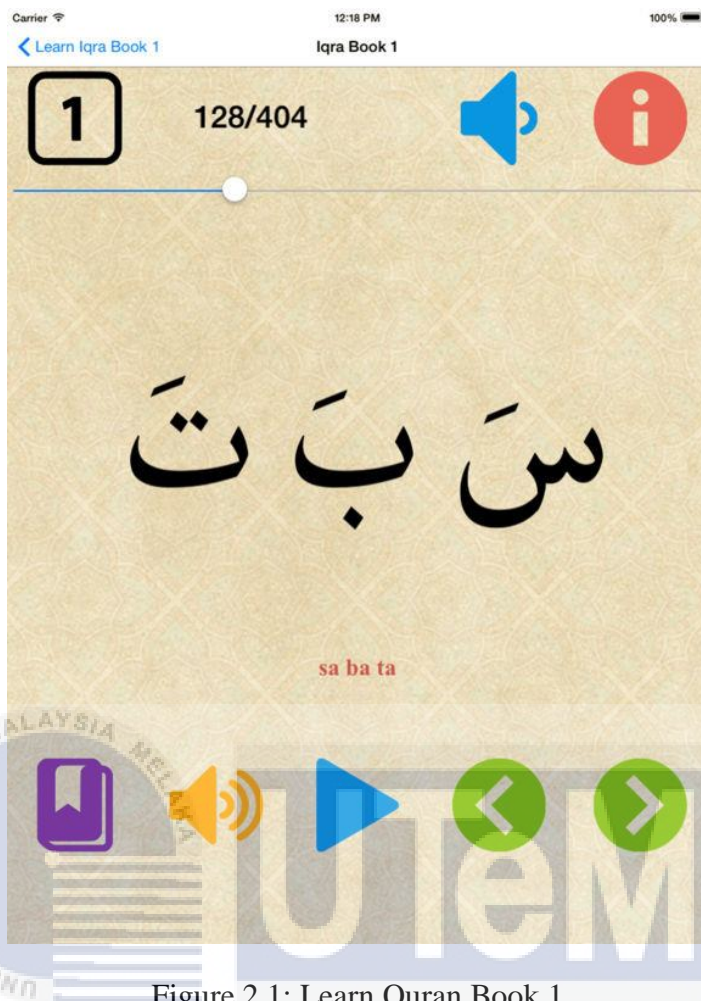


Figure 2.1: Learn Quran Book 1

(Source from: <https://play.google.com/store/apps/details?id=com.segopecelus.learniqra1new&hl=en> for Android and <https://itunes.apple.com/us/app/learn-iqra-book-1/id822036778?mt=8> for iOS Apple's.)

## II. School of Iman

This application is a basic foundation for children to study Islam by stages. There are several parts consists of Faith, including IQRA, prayer, fasting, Manners & DOA. In the IQRA, there are some fragments of the learning of children. The features of this application are learning to recognize letters and numbers ox, common chapters and mini games. For the PRAYER (*solah*), there are several other fragments, such as the intention to pray during the prayer time, and intention on how to ablution. Then for the FASTING, there are also tips to Fasting and mini-games to