

E-FIRUZ APPROACH ON E-LEARNING PLATFORM FOR EFFECTIVE IMMERSIVE LEARNING

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Abstract

Education in the period of Industrial Revolution 4.0 (IR4.0) is a new wave in the world of education today. Various online learning systems have been developed in line with the latest technological advancements to provide immersive learning experiences. Educators today need to design engaging online learning styles, particularly for the use of online learning platforms such as UKMFolio. This study discusses the FIRUZ approach as one effective method to facilitate the creation of learning experiences on online learning platforms like UKMFolio. The study employs a quantitative approach in the form of a survey. Assessment is conducted using a questionnaire administered to students enrolled in the Comparative Literature course on UKMFolio. In this particular study, convenience sampling has been utilized, and descriptive analysis is conducted using SPSS software. Overall, students in the Comparative Literature course provided positive feedback regarding the utilization of the FIRUZ approach as an e-learning method on UKMFolio. Consequently, the FIRUZ approach in e-learning holds significant benefits as it possesses commercial value that can be utilized by academic professionals across various fields.

Keywords: E-learning platform; FIRUZ approach; immersive learning; teaching and learning

Abstrak

Pendidikan dalam era Revolusi Industri 4.0 (RI4.0) merupakan gelombang baru dalam dunia pendidikan pada masa kini. Pelbagai sistem pembelajaran dalam talian dibangunkan seiring dengan kemajuan terkini bagi menyediakan pengalaman pembelajaran imersif. Pendidik pada hari ini perlu merangka gaya pembelajaran dalam talian yang menarik,

khususnya untuk penggunaan platform pembelajaran dalam talian seperti di UKMFolio. Penelitian ini membahaskan pendekatan FIRUZ sebagai satu daripada kaedah yang efektif untuk membantu dalam mencipta pengalaman pembelajaran di pelantar pembelajaran dalam talian seperti di UKMFolio. Kajian ini menggunakan pendekatan kuantitatif dalam bentuk tinjauan. Penilaian dilakukan menggunakan borang soal selidik terhadap pelajar yang mengambil kursus Sastera Bandingan di UKMFolio. Dalam kajian ini, pendekatan persampelan mudah telah digunakan dan analisis deskriptif dilakukan menggunakan perisian SPSS. Keseluruhan pelajar dalam kursus Sastera Bandingan memberikan maklum balas positif tentang penggunaan pendekatan FIRUZ sebagai e-pembelajaran di UKMFolio. Hasilnya, pendekatan FIRUZ dalam e-pembelajaran mempunyai manfaat yang besar kerana ia mempunyai nilai komersial yang boleh digunakan oleh ahli akademik dalam pelbagai bidang.

Kata kunci: Pelantar e-pembelajaran; pendekatan FIRUZ; pembelajaran imersif; pengajaran dan pembelajaran

1.0 INTRODUCTION

Online learning, often known as e-learning, is not uncommon in the field of education. In today's educational scene, e-learning platforms are widely used to support the teaching and learning process (T&L). The rapid growth of technology has driven educators to create more engaging and relevant e-learning styles for the current era (Ainul Afzan & Ishak Rahman 2021). Technological abilities are critical for educators to incorporate into their e-learning procedures, guaranteeing that (T&L) is delivered more successfully (Saidin & Husnin, 2021).

In general, numerous e-learning platforms or learning management systems are widely utilized in higher education institutions in Malaysia, such as UKMFolio in UKM, ITA'LEEM in UIAM, and SPeCTRUM in UM. Such e-learning platforms are highly beneficial as they serve as one-stop platforms offering various facilities to access, execute, and assess (T&L) more efficiently and effectively. Therefore, educators should harness their creativity to make these e-learning platform more engaging, effective, and creative. According to Othman and Amiruddin (2010), creative educators can stimulate students to be more engaged in the conducted (T&L) sessions.

Furthermore, Kayapinar (2020), emphasizes that creativity is an essential skill in curriculum design and growth. Educators not only educate creatively but also help to build new learning approaches, particularly in student learning activities (Selkirg & Kearmy, 2017). As a result, this study offers the e-FIRUZ approach, which educators can use to provide effective (T&L) sessions through e-learning platforms.

In this study, the e-FIRUZ approach was implemented in the online (T&L) using the UKMFolio e-learning platform to produce more effective, engaging, and creative results. Furthermore, the e-FIRUZ approach not only attracts students' attention while learning certain topics on UKMFolio, but it also stimulates critical and creative thinking among students, allowing educators to organize their teaching sessions more systematically. Thus, this research explores the e-FIRUZ approach as an efficient strategy to enhance the development of learning experiences on online platforms such as UKMFolio.

2.0 METHODOLOGY

This study used a quantitative approach with a survey design. A questionnaire based on the e-FIRUZ approach was distributed via Google Form as an instrument to obtain student reflections on the (T&L) of the PPPJ 3613 Comparative Literature course on the UKMFolio platform. Furthermore, the assessment instrument was divided into items based on the e-FIRUZ approach's themes, namely Friendly, Interactive, Riveting, User-friendly, and Zealous with response options using a 5-point Likert scale (1= Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, and 5= Strongly Agree).

To gather student learning reflections on the e-FIRUZ approach, a questionnaire was issued online to 44 students participating in the PPPJ 3613 Comparative Literature course on UKMFolio. The convenience sampling approach was used, and descriptive analysis was carried out using the Statistical Package for Social Sciences for Windows Version (SPSS) version 27 to calculate the mean, median, and mode for this study.

3.0 E-FIRUZ APPROACH ON E-LEARNING PLATFORM

Generally, the e-FIRUZ approach in the UKMFolio e-learning platform is based on five keywords as depicted in Figure 1.

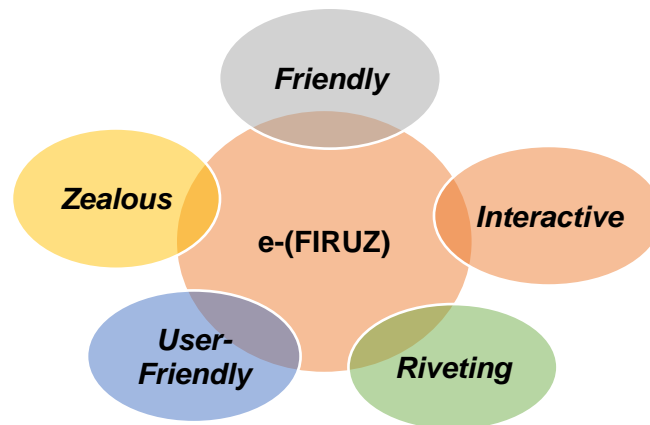


Figure 1. The five main keywords in the e-FIRUZ approach

The discussion in this section will go deeper into the benefits and recommendations of approaches that can be used while conducting (T&L) on e-learning platforms applying the e-FIRUZ approach.

3.1 F-(Friendly) Approach

The first keyword in e-FIRUZ, F-(Friendly), is analyzed by highlighting the educator's personality when dealing with students on the e-learning platform. F-(Friendly) educators should have a friendly, loving, and compassionate demeanor to effectively conduct e-learning activities (Zakaria, Norul 'Azmi & Baharudin, 2019).

For example, instructors on the e-learning platform may apply the F-(Friendly) keyword to encourage engaging interactions with students. In other terms, F-(Friendly) refers to bringing a nice and approachable tone when explaining learning topics via an e-learning platform. It is advantageous because educators' courteous delivery of learning themes and announcements encourage students to participate in the study. Furthermore, educators should use phrases that pique students' interest so that they do not become bored and are more encouraged to study and comprehend learning themes on the e-learning platform.

Figure 2 shows an example of a sentence selection that may be fascinating and beneficial for educators.

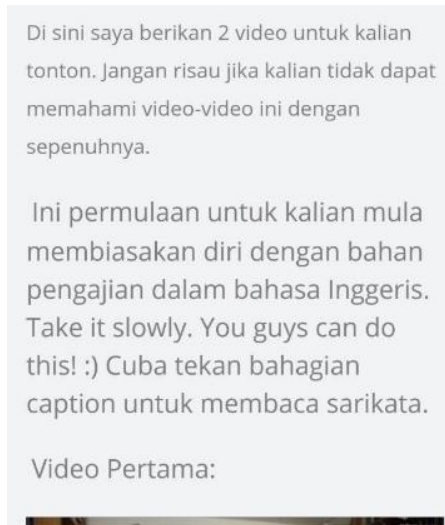


Figure 2. Example of engaging sentence selection in UKMFolio

3.2 I- (Interactive) Approach

Next, the second keyword in e-FIRUZ is I-(Interactive). This second keyword refers to two-way communication. In general, educators who are adept at two-way communication can influence (T&L) more effectively and efficiently (Halias, Ismail & Baharudin, 2017). In other words, the two-way communication that will be used in the keyword I (Interactive) assists in the efficacy of student understanding in expanding the learning topic on the e-learning platform.

A prime instance of how the keyword I-(Interactive) might be utilized is to provide a variety of fascinating and fun activities and assignments. Educators are reminded to provide active learning activities (T&L) to keep students engaged while learning. Gamification, online quizzes, Talent-Based e-Learning, and other engaging tasks and activities can be implemented into the e-learning platform using the keyword I-(Interactive).

In other words, the learning materials, activities, and assignments offered by educators on the e-learning platform can stimulate students' auditory, visual, reading, and kinesthetic abilities. This can help students better understand learning topics. Furthermore, distributing assignments on the e-learning platform in forum style and displaying them as blogs (where students may view other students' assignments) might improve students' grasp of learning themes and build a more welcoming and relaxed learning environment.

Received: 05 September 2023, Accepted: 20 June 2024, Published: 30 June 2024
<https://doi.org/10.17576/ajtlhe.1601.2024.02>

Figure 3 illustrates examples of activities and assignments carried out in the Sastera Bandingan course on UKMFolio.



Figure 3. Examples of literature subject activities and assignments that can be implemented in UKMFolio

3.3 R- (Riveting) Approach

The third keyword, R- (Riveting), stresses appealing imagery. This visual method helps students focus on and retain learning content, as well as catching their attention (Ching & Mohamad Nasri, 2021).

The e-learning platform's visualizations include visually appealing and colorful weekly topic titles, as well as innovative designs or patterns. This can improve students' efficiency in finding the learning topics they want to study. The use of colors improves student understanding, allowing for a more accurate picture of learning themes (Azman et al. 2015). Figure 4 shows an example of a specific weekly subject heading that can be included in UKMFolio.



Figure 4. Examples of weekly topic headings that can be inserted in UKMFolio

3.4 U- (User-Friendly) Approach

The fourth keyword, U-(User-Friendly), signifies that the tasks and activities available on the e-learning platform are user-friendly and easier for students to locate. To use the U- (User-Friendly) keyword in e-learning sessions on UKMFolio, educators must organize each learning topic methodically and clearly.

It is also recommended for educators to offer links for each assignment submission or activity in every instruction supplied. This strategy can assist students save time searching for a certain learning topic. Furthermore, the systematic distribution of learning resources and assignment submissions on UKMFolio helps students stay on track with their studies and complete their assignments. Figure 5 shows an example of the above-mentioned U-(User-Friendly) application.



Figure 5. Implementation of (U-User-Friendly) e-learning in UKMFolio

3.5 Z- (Zealous) Approach

Finally, the final keyword, Z-(Zealous), reflects the passion that piques students' interest in learning a specific topic on UKMFolio. Educators should use the characteristics of excitement to create pleasurable learning experiences.

To utilize the Z-(Zealous) keyword, instructors should use enthusiastic intonation and tone when describing each learning topic in videos (flipped class) on UKMFolio. This strategy can better capture students' attention and help them read and comprehend learning material. As a result of the e-FIRUZ approach, educators from numerous fields of study can deliver

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effective, efficient, innovative, and engaging e-learning sessions. Figure 6 shows several instances of videos (flipped classes) on UKMFolio.



Figure 6. Example of a video (flipped class) in UKMFolio

4.0 THE EFFECTIVENESS OF THE E-FIRUZ APPROACH

Furthermore, to assess the efficacy of the e-FIRUZ approach in e-learning sessions on the UKMFolio platform, an online questionnaire was distributed to students to gather students' reflections on learning in the PPPJ 3613 Comparative Literature course while studying the subject on UKMFolio.

The results of the questionnaire analysis distributed to 44 students of the PPPJ 3613 Comparative Literature course revealed that all e-FIRUZ keywords, namely Friendly, Interactive, Riveting, User-Friendly, and Zealous, had a positive impact on course learning on UKMFolio. Table 1 below shows the list of items for each element that applies the e-FIRUZ approach:

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Table 1. List of items for each e-FIRUZ element in UKMFolio

Descriptive Statistics				
	N	Minimum	Maximum	Mean
B1- Cara mesra pensyarah dalam menyampaikan topik pembelajaran dan pengumuman memberi keterangan kepada pelajar untuk mengikuti pengajian.	44	3.00	5.00	4.4773
B2- Bahan pembelajaran, aktiviti dan tugas yang disediakan oleh pensyarah dalam UKMFOLIO meliputi aspek visual, audio, bacaan serta kinestetik adalah menarik dan membantu pelajar untuk memahami topik pembelajaran.	44	3.00	5.00	4.3636
B3- Penghantaran tugas di UKMFOLIO dalam format forum dan dipaparkan dalam bentuk blog (pelajar boleh nampak tugas pelajar lain) meningkatkan pemahaman pelajar terhadap topik pembelajaran dan mencetuskan suasana pembelajaran yang lebih mesra dan santai	44	3.00	5.00	4.4318
B4- Gabungan warna dan design yang menarik dan kreatif bagi setiap heading topik mingguan dan slaid pembentangan di UKMFOLIO dapat menarik minat pelajar untuk mengikuti topik pembelajaran.	44	3.00	5.00	4.5000
B5- Video-video sampingan yang disediakan oleh pensyarah di UKMFOLIO membantu dalam meningkatkan kemahiran berfikir secara kritis dan kreatif pelajar.	44	3.00	5.00	4.5227
B6- Penyusunan bagi setiap tugas di UKMFOLIO mudah dicari dan membantu mengurangkan tempoh pencarian pelajar terhadap sesuatu topik pembelajaran.	44	3.00	5.00	4.5455
B7- Semua pemberian bahan pembelajaran dan penghantaran tugas yang bersistematik di UKMFolio memudahkan pelajar dalam mengikuti pembelajaran dan menyiapkan tugas.	44	3.00	5.00	4.4773
B8- Penggunaan intonasi dan nada pensyarah yang bersemangat dalam menerangkan setiap topik pembelajaran dalam video (flipped class) di UKMFOLIO menarik perhatian pelajar untuk membaca dan menghayati sesuatu topik pembelajaran dengan lebih efektif.	44	3.00	5.00	4.5000

Based on Table 1, there were eight items highlighted through the application of the e-FIRUZ elements during the (T&L) sessions of the Comparative Literature course on UKMFolio. The analysis results revealed that the minimum score values for all items B4, B5, B6, and B8 were at the highest level with a minimum score value of 4.5. Furthermore, for items B1 and B7, each item recorded the second-highest values, which were 4.47. As for items B3 and B2, they registered the third-highest values with scores of 4.43 and 4.36, respectively.

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Table 1 above was supported by Figure 7 below, which illustrated the percentage of students who strongly agree that each item in B1 to B8 positively impacted the effectiveness of learning for students in the Comparative Literature course on UKMFolio.

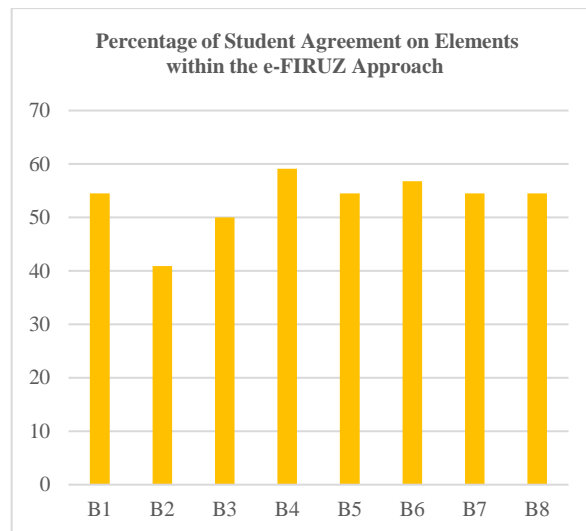


Figure 7. Percentage agreement of Comparative Literature students on eight e-FIRUZ items in UKMFolio

Figure 7 illustrated percentage of agreement from Comparative Literature students on the eight items implemented using the e-FIRUZ approach on UKMFolio. Through Figure 7 above, it was found that item B4 recorded the highest agreement percentage at 59%. Subsequently, the second-highest agreement percentage was recorded by item B6 at 57%, followed by items B1, B5, B7, and B8 with the third-highest agreement percentage at 55%. The last highest percentage, at 41%, was recorded by item B2.

The difference in percentage of agreement of strongly agree, as shown in Figure 7, was determined by elements in the e-FIRUZ approach that are highlighted for each of the eight items, regardless of whether they are classified as Friendly, Interactive, Riveting, User-Friendly, or Zealous. According to findings in Figure 7, percentage of agreement analysis revealed that the Riveting and Interactive aspects were the two most liked by students in the Comparative Literature course, namely on items B4, B5, B2, and B7.

The breakdown of both items in the Riveting and Interactive categories using the e-FIRUZ approach was as follows:

Riveting:

- B4 – Combination of attractive and creative colors and designs for each weekly topic heading and presentation slides on UKMFolio can capture students' interest in following the learning topics.
- B5 – Supplementary videos provided by instructors on UKMFolio help enhance students' critical and creative thinking skills.

Interactive:

- B2 – Learning materials, activities, and assignments supplied by instructors on UKMFolio, which cover visual, auditory, reading, and kinesthetic features, are entertaining and help students understand learning themes.
- B7 – All systematic provision of learning materials and assignment submissions on UKMFolio facilitates students in following the learning process and completing assignments.

The application of Riveting as described above demonstrates that every instructor today must be technologically proficient, particularly in manipulating presentation slides and videos, to offer online teaching and learning sessions more successfully and efficiently. This Riveting method has an impact on their e-learning on UKMFOLIO, as agreed by 56% students (highly agreeing) and 32% students (agreeing).

Furthermore, the application of Interactive plays an important part in establishing excellent teaching and learning experiences. This is because the Interactive aspect of the e-FIRUZ keyword requires two-way communication abilities. Among the strategies that can be used are interesting activities or assignments that attract students' attention, such as gamification, online quizzes, personalized e-portfolio projects, and so on. These actions can generate immersive e-learning sessions with varied activities completed on the wall space in each e-learning platform.

Not to be overlooked is the User-Friendly element, which recorded the second-highest agreement percentage (strongly agree) in item B6:

(User-Friendly):

- B6 – The organization of each assignment on UKMFolio is easily accessible and helps reduce students' search time for a specific learning topic.

In contrast, element B6's implementation focuses on user-friendly online teaching and learning experiences. In this section, instructors are encouraged to organize all prescribed activities systematically so that students can simply locate the related tasks. This action can create a better teaching and learning session even when conducted on the e-learning platform.

Overall, when applying the e-FIRUZ approach, students prefer Riveting, Interactive, and User-Friendly components, followed by Zealous and Friendly. Figure 8 showed the ranked of these elements based on student preferences in the Comparative Literature course.

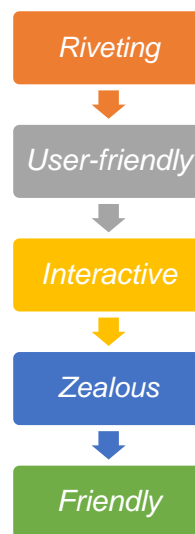


Figure 8. Ranking of e-FIRUZ elements preferred by students of Comparative Literature course

Students' evaluation results showed that the e-FIRUZ approach improves e-learning sessions in the Comparative Literature course on UKMFolio. Figure 9 showed feedback on the success of the e-FIRUZ approach in e-learning sessions on UKMFolio:

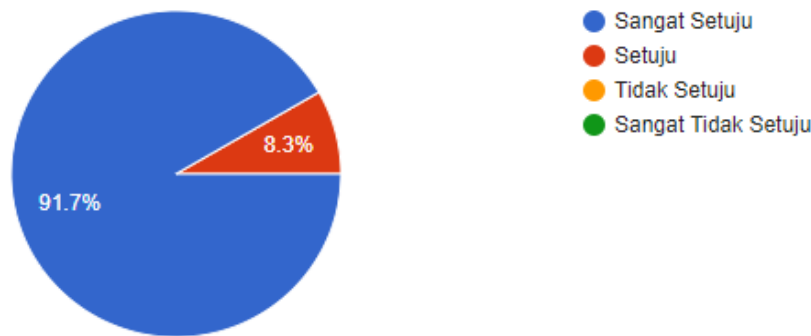


Figure 9. Percentage of feedback on the effectiveness of the e-(FIRUZ) approach in e-learning sessions at UKMFolio

Figure 9 illustrated overall feedback from students of the Comparative Literature course regarding the effectiveness of the e-FIRUZ approach in the e-learning process on UKMFolio. According to Figure 9, 92% of students stated that the e-FIRUZ approach used in the e-learning process on UKMFolio improves their learning outcomes.

Figure 10 supported the effectiveness of the e-FIRUZ approach in Figure 9 by demonstrating that overall achievement percentage of students was likewise quite high, with 92% obtaining Grade A and just 8% receiving Grade B in the Comparative Literature course.

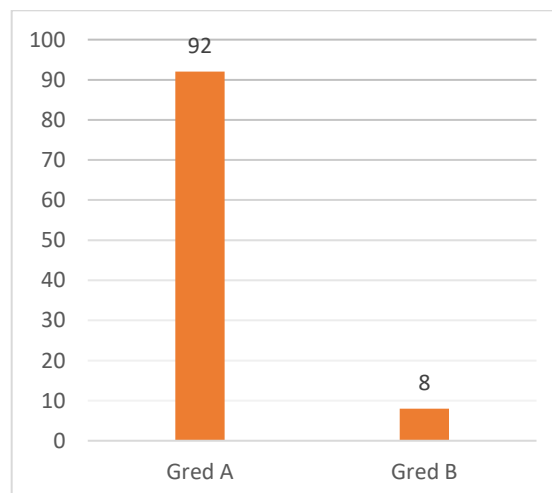


Figure 10. Overall achievement of Comparative Literature course students

5.0 CONCLUSION

According to the discussion above, the e-FIRUZ approach with keywords Friendly, Interactive, Riveting, User-Friendly, and Zealous in e-learning platforms can produce an effective, engaging, and creative form of e-teaching and learning (T&L), while also assisting students' understanding of learning topics. This is supported by student responses from the course, which showed a high percentage of 92% agreeing that the e-FIRUZ method in e-learning platforms such as UKMFolio helps raise students' interest in learning topics. Furthermore, the e-FIRUZ approach, which included components of Friendly, Interactive, Riveting, User-Friendly, and Zealous, helps educators demonstrate their creativity while building effective teaching and learning sessions for various e-learning platforms. The e-(FIRUZ) approach can also be used across many e-learning platforms because it is versatile in activities undertaken.

6.0 ACKNOWLEDGEMENT

This research is funded by the Ministry of Higher Education Malaysia under Skim Geran Penyelidikan Fundamental (FRGS) code number: FRGS/1/2022/SSI10/UKM/03/1 with the project entitled Model Psikospiritual Pengurusan Emosi Era Pandemik Dalam Sastera Kembara Islami. The e-FIRUZ approach is applied within the Comparative Literature subject, serving as the first phase of the FRGS project. This integration allows for a practical exploration of Islamic travel literature.

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