

LEARNING INNOVATION TOOL FOR SIRAH SUBJECT: GEOSIRAH STORYMAP TOOL

Nur Syazwana Mohd Yusoff¹

Ernieza Suhana Mokhtar²

Siti Zulaiha Ahmad³

Ummi Syarah Ismail⁴

¹ College of Built Environment, Universiti Teknologi MARA, Perlis Branch, Arau Campus, 02600 Arau, Perlis, Malaysia, (E-mail: syazwana2806@gmail.com)

² College of Built Environment, Universiti Teknologi MARA, Perak Branch, Seri Iskandar Campus, 32610, Seri Iskandar, Perak Darul Ridzuan, Malaysia, (Email: ernieza@uitm.edu.my)

³ College of Computing, Informatics and Mathematics, Universiti Teknologi MARA, Perlis Branch, Arau Campus, 02600 Arau, Perlis, Malaysia, (E-mail: sitizulaiha@uitm.edu.my)

⁴ Academy of Language Studies (APB), Universiti Teknologi MARA, Perlis Branch, Arau Campus, 02600 Arau, Perlis, Malaysia, (E-mail: ummi@uitm.edu.my)

Article history

Received date : 25-8-2024

Revised date : 26-8-2024

Accepted date : 20-10-2024

Published date : 25-10-2024

To cite this document:

Mohd Yusoff, N. S., Mokhtar, E. S., Ahmad, S. Z., & Ismail, U. S. (2024). Learning innovation tool for Sirah subject: Geosirah storymap tool. *Journal of Islamic, Social, Economics and Development (JISED)*, 9 (67), 144 - 150.

Abstract: *Sirah, provide the history and timeline of a story in terms of dates, places, and events of the journey of our prophet, Nabi Muhammad S.A.W. However, most students showed a lack of interest because it only relies on extensive reading. Therefore, a group of lecturers and a postgraduate student from Universiti Teknologi MARA, Perlis, with the collaboration of Sekolah Menengah Agama Nurul Islam, Kedah, have organised a programme to introduce the GeoSirah Storymap application for secondary school students in the Sirah subject, which integrates geographical components. About 31 respondents from Sekolah Menengah Agama Nurul Islam, Kedah, joined and explored the application. To assess whether students have an interest in the application, the pre- and post-tests were distributed before and after application implementation, respectively. The findings of the programme through the distribution of pre-test and post-test showed a good effect, with a notable rise in the average rate of 23.44%. Moreover, the programme had a significant impact, as the result of the user acceptance test gained positive feedback among the students. This programme proved that GeoSirah Storymap can enhance students' cognitive understanding and comprehension levels for the Sirah subject, leading to increased interest and enjoyment in the subject matter.*

Keywords: *GeoSirah Storymap, Geography, University Social Responsibility, Secondary School, Sirah*

Introduction

The study of Sirah in Islamic education is diligent and lacks attraction, making it difficult for students to find an incentive to be involved in a topic that demands substantial reading (Kamarazaman et al., 2021). In addition, teaching strategies place a high emphasis on teacher-centred approaches, with a sole concentration on developing memorising skills and the capability to answer examinations (Che Ibrahim et al., 2021; Mohd Nawī, 2020; Norzaharah Yahaya, 2011). Moreover, students also face difficulties in recalling important dates, names, and events from historical incidents (Kamarazaman et al., 2021; Mohd Sharif et al., 2017). Hence, it is imperative to incorporate multimedia elements with geographical features, such as shapes, locations, pathways, and linkages, to augment students' understanding of spatial knowledge (Newcombe & Shipley, 2015). Interdisciplinary learning is widely acknowledged as an effective educational methodology that transcends conventional topic domains, facilitating students' ability to establish connections between disparate realms of knowledge (Harvie, 2022; Mohd Yusoff et al., 2024).

Integrating geographical elements into the educational curriculum has the potential to enhance understanding, knowledge acquisition, and skills through the utilisation of visual representation and creative thinking (Mahat et al., 2020). Geographical Information System (GIS) with a multimedia approach is capable to evaluate and analyse cognitive abilities for enhancing knowledge (Mokhtar et al., 2021; Ridha et al., 2019). Prior research has examined the incorporation of spatial components in academic disciplines and digital proficiencies during educational tasks (Abdullah & Razak, 2021; Kamarazaman et al., 2021; Landicho, 2020). In order to generate more engagement in the classroom, a combination of multimedia tools and a mobile Android version are utilized to improve the teaching of Sirah subject matter through an inventive learning method (Mohd Rum et al., 2022). Hence, it is essential to integrate several disciplines and innovative teaching methods to provide students with a well-rounded skill set in the constantly evolving field of education (Naz & Murad, 2017). Thus, this program aims to introduce the GeoSirah Storymap application to encourage students to become fond of Sirah subject while incorporating the geography elements. Integrating GIS and multimedia platforms in Sirah can improve students' learning and enjoyment while also promoting their imagination and cultural awareness.

Literature Review

A plethora of research (Abdullah & Razak, 2021; Kamarazaman et al., 2021) has integrated digital skills to foster student engagement in the educational process, particularly within the classroom circumstance. Kamarazaman et al. (2021) conducted an investigation into students' attitudes regarding the integration of game-based learning within the Sirah subject. The research results revealed that the application of this method significantly improved information enrolment, deepened understanding of the material, raised student focus, boosted motivation, and ignited greater anticipation of students. Moreover, the degree of interest and gratitude exhibited by primary school students regarding the implementation of gamification in the context of Islamic history education is growing, thereby capturing the attention of students (Abdullah & Razak, 2021). Moreover, the degree of interest and gratitude exhibited by primary school students regarding the implementation of gamification in the context of Islamic history education is growing, thereby capturing the attention of students (Kamarazaman et al., 2021). The findings indicate that students exhibit a pronounced inclination towards utilising games as a pedagogical tool, thereby enhancing their ability to assimilate knowledge in the domain of Sirah with greater efficacy.

Interdisciplinary learning is acknowledged as an effective educational technique that goes across traditional subject matter, encouraging students to explore various areas of knowledge (Harvie, 2022). Incorporating geographical elements into the educational practice can enhance understanding, knowledge, and skills through the utilisation of visuals and creative thinking (Mahat et al., 2020). According to Landicho (2020), Google Maps has the potential as a learning tool that could strengthen students' critical thinking skills, expand their understanding of disciplinary subjects, and increase their involvement in learning. Students can better understand and use spatial reasoning in real-world problem-solving contexts when data is visually represented using animated maps (Kinoti & Muchai, 2016; Xiang & Liu, 2017). Therefore, utilising a multimedia-based pedagogical method in the Sirah topic, which integrates geographical components to graphically represent the locations of historical occurrences using map storytelling, can be associated with the education outcomes of sophisticated educational environments (Mokhtar et al., 2023).

A study scrutinising the incorporation of science, geography, and mathematical subjects was carried out to assess cognitive performance through pre- and post-test approaches that analyse descriptive analysis and paired-sample t-tests (Oldakowski & Johnson, 2018). Several studies have been conducted to evaluate the enhancement of students' discipline and cognitive abilities with respect to academic performance via Bloom's taxonomy (Kasilingam et al., 2014; Berendsen et al., 2023). Furthermore, Krathwohl (2002) developed a revised version of Bloom's taxonomy, comprising six cognitive levels derived from observed behaviour: knowledge, understanding, application, analysis, synthesis, and evaluation. It is recognised as an evaluative framework and is frequently employed for defining learning objectives, assessing syllabuses, examining training, and designing examinations.

Student Participation

About 31 respondents from secondary school students at Sekolah Menengah Agama Nurul Islam, Ayer Hitam, Kedah were involved in this program. The group consists of 17 students from lower secondary schools and 14 students from upper secondary schools, with 20 females and 11 males.

Method of Implementation

During the programme, the students were given explanations about the time duration and process implementation for each of the activities. The activity session was initiated by answering the pre-test to evaluate the students' basic knowledge of the Sirah and Geography subjects with the integration of multimedia elements before introducing the GeoSirah Storymap. After that, the students were given the time to play around with the application tool to learn Sirah more efficiently.

To evaluate the effectiveness of the GeoSirah Storymap, the interface of the GeoSirah Storymap was used (Figure 1). The application offers multiple tabs, which include the home page, the biography of Prophet Muhammad SAW, storytelling videos, games, the state of Saudi Arabia, how to use, and story credits. The introduction tab provides a comprehensive overview of the GeoSirah Storymap. Several elements, such as multimedia components and geographical aspects, have been employed in the storyboard animation design and application development. We used geography, multimedia, and other elements to craft the narrative for each Sirah topic in the story map.

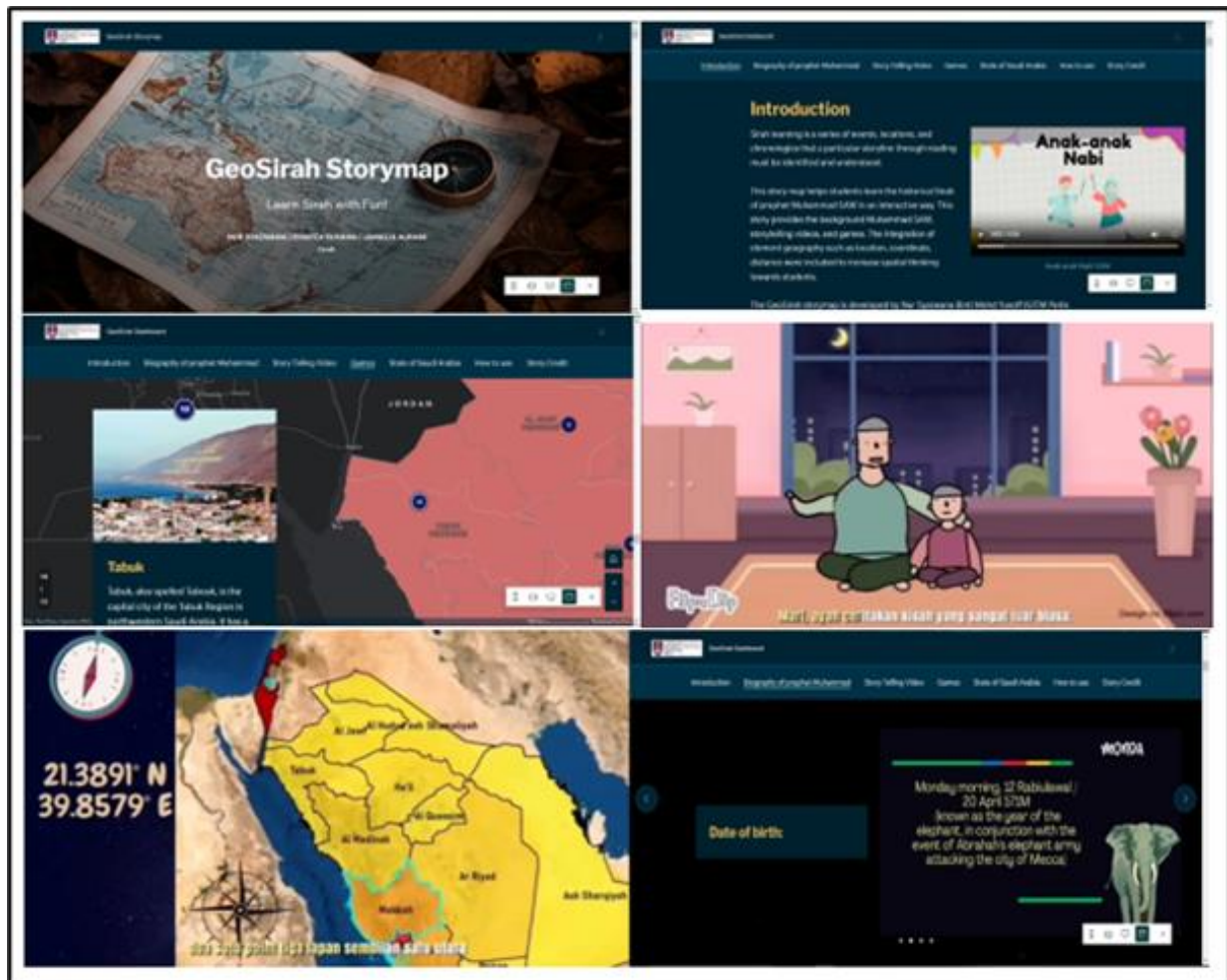


Figure 1: GeoSirah Storymap Interface

Subsequently, the post-test was conducted to assess students' achievement by evaluating their cognitive ability to comprehend the Sirah subject after executing the GeoSirah Storymap. Moreover, the user acceptance test was distributed among students to verify the acceptance level of the user in adapting the GeoSirah Storymap in terms of four (4) different components which are perceived ease of use (PEU), perceived usefulness (PU), attitude (ATT) and intention to use (BI) by using five-point Likert scale: one (1) = strongly disagree, two (2) = disagree, three (3) = neutral, four (4) = agree and five (5) = strongly agree.



Figure 2: Activity Session

Findings and Discussion

The program's assessment results demonstrate the success of the initiative, particularly highlighting the considerable effects of using the GeoSirah Storymap as a learning tool for Sirah subject among lower secondary school students. The enhancement of cognitive skills, specifically in the areas of knowledge (C1) and comprehension (C2), was assessed using pre-test and post-test assessments. The data reveals that the pre-test resulted in a correct response rate of 34.62%, whereas the post-test exhibited a higher rate of 58.06%. Therefore, the program's findings, as demonstrated by the distribution of pre-test and post-test, indicate remarkable progress, with a notable increase in the average rate of 23.44%. These results led to a higher percentage of students answering the Geography and Sirah topic questions correctly. In addition, the program had a significant effect, as evidenced by the favorable feedback received from students during the user acceptance test. Overall, the results of all tests demonstrated that students' understanding of the Sirah improves when they incorporate spatial elements of geography. It clearly showed that this program has significantly enhanced the learning experience for students.

Conclusion and Recommendation

This program has successfully achieved the main objective of assessing the comprehensive level of lower secondary school students in Sirah subject that focuses on cognitive skills assessment, which incorporates geography and multimedia elements through a GeoSirah Storymap. The integration of technology and multimedia into the GeoSirah Storymap is anticipated to make a substantial impact in facilitating students during their Sirah learning, enhancing their understanding and engagement in the subject matter. In conclusion, GeoSirah Storymap allows students to deeply understand significant events in the Sirah subject by

integrating geographic components while also enhancing their cognitive level, resulting in an innovative and efficient learning strategy.

Acknowledgements

The authors would like to express gratitude to Universiti Teknologi MARA for funding the research grant (600-RMC/GIS 5/3 (007/2023)). Many thanks also to the teachers and students of Sekolah Menengah Agama Nurul Islam, Ayer Hitam, Kedah, for their collaboration, support, and encouragement in completing this research.

References

- Abdullah, F., & Razak, K. A. (2021). Tahap Minat dan Penerimaan Pelajar Terhadap Gamifikasi dalam Bidang Sirah (Level of Interest and Acceptance of Students Towards Gamification in Islamic History). In *JQSS-27 JQSS-Journal of Quran Sunnah Education and Special Needs* (Vol. 5).
- Berendsen, M. E., Hodza, P., & Hamerlinck, J. D. (2023). Researching Student Interaction with GIS Software While Learning Spatial Concepts: Toward a Standard Measure of GIS Interaction. *Journal of Geography*, 122(4), 81–92. <https://doi.org/10.1080/00221341.2023.2220328>
- Che Ibrahim, N. F. S., Mohd Rusli, N. F., Shaari, M. R., & Nallaluthan, K. (2021). Students' Perceptions of Interactive Multimedia Applications in the 21st Century Teaching and Learning Process. *Online Journal for TVET Practitioners*, 6(1). <https://doi.org/10.30880/ojtp.2021.06.01.003>
- Harvie, J. (2022). Interdisciplinary Learning: Addressing the Implementation Gap. *Scottish Educational Review*, 52(2), 48–70. <https://doi.org/10.1163/27730840-05202011>
- Kamarazaman, N., Ibrahim, R., Yusoff, R. C. M., M Zainudin, N. M., Yaacob, S., Yahya, Y., & R. Azami, H. H. (2021). Mobile Educational Games For Learning Sirah Nabi: Development And Usability Evaluation. *UMRAN - International Journal of Islamic and Civilizational Studies*, 8(3), 107–121. <https://doi.org/10.11113/umran2021.8n3.508>
- Kasilingam, G., Ramalingam, M., & Chinnavan, E. (2014). Assessment of learning domains to improve student's learning in higher education. *Journal of Young Pharmacists*, 6(1), 27–33. <https://doi.org/10.5530/jyp.2014.1.5>
- Kinoti, K. D., & Muchai, M. M. (2016). Bridging Geo technology Competence Gaps among Kenyan Undergraduate Students: An Interdisciplinary GIS Training Model at Chuka University. *International Journal of Education*, 1(3), 70–74. <https://doi.org/10.11648/j.ijecs.20160103.11>
- Krathwohl, D. R. (2002). A Revision of Bloom's Taxonomy: An Overview. *Theory Into Practice*, 41(4), 212–218. https://doi.org/10.1207/s15430421tip4104_2
- Landicho, C. J. B. (2020). Senior High School Students' Perceptions and Attitudes toward the Use of Google Maps as Instructional Tool in Earth Science. *The Normal Lights*, 14(1). <https://doi.org/10.56278/tnl.v14i1.1500>
- Mahat, H., Arshad, S., Saleh, Y., Aiyub, K., Hashim, M., & Nayan, N. (2020). Penggunaan dan penerimaan bahan bantu mengajar multimedia terhadap keberkesanan pembelajaran Geografi. *Malaysian Journal of Society and Space*, 16(3). <https://doi.org/10.17576/geo-2020-1603-16>
- Mohd Nawi, M. Z. (2020). Transformasi Pengajaran dan Pembelajaran Multimedia dalam Pendidikan Islam: Satu Perbincangan. *Journal of ICT In Education*, 7(2), 14–26. <https://doi.org/10.37134/jictie.vol7.2.2.2020>

- Mohd Rum, S. F., Basri, N., & Dahlan, A. (2022). Sirah Learning Mobile Application for Kafa Primary School Students: A Preliminary Study. *Journal of Islamic, Social, Economics and Development*, 7(46), 476–489. <https://doi.org/10.55573/JISED.074649>
- Mohd Sharif, M. S. A., Kamarudin, M. F., Kamarulzaman, M. H., Muhd Saali, M. M. S. N., & Esrati, M. Z. (2017). The Teaching and Learning of Sirah Using the Game Method the Teaching and Learning of Sirah Using the Game Method Among Gifted Students. *The 3rd International Conference On Education In Muslim Society (ICEMS), October 2017*, 1–5.
- Mohd Yusoff, N. S., Mokhtar, E. S., Nasirun, N., Ahmad, S. Z., Ismail, U. S., Md Saad, N., & Osomon, M. A. (2024). Cognitive Assessment: Integrated Geography and Sirah Elements Through Geosirah Learning Tool. *International Journal of Modern Education*, 6(21), 577–587. <https://doi.org/10.35631/ijmoe.621042>
- Mokhtar, E. S., Nasirun, N., Syafiqah, N., & Rosli, R. (2021). Measuring Cognitive Level using Informative Map among Secondary Students: A Quasi-experimental Approach. In *Insight Journal* (Vol. 8, Issue 2).
- Mokhtar, E. S., Rosley, N. A., Ahmad, S. Z., Aurani, J., & Mohamed Saraf, N. (2023). Multimedia Approach (Geo-Sirah) Development on Sirah Learning with Geography Elements: Primary School Students. *International Journal of Academic Research in Progressive Education and Development*, 12(1), 230–240. <https://doi.org/10.6007/ijarped/v12-i1/16129>
- Naz, F., & Murad, H. S. (2017). Innovative teaching has a positive impact on the performance of diverse students. *SAGE Open*, 7(4). <https://doi.org/10.1177/2158244017734022>
- Newcombe, N., & Shipley, T. F. (2015). Thinking about Spatial Thinking: New Typology, New Assessments. *Studying Visual and Spatial Reasoning for Design Creativity*, July. <https://doi.org/10.1007/978-94-017-9297-4>
- Norzaharah Yahaya. (2011). *Keberkesanan Teknik Scaffolding Secara Berkumpulan Terhadap Pendidikan Sirah*. <http://etd.uum.edu.my/4006/>
- Oldakowski, R., & Johnson, A. (2018). Combining Geography, Math, and Science to Teach Climate Change and Sea Level Rise. *Journal of Geography*, 117(1), 17–28. <https://doi.org/10.1080/00221341.2017.1336249>
- Ridha, S., Utaya, S., Bachri, S., & Handoyo, B. (2019). Students' geographic skills in indonesia: Evaluating gis learning material questions using taxonomy of spatial thinking. *Journal of Social Studies Education Research*, 10(4), 266–287.
- Xiang, X., & Liu, Y. (2017). Understanding 'change' through spatial thinking using Google Earth in secondary geography. *Journal of Computer Assisted Learning*, 33(1), 65–78. <https://doi.org/10.1111/jcal.12166>