

## **Understanding Islamic Philosophy Through Interactive Technology: Students' Perception Towards the CTU552-EAC**

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### **ABSTRACT**

Globalization has seen the development of education systems following current trends, which is a major challenge for today's generation. The spread of technology has led to digital information storage compared to the former educational environment, which preferred face-to-face education. Consequently, an interactive platform, Easy Access Center CTU552 (CTU552-EAC) has been developed to facilitate access to information on the subject of Philosophy and Current Issues (CTU552). The objective of the study is to examine students' perceptions of the need to manage unorganized CTU552 learning materials in the UiTM Cawangan Johor. The study analyzes the students' views and responses on the CTU552-EAC to understand Islamic philosophy. Through this platform, students can easily and quickly access all information about course codes, which saves time for students and teachers, and helps them through interactive online games. This study uses SPSS version 26 software, and quantitative methods on 93 students before using CTU552-EAC and 287 students after using this platform. The research investigates the perceptions of undergraduates to slides, video lectures, and online philosophy games using CTU552-EAC. The results showed that students using CTU552's online games

helped them to consider and understand knowledge carefully, especially Islamic epistemology, Islam's human concept, and metaphysics. The central platform supports the understanding of Islamic philosophy in the context of digital technology and helps students gain deeper insight into their faith and teachings.

*Keywords: Accessibility; central platform; Islamic philosophy; CTU552-EAC; Education 5.0*

## **INTRODUCTION**

The education system is changing in the era of globalization and facing great challenges for modern generations. The spread of technology has led to digital information storage compared to existing educational environments that prefer direct education. Furthermore, the outbreak of the Covid-19 epidemic, which occurred in late 2019, affected the country's educational system. This situation, in fact, leads to knowledge transmission and reception. Without proper planning, students' knowledge limits make it difficult to provide information. Because there are no Internet facilities and adequate learning equipment, students cannot attend online courses simultaneously. The study examined students' perception of the need to manage the unorganized CTU552 at UiTM Segamat Johor and analysed students' reflections on the easy-to-access CTU552 centre. Therefore, to overcome this problem, researchers will send surveys to students, asking them which platforms are best suited for understanding and easy access. Furthermore, the researchers developed an interactive platform to facilitate access to course topics for students in the CTU552 course on philosophy and current issues.

Through this platform, students can access all information about course codes easily and quickly without meeting with students saving time for students and teachers. The website contains all the necessary information without worrying about leaving the course. Finally, this new platform is especially attractive to students of B40 and CTU552 subjects who face difficulties in registering for non-synchronous classes in ODL 5.0. This platform can also help students understand the content of Islamic philosophy and gain a deeper understanding of Islam. The spread of a new virus known as Coronavirus or Covid-19 has shocked the world. Malaysia is not an exception to the country with considerable influence in which the government has implemented the Movement Control Order (MCO). Furthermore, citizens are encouraged to stay home and work from home. The Covid-19 pandemic that hit at the end of 2019 destroyed the country's higher education system. In this situation, knowledge is transmitted and received via technology, whether offline or online. With this online learning, students will be safer from being infected with the Covid-19 pandemic. Furthermore, students do not have to leave their homes and live in social prisons managed by the government.

## **PROBLEM STATEMENT**

Students' direct knowledge of channels is limited and presenting information without proper planning is difficult. The obstacle is that due to the lack of internet facilities and adequate learning equipment, students cannot attend online courses at the same time (Bernama, 2020). Before the COVID-19 outbreak made it necessary for the classes to be held entirely online, they had participated in face-to-face learning sessions for five weeks. Following that, participants underwent nine weeks of online learning on several websites, including Google Classroom, YouTube, uFuture, Microsoft Team, and others. Different students' access to the internet also interferes with learning processes. Therefore, the LMS must support learning and education. A virtual university can alter some conventional policies by using a new strategy and approach in educational programs and during the teaching and learning process (Abdoli Sejzi, Aris & Yahaya, 2012). In addition, it can indirectly reduce student stress. Through LMS, teachers can engage in several activities, such as communicating with students, sharing classroom materials, giving quizzes and assignments, and marking and returning assignments, while students can access materials, submit assignments, and interact with teachers and other students (Wan Kassim, 2021). Because of unorganised material on Islamic Philosophy and Current Issues, the instructors try to manage all the materials in one platform, CTU552-EAC. Consequently, the issue of the study becomes a research problem in this study. What is the student's perception of the need to manage the unorganized information of CTU552 in UiTM Johor? Does this platform help the students to understand Islamic philosophy in the context of digital technology?

## **LITERATURE REVIEW**

The educators' reflective aims are focused on effective teaching and learning. Therefore, teachers should encourage students to use electronic tools to exchange material and tasks. As a result, several studies were recommended to evaluate academic performance and improve the effectiveness of teaching. When reviewing the design of courses, teachers should consider motivational factors and engage in more cooperative activities (Aque et al., 2021). In an asynchronous environment, a Learning Management System Platform (LMS) is needed (Kasim & Khalid, 2016; Ghilay, 2019). In Malaysia, children's education is based on the philosophy of national education, which is defined as the direction of national education by the Ministry of Education. National education philosophy emphasizes the concept of balanced emotions, intellect, spirit, and body. According to the Malaysian Ministry of Education, the purpose of the FPK is to integrate education into the application of noble values. In general, if students can understand the pure values of life, they will achieve the balance and harmony found in the PFC. According to Mohd Zaidin (2015), in the National Education Philosophy (FPK) there are 16 elements of pure value. Figure 1 shows the element of the pure value in the FPK.

**Figure 1: Elements of Pure value in the FPK**

1. Kind-hearted	2. Independent
3. High prudence	4. Respect
5. Love	6. Justice
7. Freedom	8. Courage
9. Cleanliness	10. Honesty
11. Hardworking	12. Cooperation
13. Consciousness	14. Thanksgiving
15. Rational	16. Community spirit

Source: Mohd Zaidin (2015); Md Soh, Mohammed Zabidi & Ismail (2022)

Cognitive objectives focus more on meanings to achieve affective objectives (Seah and Bishop 2000). This causes educators to implicitly apply moral values in education without the students recognizing them. Therefore, the lack of moral values applied by educators in education causes moderate moral values to be applied to students (Mohd Zaidin, 2015; Othman, 2014). This leads to a lack of recognition of the importance of moral values and even less effectiveness in implementing moral values for students. According to Ismail (2015), balanced and holistic human development will not marginalize any aspect but will be combined and intertwined to produce people of religious faith, noble values, and skills.

### **Asynchronous Learning Perception and Preference in the Digital Era**

Asynchronous electronic learning is a form of self-directed learning that can be done in the presence of educators and students (Abubakar et al., 2017). This learning provides students with materials that can be easily and easily used in audio and video presentations, manuals, articles, and computer exams through learning management systems and other channels (Ayesha, 2016). Vidhiasi et al. (2021) conducted another study in response to asynchronous learning. One of the focus areas is to examine the benefits and problems of applying asynchronous learning in English courses. Google Classroom, YouTube, WhatsApp, and Telegram have been reported to provide effective courses. Although the financial situation of their families remains a challenge, the use of some of these media is still more effective than Zoom, Google Meet, and other similar platforms.

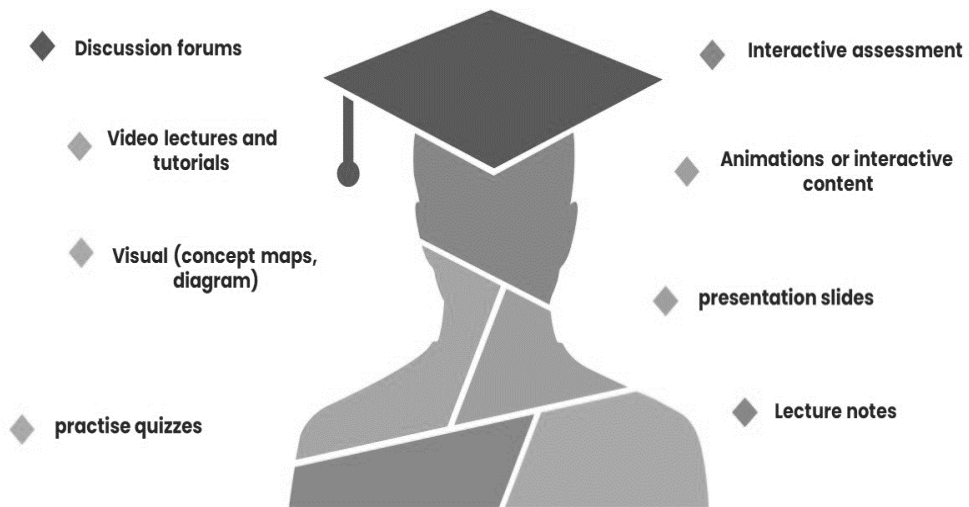
When designing online courses, considering the preferences and perceptions of learners is very important to ensure that learning is effective and productive. For example, a study by Muthuprasad (2021) shows that most students prefer well-structured content, recording a video on the university website. Consequently, effective online classes are dependent on well-structured course content, well-

prepared instructors, and advanced technologies. The study was supported by Sun and Chen (2016). Additionally, interactive sessions with questions and tasks at the end of each lesson are necessary to improve learning effectiveness (Muthuprasad et al., 2021). The study emphasizes that students can access study materials, meet course requirements on schedules, and control time, place, route, or pace as long as they meet specified deadlines.

### **Initiatives Platform in E-Learning**

Learning management systems are widely available and provide all the tools for educators and students to complete educational processes. In Malaysia, higher education institutions have developed a variety of learning management systems (LMS) as a way of learning and interactive online teaching. LMS is the core of any web-based e-learning platform designed for the management, documentation, monitoring, reporting, and delivery of courses (Ghilay, 2019). There are two types of LMS: open source and commercial. Each platform has its advantages and disadvantages, so the LMS platform must be chosen according to the needs of the user. In 2016, Kasim and Khalid reported that many applications are being used to manage electronic learning, especially in Malaysian universities such as Moodle, Blackboard, Sakai, ATutor Blackboard, and SuccessFactors. Comparisons are based on reviews of the literature on the flexibility, ease of use, accessibility, and user-friendliness of selected LMS providers. Their research showed that institutions or teachers have the right to choose online learning management platforms according to user specifications and needs.

According to Ngeze (2016), higher education learning management systems are essential for students and teachers. LMSs can help lecturers save time in various activities, but they must improvise effectively. Students must be more active in learning styles and more interaction between LMS, and students is required. The use of animation and multimedia in various courses can greatly improve student learning capabilities. Zhu, Bonk and Sari (2018) focused on the experiences of university teachers in developing massive open online courses (MOOCs) with respect to pedagogical, resource, logistic and challenging factors. To collect data, closed questionnaires and transcript interviews were used. The results showed that teachers used various methods to involve MOOC students in learning. For example, discussion forums, video presentations, and tutorials in MOOCs are included. Subsequently, the readings offered practice tests and tests, interactive assessments, PowerPoint and other presentation slides, instructor notes, visuals (concept maps, diagrams, etc.), animations, and other types of animated or interactive content. However, with limited knowledge and time for the creation of MOOCs by teachers, the results have shown that the way to engage is difficult. Figure 2 indicates the methods to engage students in learning.

**Figure 2: Methods to Engage Students in Learning**

### **Students' Motivation from Digital Learning**

According to Hartnett (2011), motivation in online learning is a complicated phenomenon that is largely influenced by personal characteristics and contextual factors. Researchers investigated the possibility that gamification could boost motivation. Ozhan and Kocadere (2020) discovered that the participants' motivation was greatly impacted by the experience of flow and affective commitment in the online educational setting with games.

When students miss lessons or fail to participate in the activities, their motivation levels decrease. According to De Barba et al. (2016), the relationship between intrinsic motivation and participation is mediated by state-level motivation at the time of learning. They also discussed how motivation and involvement should be supported in an online learning environment because situational interest is dependent on the number of activities and content that can maintain students' attention. To deal with attrition, Chen and Jang (2010) propose that students require help that is targeted to their needs in order to lessen their worry and uncertainty. The motivational relevance of the course materials and assignments was also questioned.

Therefore, a few studies highlight interactive tools for digital learning. However, few articles have attempted to understand the reflections of students and instructors on philosophy and contemporary issues in the context of a course platform. It is reasonable to assume that only a small number of learning management platforms were used before the Covid-19 pandemic. Furthermore, studies on these lines have not been attempted in the syllabus codes of philosophy and contemporary topics.

Thus, this study uses the CTU552-EAC to find out the students' perception of learning Islamic Philosophy and Current Issues.

## **METHODOLOGY**

### **Data Collection Methods**

The main data was collected using questionnaires. The questionnaire will be distributed to students using Google Forms at CTU552 (September 20, 2021 – February 20, 2022). The research period includes the creation period of the Easy Access Centre CTU552 platform (CTU552-EAC). This study included 93 students. The questionnaire was then distributed to 287 CTU 552 students (March 22 - October 2022). The study period includes the period after the creation of the EAC-CTU552 platform.

In survey research, various methods of collecting data are used, the most common being questionnaires. Survey research defines the collection of information from samples by answering questions (Check & Schutt, 2012). Furthermore, quantitative research strategies are used in social and psychological studies because they are often used to describe and study human behaviours (Singleton et al., 2009). These questionnaires can be managed by you or by a professional. They can be offered individually or in groups. In general, they include several items that reflect the objectives of the research. In addition to the effective and reliable research tools, the questionnaire may also include demographic questions. The survey is used to collect information from individuals and groups. From a few targeted questions on the street corner to more rigorous research that includes several effective and reliable instruments. The main purpose of these surveys is to quickly gather information on the characteristics of large groups of interested people. An excellent example of a large-scale census survey is the collection of demographic and personal characteristics data and consumer feedback surveys.

## **FINDINGS AND DISCUSSIONS**

### **Before Using the EAC-CTU552 for Learning Philosophy**

The study examined 93 students in the first and second semesters of their bachelor's degrees at MARA Cawangan Johor University of Technology. This simple survey aims to ask students to consider the importance of developing interactive platforms designed for centres and websites to facilitate access to information on the field of study.

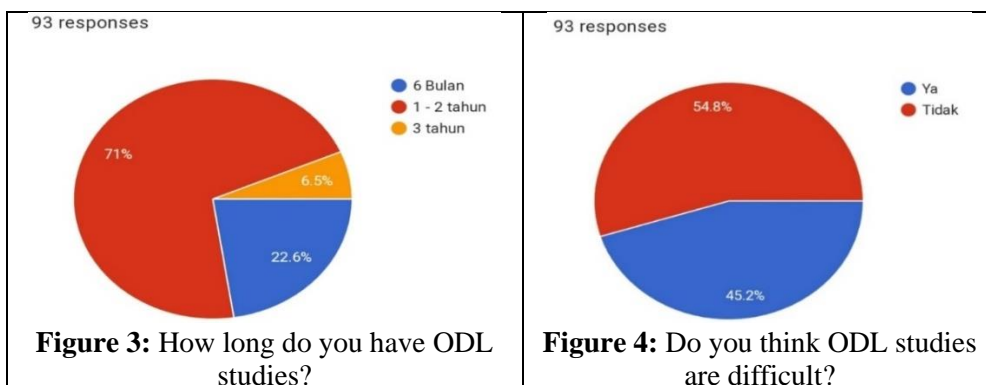


Figure 3 indicates that these students have experience in ODL learning. 71% show that they learn through ODL for one to two years, 22.6% for six months, and 6.5% for three years. Figure 4 shows that of most of these 93 students, 54.8% mentioned that ODL studies are difficult.

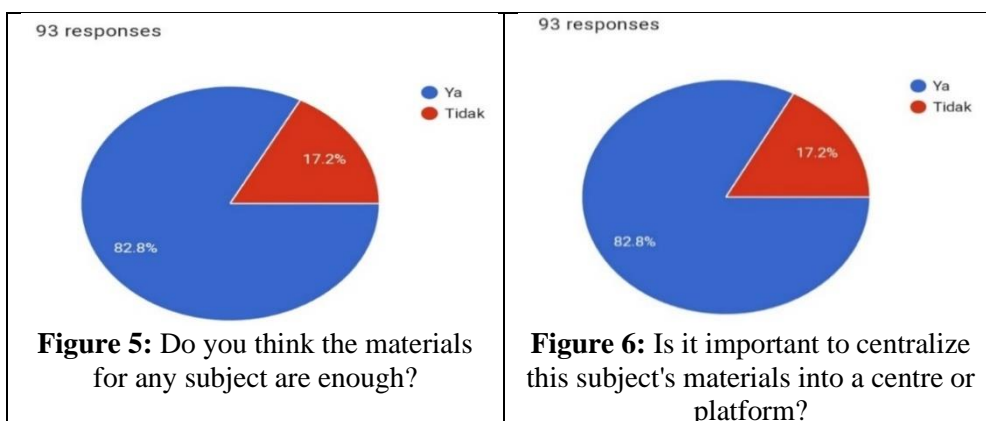


Figure 5 shows that 82.8 per cent of students stated that materials for each subject were sufficient. However, 17.2% disagreed with them and noted that the materials were not sufficient. Figure 6 shows that 82.8 per cent agreed that it is important to concentrate the materials on this subject on a central platform such as Google Classroom, Telegram, Microsoft Office, Google Drive, etc. As a result of these suggestions, UiTM Segamat's CTU552 instructors will set up an easy-access CTU552 (EAC-CTU552) centre to help students.

#### After Using the EAC-CTU552 for Learning Philosophy

These are a few surveys to the 287 students after using the EAC-CTU552. Table 1 shows the descriptive statistics of 287 students.

**Table 1: Descriptive Statistics**

<b>(A) Descriptive Statistics for 287 Students after Using EAC-CTU552</b>		
Gender	Male (37.8%)	Female (67.2%)
Discipline	Science & Technology (67.6%)	Social sciences (32.4%)
Location during study	Campus (39.4%)	Home (60.6%)
Family finances during ODL	Stable (80.8%)	Unstable (19.2%)

### Reliability Test

The reliability testing process includes the evaluation of internal consistency and the reliability of parallel forms. The study validated the questionnaire instruments with the Cronbach alpha value proposed by Tawakol and Dennis (2011) and performed the analysis of each variable coefficient. This study uses Cronbach's alpha to conduct an internal coherence reliability test. Most questionnaires are usually accompanied by a maximum of five points on a Likert scale. Cronbach's alpha is therefore the most effective method of assessing internal consistency in a variety of similar scale questions. The higher coefficient indicates that the instrument is more accurate. The Cronbach alpha measurement must produce results consistent with the required level. When Cronbach's alpha result is high, it is excellent (0.916), showing the internal reliability of the instrument used. Table 2 indicates the result of reliability statistics.

**Table 2: Reliability Statistics**

Cronbach's Alpha	N of Items
.916	11

The 287 respondents to the public university, University Teknologi MARA Cawangan Johor, were intended to be elected to answer the survey. The study consists of three main sections. In Section A there are elements on the demographic profile. In Part B, there are six articles on the slides and videos of Islamic philosophy in the CTU552-EAC, and in Part C, there are five articles on online games of Islamic philosophy in the CTU552-EAC.

**Table 3: Number of Items**

<b>SECTION</b>	<b>CONSTRUCTS</b>	<b>NO. OF ITEMS</b>
<b>B</b>	Slides and videos on Islamic philosophy in EAC-CTU552	6
<b>C</b>	Online games on Islamic philosophy in CTU552-EAC	5
Total		11

### Slides and Videos on Islamic Philosophy in EAC-CTU552

This section provides data to answer research questions about the way EAC-CTU552 slides and videos on Islamic philosophy are presented.

**Table 4: Slides and Videos in EAC-CTU552**

	N	Mean	Std. Deviation	Std. Error Mean
Are learning slides enough?	287	4.27	.794	.047
Did the learning video help you?	287	4.52	.625	.037
Does CTU552-EAC help you get CTU552 learning materials easily and quickly?	287	4.52	.636	.038
Are learning videos able to help you understand the topic?	287	4.50	.647	.038
Are the learning slides provided detailed and clear enough?	287	4.32	.750	.044
Do the slides and learning videos help you to stay motivated to study the course?	287	4.35	.747	.044

Source: Data collected from SPSS Version 26

This study used quantitative methods to examine undergraduate students for slides and videos in CTU552-EAC. In general, quantitative research emphasizes measurement in data collection and analysis. The study uses a structured online questionnaire design based on recent literature. The data analysis showed that most respondents (4.52) felt that the philosophy learning video was useful to students. The CTU552-EAC then helps students to get the CTU552 learning material easily and quickly (4.52). This subject has eight chapters that can easily access EAC-CTU552 slides and videos. Most students agree that watching videos can help them understand the subject of philosophy. The provided learning slides are detailed and clear enough. Furthermore, it helps students stay motivated to study the course. Due to changes in the national education system and technological progress, the introduction of 5.0 throughout the UiTM system has begun to promote quality education. Educational 5.0, developed by UiTM, includes elements of Education 4.0 that highlight the value and progress of future thinking among teachers and students. In the context of 5.0 education, pure values, and principles must be applied to educational and learning ecosystems.

### **Online Games on Islamic Philosophy in CTU552-EAC**

This section provides data to answer the second research question, how online Islamic philosophy games are conducted in CTU552-EAC. Islamic philosophy subjects use new technologies and digital revolutions, such as the Easy Access Centre CTU552, to help them study and understand knowledge, especially in Islamic epistemology, Islamic human concepts, and metaphysics. This new platform is an initiative from the lecturers, during the pandemic Caovid-19 to help motivate the students to continue to learn the philosophical theory and hierarchy of knowledge, the sources of knowledge in Islamic epistemology, the concept of humanity, the ideology, and so on. This CTU552-EAC will improve Islamic teaching and strengthen faith and *aqidah*. The following figure shows that online games are available for each topic, including introductory courses in philosophy, logic, psychology, metaphysics, ideology, human

concepts, ethics, and decolonization. Figure 7 shows the list of online games (philosophy) in EAC-CTU552.

**Figure 7: List of Online Games (Philosophy) in EAC-CTU552**

UJI KEUPAYAAN KEFAHAMAN ANDA SEKARANG!!!!



In recent years, digital games and web-based games have aided learning more and more. In the context of online education, research fields are of great interest to scientific and educational communities such as teachers, students, and game designers. With the expansion of technology, education policy educators are interested in introducing innovative technological tools such as video games, virtual worlds, and massively multiplayer online games (Buckles, Kwczyk & Showalter, 2014). Games and simulations have mixed effects on several fields such as student performance, engagement, and motivation to learn. Interest in the study of the use of games in higher education has increased. These include educational games, digital platforms-based learning, and application games. The following table shows the average and standard deviation for online Islamic philosophy games from the CTU552-EAC. Table 5 records the results of online games on Islamic philosophy in CTU552-EAC.

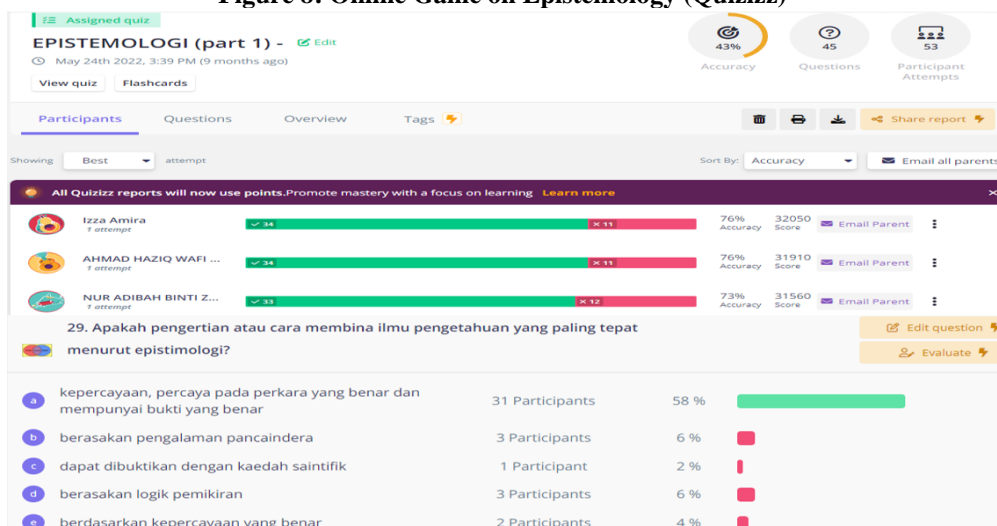
**Table 5: Online Games on Islamic Philosophy in CTU552-EAC**

	N	Mean	Std. Deviation	Std. Error Mean
Do you think online games are interactive?	287	4.49	.699	.041
Do you think these online games will help you to understand the subject?	287	4.55	.617	.036

Do you feel online games will benefit you more?	287	4.53	.657	.039
Do you think online games will increase your motivation to learn philosophy?	287	4.48	.694	.041
Do you think online games are suitable methods to test your understanding of the subject?	287	4.49	.689	.041

The above output shows students at CTU552 the results of the SPSS analysis of variables associated with online Islamic philosophy games. The average scores of each of the six statements ranged from 4.48 to 4.55, indicating that the learning relationship with online philosophy games was high. The CTU552-EAC online game uses Quizizz, Kahoot, and word search. Students agree that online games will help them understand the subject and that they have confidence in online games that are more beneficial to them. Students also believe that online games increase their motivation to learn philosophy. The online game CTU552-EAC supports understanding Islamic thought in the context of digital technology and helps students gain a deeper understanding of their faith and its teachings. The following figures show examples of online games for chapters on Islamic epistemology in Islamic philosophy. The following diagram shows an example of a Quizizz used for epistemology. Figure 8 shows an online game on epistemology using Quizizz.

**Figure 8: Online Game on Epistemology (Quizizz)**



The above figure shows an example of epistemology that mentions knowledge theory. According to Prof. Muhammad Naquib al-Attas, knowledge is both the acceptance of meaning into oneself and the acceptance of meaning into another (Merican, 2021). God considers Him the origin and source of knowledge and gives knowledge to

anyone he wants. Humans are the most creative, proactive, and interactive in their quest for knowledge and in their practice of happiness in this and the future worlds. Through these online games, instructors will give feedback and comments to students to provide guidelines and strengthen their understanding and faith in *aqidah* and Islamic philosophy. This figure represents an online metaphysical game with Wordwall.

Figure 9: Online Game on Metaphysics (Wordwall)



Metaphysics is one of the main branches of philosophy. It examines the nature of reality, existence, and reality outside ordinary or invisible reality. It is the theory of existence, the relationship between man, nature, and God. The interactive online game CTU552-EAC is a suitable way to test students' understanding of Islamic philosophy. These interactive methods enhance their understanding of the *aqidah* and Islamic faith, their trust, and their faith.

**CONCLUSION**

CTU552 was a subject which was introduced in 2020. There has been no established platform as a collection centre with one stop for materials related to the topic especially before the Covid-19 pandemic. Consequently, a simple website, particularly CTU552-EAC, has been developed to facilitate the collection of materials by teachers and students. In addition, analyzing students' perceptions of their needs for unorganized subject information leads to a student-friendly website. Hopefully, the creation of this EAC-CTU552 in the future will help students manage all materials related to this subject. With the help of the CTU552-EAC, students can understand knowledge and are motivated to continue to study Islamic philosophy. In addition, in the digital era, new technologies are used as guidelines to strengthen understanding and faith in *aqidah* and Islamic philosophy. Thus, future studies should try a stable online platform that can be used as a standard platform for students. Then,

online games for every chapter helped the students understand the terms and the knowledge of Islamic philosophy.

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