



INTERNATIONAL JOURNAL OF ACADEMIC RESEARCH IN PROGRESSIVE EDUCATION & DEVELOPMENT



Animated Game “Let's Pray at Al-Aqsa Mosque (Asma)”: The Development of An Islamic Medium of Learning Related to Al-Aqsa Mosque and Islamicjerussalem (Baitul Maqdis) For Children

Sharifah Norshah Bani Syed Bidin, Ahmed S. A Alqodsi

To Link this Article: <http://dx.doi.org/10.6007/IJARPED/v11-i4/15907>

DOI:10.6007/IJARPED/v11-i4/15907

Received: 08 October 2022, **Revised:** 13 November 2022, **Accepted:** 28 November 2022

Published Online: 15 December 2022

In-Text Citation: (Bidin & Alqodsi, 2022)

To Cite this Article: Bidin, S. N. B. S., & Alqodsi, A. S. A. (2022). Animated Game “Let’s Pray at Al-Aqsa Mosque (Asma)”: The Development of An Islamic Medium of Learning Related to Al-Aqsa Mosque and Islamicjerussalem (Baitul Maqdis) For Children. *International Journal of Academic Research in Progressive Education and Development*, 11(4), 873–880.

Copyright: © 2022 The Author(s)

Published by Human Resource Management Academic Research Society (www.hrmars.com)

This article is published under the Creative Commons Attribution (CC BY 4.0) license. Anyone may reproduce, distribute, translate and create derivative works of this article (for both commercial and non-commercial purposes), subject to full attribution to the original publication and authors. The full terms of this license may be seen

at: <http://creativecommons.org/licenses/by/4.0/legalcode>

Vol. 11(4) 2022, Pg. 873 - 880

<http://hrmars.com/index.php/pages/detail/IJARPED>

JOURNAL HOMEPAGE

Full Terms & Conditions of access and use can be found at
<http://hrmars.com/index.php/pages/detail/publication-ethics>



INTERNATIONAL JOURNAL OF ACADEMIC RESEARCH IN PROGRESSIVE EDUCATION & DEVELOPMENT



www.hrmars.com

ISSN: 2226-6348

Animated Game “Let's Pray at Al-Aqsa Mosque (Asma)”: The Development of An Islamic Medium of Learning Related to Al-Aqsa Mosque and Islamicjerussalem (Baitul Maqdis) For Children

Sharifah Norshah Bani Syed Bidin

Fakulti Pengajian Kontemporari Islam, Universiti Sultan Zainal Abidin, Kampus Gong Badak,
Kuala Nerus, Terengganu.

Ahmed S. A Alqodsi

Yayasan Isra' Malaysia, Alor Setar, Kedah
Corresponding Author's Email: sharifahns@gmail.com

Abstract

Animation is one of the educational methodologies through entertainment that is very close to the world of children. However, the number of animations with Islamic patterns is still less either on television or on youtube channels. Therefore, the educational method using animation should be highlighted to educate children because this group is more receptive to messages through this method. The issue of Al-Aqsa Mosque and Islamicjerussalem (Baitul Maqdis) received a warm response among adults and the Palestinian people remain the focus of the world, including Malaysia. Based on solidarity, Muslims continue to help the Palestinians defend the al-Aqsa Mosque and Islamicjerussalem (Baitul Maqdis). Even so, the importance of Al Aqsa Mosque as the third main mosque in Islam and also the importance of Islamicjerussalem (Baitul Maqdis) in the history of Islam are not exposed to children. Unlike the more well-known Masjidil Haram and Masjid Nabawi, there are even parents who take their children to perform Umrah or Hajj at a young age. Thus, an animated game android application called 'Let's pray at Al-Aqsa Mosque (ASMA) has been developed using ADDIE Model, to provide key and accurate information about Al-Aqsa Mosque and Baitul Maqdis to children, in addition to fostering a sense of love for the most third important mosque to Muslims. The ASMA animated game android application is developed using three languages; Malay, Arabic, and English for children with the 2-in-1 benefit that is education and entertainment. The ASMA application was tested for usability by selecting a group of primary school students as respondents. The results of the study show that the majority of respondents can understand the content of the ASMA application. They also believe that this animated game is challenging, and entertaining and can train patience in a person. The existence of ASMA's animated game application is expected to fill the loophole in the latest Islamic medium for learning and related to Al-Aqsa Mosque and Baitul Maqdis, for children.

Keywords: Animated Game, Game-Based Learning, Al-Aqsa Mosque, Islamicjerusalem, Baitul Maqdis

Introduction

Game-based learning is a virtual world game where a combination of playing while learning is applied among students. Play is fun in early childhood education whereby playing, they can feel a unique experience in learning (Azli & Jamil, 2014). The fun in playing causes students to not feel them studying. This situation can generate skills and student motivation will increase where it can attract students' interest and make something learning more meaningful and effective (Perrotta *et al.*, 2013). The use of animation in game-based learning will give value added to the learning process among children. In fact, in Malaysia, this field is growing rapidly with the birth of talent and more creative ideas in line with the technological sophistication of the world today. Although animation is becoming a phenomenon in the country, until now, not many animated dramas apply the values of family, friendship, love, morality, and positive teaching for children. For example, on the alHijrah TV channel, there is only one (1) interlude animated show with a 3-minute show every day, which is Farhaa. While on the YouTube Channel there are four (4) channels namely Omar and Hana published on 19.6.2017, Cap Kapak which contains Islamic animated cartoons for children the story of the 25 Rasuls was published on 21.2.2015, SD Ta`mirul Islam Sura Karta published on 25.2.2018 and Cinta Masjid published on 20.1.2018.

Therefore, educational methods using animation, especially Islamic patterned animation should be highlighted to educate children because this group is more receptive to messages through this method. The information conveyed in the animation needs to be emphasized so that it can deliver the right message to young people and children. Even so, the importance of Al Aqsa Mosque as the third main mosque in Islam and also the importance of Baitul Maqdis in the history of Islam are not exposed to children. Based on the need and influence of games in human life activities, it is a necessity of this study to develop an android application of an animated game called 'Let's pray at al-Aqsa Mosque (ASMA)', which aims to provide key and accurate information about al-Aqsa Mosque and Baitul Maqdis to children, in addition to fostering a love for this 3rd mosque of Muslims.

Android applications were chosen as a medium because the statistics of the number of applications on AppBrain recorded that there were 2,718,044 android applications until November 20, 2022. This number proves that the use of android applications has become a phenomenon in society. However, until now there is only one (1) related animated game Al-Aqsa Mosque, i.e. Aqsa Protector which was uploaded on Google Play Stat by Burj Alluqluq on 5.2.2019, and until 22.2.2021 has been uploaded more than 100,000 times (<https://www.appbrain.com/app/aqsa-protector/com.MQ.JerusalemProtector>), using English as the medium of instruction. ASMA animation game android application that will be developed using three languages; Malay, Arabic, and English for children with the concept education game. Education game is a subgenre of both games and edutainment (or entertainment that has been repurposed for educational purposes).

Objective

This article aims to introduce the animated game application "Let's Pray At Al-Aqsa Mosque" as the latest Islamic medium for learning and related to Al-Aqsa Mosque and Baitul Maqdis.

Methodology

The development of the ASMA animated game application uses the ADDIE model, which will go through 5 phases, namely analysis, design, development, implementation, and evaluation. It starts with analyzing phase, which reflects on the analysis of the main topics related to Al-Aqsa Mosque and Baitul Maqdis to determine the appropriate technology and software to develop the application. Then, a design phase where the application is designed with education and entertainment games, including determining the highlighted issue, type of game, type of obstacle, game level, environment, and character.

The development phase refers to the construction process of all the content set in the analysis phase and the fixed display of the application surface set in the design phase. This process involves designing and editing icons, buttons, interfaces, audio, photos, and the entire application. This process involves two parts, namely: application preparation and application trial. In the application preparation, the researchers need to provide application content; audiovisual recording of prayer, verses of the Quran and hadith, nasyid according to the set level. After that, provide menus for each designated segment, insert audio-visual recordings of prayers, verses of the Quran, and hadiths according to the set order and enter the final questions with answers. The level of difficulty of the question is according to the level of the game. Audio that shows encouragement to users who successfully overcome obstacles in the game such as: " Alhamdulillah and Congratulations! You Succeeded to the Next Level", and users who did not succeed correctly like: "Sorry!. Please Try Again", is also included. In addition, the score will also be displayed at the end of this menu page.

While in the second part, i.e application trial, the researchers need to identify each menu that is developed is characterized by utilitarian value, identify the number of errors that occur during access, identify the overall design of the application that needs to meet user-friendly features, identify the speed of time (loading time) the application displays data and the time interval from one link to another, provide back up as a preparation in case of failure of this trial application, prepare a set of online questionnaires to survey user satisfaction with the launched application, identify the popularity of the application through the number of downloads of the application from Google Play Stat, and make appropriate improvements, before the application is opened to open users.

The fourth phase, i.e implementation, is when application development is complete and ready to be tested by users. Researchers make improvements to the prototype application based on feedback from users on the weaknesses of the application. At this stage, design evaluation is also done. The last phase is assessment. The applications are tested and evaluated for compatibility with smartphones (app compatibility). The main purpose is to ensure that the developed system is perfect and can be used. In this phase, a group of primary school students have been selected to get information about the animated game ASMA usability.

The Significance of Animated Game ‘ Let's Pray At the Al Aqsa Mosque(ASMA)’ As An Islamic Education Game Learning Medium

The transformation of teaching and learning methods in the 21st century is an educational platform that catalyzes the excellence of national education. The use of various mediums with technological elements can boost the excellence of a student. Game-based learning is a form of student-centered learning that uses digital games for educational purposes. Digital games in education are a type of learning media that can potentially allow students to build meaning and understanding in each phase of learning

In particular, the ASMA animation game is based on the concept of Education and entertainment. Chan and Gurnam (2009) stated that the use of multimedia has a positive impact on increasing motivation among teachers and students in learning. Wahab *et al.* (2017) also multimedia design in games can stimulate KBAT among students. ASMA animated game has 3 game levels with different levels of difficulty. A study conducted on a total of 31 students of 12-year-old students that child users could finish the game up to level 3 within 15 minutes (<https://forms.gle/fZgWbsAGuaA381og7>). This shows the level of difficulty and the appropriate period, based on Robertson and Good (2005) who stated that design activities for children should be done within 20 minutes to 1 hour only. This is to maintain interest in doing activities and avoid children feeling bored doing the same activities over and over again.

Besides, the result of respondents' knowledge and understanding of basic information about the al-Aqsa Mosque and Islamicjerusalem which gained from the questions provided in the ASMA game, also shows that the frequency and percentage of respondents who could answer correctly the basic information tested about the location of al-Aqsa Mosque. The result of the information about the location of al-Aqsa Mosque represented 100% (31 respondents) and the period of Al-Aqsa Mosque qibla of Muslims represented 96.8% (30 respondents) as shown in Table 1:

Table 1

Meanwhile, the questionnaire also wants to get their opinion about the features of the game.

Questions	Right Answer		Wrong Answer	
	N	%	N	%
Where is Al-Aqsa Mosque located?	31	100	0	0
How long has Al-Aqsa Mosque been the Qibla of Muslims?	30	96.8	1	3.2%



Picture 1



Picture 2



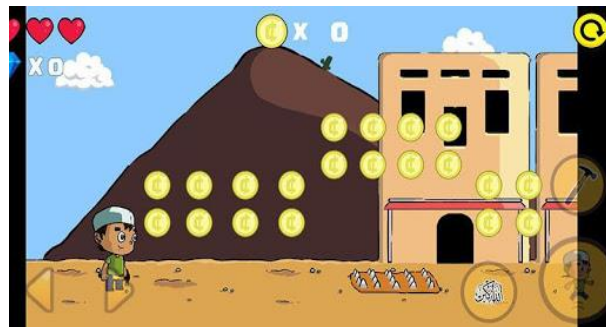
Picture 3



Picture 4



Picture 5



Picture 6

Diagram 1: Interface of Animated Game ASMA

Diagram 1 shows the interface of the animated game ASMA. In the animated game ASMA, players are given the choice to either play using a male character named Ubaidah, or a female character named Umamah. Each player has to pass all obstacles such as Soldiers, Traps, Stones, Hadith Box, Al-Quran Verse Box, and Quiz, while the weapons used to face these difficulties are Shouting "Allahu Akbar", tapping Hammer (*Say La Ilaaha Illa Allah*), Jumping and Dear Bismillah. The game manual is provided on the initial screen before the player selects Language. Prizes can be obtained through coins, life (in the form of love), and energy (in the form of blue crystals) which are used to fight enemies or after fighting enemies.

Table 2

Regarding this matter, the result shows that they liked the feature of the ASMA game, which represent in Table 2.

Question	Feature			
	Challenging, Entertaining and Cultivating Patience		Content	
	N	%	N	%
What do you like about this game?	17	54.83	14	45.17

Therefore, from the aspect of its use as an education game learning medium for children, the ASMA game is suitable for children as young as 6 years old for an alternative Islamic patterned game. It is also suitable as a teaching aid for teachers and parents. Positive attributes that can be worked on in children from the ASMA animation game are authentic Information About Al-Aqsa Mosque, patience Facing Obstacles To Perform Worship (Prayer in the Mosque), and remembering Allah in difficult times (on the way) and in good times (after successfully passing each level)

Conclusion

Educational methods using animation should be highlighted to educate children because they are more receptive to messages through these methods. The animated game application called 'Let's Pray at Al-Aqsa Mosque (ASMA)' is suitable to be an educational game that provided the key and accurate information about Al-Aqsa Mosque and Baitul Maqdis to children, also fostering a love for the third main mosque to the Muslims. ASMA is the first application developed using three languages; Malay, Arabic, and English, with the concept of education and entertainment. ASMA usability testing shows that the majority of respondents can understand the content of the ASMA application and enjoyed to use it. The existence of ASMA contributes to the latest Islamic medium in learning related to Al-Aqsa Mosque and Baitul Maqdis, for children.

Acknowledgement

This article is extracted from the Special Research Grant Scheme. Reference number: UniSZA/SRGS-FKI/2018/03 Special thanks go to the Research Management, Innovation and Commercialization Centre (RMIC), Universiti Sultan Zainal Abidin for the funding.

Corresponding Author

Sharifah Norshah Bani Syed Bidin, Ph.D

Faculty of Islamic Contemporary Studies, Universiti Sultan Zainal Abidin, Kampus Gong Badak, 21300 Kuala Nerus, Terengganu, Malaysia.

References

- Azli, A. N. I., & Jamil, A. (2014). Peranan Game-Based Learning Dalam Pembelajaran Bagi Meningkatkan Prestasi Murid Linus. International Seminar On Global Education II: Education Transformation Toward A Develop Nation. p.1452.
- Chan, Y. F. & Gurnam, K. S. (2009). Peranan Teknologi Maklumat Terhadap Peningkatan Motivasi Pembelajaran di Kalangan Pelajar Universiti/ The Effect of information Technology Towards Learning Motivation. Journal of The Malaysian Education Deans' Council, 2008 Vol. 2: 34-43.
- Hisamul-Din, M. A. (2014). *al-Masjid al-Aqsa al-Mubarak Fada'il wa Ahkam wa Adab*. Baitul Maqdis: Lajnah Zakat al-Quds.
- Muhammad, U. S. (2015). *Bayt al-Maqdis wa Ma Hawlah Khasaisuh al-'Amah wa Ahkamuh al-Fiqhiyyah*. Jordan: Dar al-Nafa'is.
- Syamira, A. W., Maimun, A. L., Ramlee, M., & Aisyah, J. D. F. (2017). Kefahaman Al-Quran Dan Jawi Melalui Permainan Bahasa Bermultimedia. Vol 1, No 1 (2017) Asean Comparative Education Research Journal On Islam And Civilization (ACER-J). eISSN2600-769X
- Perrotta, C., Featherstone, G., Aston, H., & Houghton, E. (2013). Game-based learning: Latest evidence and future directions.
- Robertson, B. J., & Good, J. (2005). Children's narrative development through computer game authoring. *TechTrends*, 49(5), 43–59.