

Chapter 10

Political Fun Race 2.0: Reflections from Students' Performance

Nursyahida Binti Zulkifli¹, Rafizah Binti Mohd Noor², Muhammad Ariff Asyrul Bin Adnan³, Shamsinar Binti Rahman⁴, 'Ainatul Fathiyah Binti Abdul Rahim⁵

¹ *Faculty of Administrative Science and Policies Study, UiTM Cawangan Kelantan, Kampus Machang, Malaysia.*

^{2,3,4,5} *Faculty of Administrative Science and Policies Study, UiTM Cawangan Pahang, Kampus Raub, Malaysia.*

Abstract

The Ministry of Higher Education of Malaysia urges all public and private universities including colleges to react positively to the Industrial Revolution 4.0 (IR4.0). Therefore, this project is prepared in response to the above-mentioned phenomena. Basically, as Diploma in Public Administration (DPA) students, the major courses students will take political science and public administration, which require the students to have an understanding about the government's administration and they are compulsory to familiarize themselves with the political terminologies. However, the problem occurs when they are confused and faced with difficulties to explain the political terminologies that they have learnt. As DPA students also, they are required to have good general knowledge, they must be familiar with the history, politics and the current issues that are happening in Malaysia, or else they will face difficulties in completing the course and the tendency to repeat the course or to extend the study will be high. The main objective of Political Fun Race is to improve the students' achievement to obtain more than 80 percent of passing rate and to decrease the failure rate for this subject, so that it can help the students to graduate on time (GOT). Based on the comparison study on the students' achievement between two semesters, there are some improvements where the failure rate for the subject of the political studies has decreased and the passing rate has reached above 80 percent. Political Fun Race will help the students to enjoy learning political science since the game is interesting and fun. The event on the board and the question card may help to inject all input into the students' mind. The advantages of the game is, it will help to give an early exposure to enhance the students' understanding pertaining to political and public administration terminologies. It is hoped that Political Fun Race will be made available to all students regardless of their course, program, university or country as well as to the public.

Introduction

Industrial Revolution 4.0 (IR4.0) did give effects on education. Education experts recognize the need to use technology in education (News Straits Time, January 10, 2018). This can be done through an innovation. The Ministry of Higher Education has also put some effort in redesigning the higher education. This is to guarantee that our higher education system is at par with the global world and thus sustain Malaysia's higher education by producing well-versed graduates that are able to fulfill the demands from the future employers. In addition, Each discipline might have their own way of innovation. As for social science discipline, certain skills and contents can be added through an innovation. These are the reasons why the academicians in the higher learning institutions are urged to diversify the delivery methods by introducing gamification in the teaching and learning system.

Political Fun Race is one of the innovations that is developed to help students in enhancing their understanding pertaining to political and public administration terminologies. This game is believed to be able to give an early exposure to the students on the current issues in Malaysia while having fun in learning. Basically, Political Fun Race is inspired by one of the popular childhood games; Snake and Ladder, with four (4) divided components (board, dice, counter and questions cards). The Political Fun Race game is designed to encounter the problem among some of the DPA students regarding the confusion and difficulties that they face in explaining the political terminologies that they have learnt. Therefore, the main objective of Political Fun Race is to improve student's achievement with more than 80 percent passing rate and to help the students to graduate on time (GOT).

Methodology

The description about the game

In order to play the *Political Fun Race* game, there should be a maximum number of 5 players, 1 game board, 1 dice, 5 counters, a set of question cards and 1 user manual on how to play the game. The players will participate and develop their knowledge through the correct and incorrect answers among themselves. The players will be judged on their performance based on consecutive and successful correct answers. Therefore, the learning opportunity can be achieved through question cards as well as through the revision on the subject matters. In addition, the installation of "Rules and regulations" for the game is also provided to create an element of learning while educating.

The instrument

In order to evaluate the result of the application of this game towards students' performance, the data was collected based on the comparison study on the students' achievement between two semester of final result examination. The results of the two semesters were taken to compare and remark the existence of the control group in Session 2 2016/2017 before the application of the game as well as Session 1 2017/2018 which is after the application of the game. Besides that, based on the previous study, an online survey pertaining to the student's perceptions towards new approach of game-based learning had also been conducted among 154 respondents of Part 2 Diploma in Public Administration that took Course Code PAD 120 Introduction to Political Science to support the objective of this paper.

Results and Discussion

The introduction of game-based learning in the political science subject which is known as Political Fun Race is aimed to improve the students' achievement to obtain more than 80 percent of passing rate and to reduce the failure rate of this course. Therefore, the comparison study was made by comparing the students' achievements in the final examination for the course 'Introduction to Political Studies' for two sessions which are Session 2 2016/2017 and Session 1 2017/2018. To accomplish the objective of this study, the pre and post study were made by comparing the failure rate of the related subject between these two semesters that comprise of Session 2 2016/2017 (before the introduction of Political Fun Race) and Session 1 2017/2018 (after the introduction of Political Fun Race). The failure rate is calculated from grade C- to F.

The analysis shows that 210 out of 211 students or 99.5% of the students passed the subject of the Introduction to Political Studies in Session 1 2017/2018. On the other hand, it is indicated that in Session 2 2016/2017, 164 out of 169 students or 97% of the students passed this subject. Thus, it shows that there is an increasing passing rate for this subject by 2.5%. Moreover, there are some improvements of the students' performance after the game has been used as one of the teaching tools. This can be traced by referring to the decrease of the failure rate from 3.0% in 2016/2017 to 0.5% in 2017/2018. This indicates that the implementation of gamification or Political Fun Race as a teaching methodology in the learning process can enhance the students' performance in the subject of political science. Even though the total number of students who achieved A is lower than the previous semester, the percentage of failure rate is also lower than the previous semester hence this result tallies

with the objective of the introduction of this game which is to reduce the failure rate among the students as a way to improve their understanding on political matters.

Table 1
Comparison of student's performance (grading achievement) before and after the introduction of Political Fun Race

Grade	Before Political Fun Race introduce		After Political Fun Race introduced	
	Session 2 2016/2017	Percentage (%)	Session 1 2017/2018	Percentage (%)
A+	4	2.4	0	0
A	38	22.5	37	17.5
A-	25	14.8	48	22.7
B+	20	11.8	44	20.8
B	25	14.8	33	15.6
B-	24	14.2	28	13.2
C+	14	8.3	9	4.7
C	15	8.9	11	5.2
C-	0	0	0	0
D+	2	1.2	1	0.5
D	1	0.6	0	0
E	1	0.6	0	0
F	1	0.6	0	0
Total	169	100	211	100

(Sources: Simplified from SIMS-Universiti Teknologi MARA, 2017 & 2018)

A simple survey was designed to get the feedback on the students' experience and response pertaining to the Political Fun Race Game. A total of 154 respondents from Part 2 Diploma of Public Administration students has participated in the survey. Basically, majority of the students share the same view regarding on the question whether this game can create awareness on the current political issues or not. 98.1 % of them agreed that this game can create awareness on the current political issues while the rest did not agree to it. For the final question which is "*I would recommend this game to be used to other students/ institution taking political science subject*", 100% of the students agreed to the statement. Besides, among of the items asked to the students is to measure the students' understanding related to the relationship of this game with the courses that they learnt in which the question is, "In my opinion, this game is related to the course that I have learnt". The result found that 72.1 % answered that it is related to political science, 25.3 % responded that it is related to government and politics and the balance of 2.6% responded that it is related to the introduction to public administration.

Conclusion

The development of Political Fun Race as a new teaching tool is believed to be able to support the transformation of Malaysia's Higher Education System. This transformation is one of the initiatives under Malaysian Higher Education Blueprint. The Political Fun Race is an innovation in teaching and learning process through gamification that can increase the participation of the students by having their direct interaction in the learning process. Based on this study, it is proven that the students showed an improvement in their achievement in the final examination after the application of the game in their learning. Therefore, the objective of this study is achieved through the pre and post study conducted. It can be said that gamification can directly influence the performance of the students by increasing the passing rate and reducing the failure rate for political science subjects. The successful performance of the students is also influenced by other factors such as lecturers, efforts by the students, materials provided and many more.

In addition, this Political Fun Race will not only benefit UiTM's students from the Faculty of Administrative Science and Policy Studies if the application of this game as one of the teaching tools is widen to other universities that offer the same program such as Universiti Kebangsaan Malaysia (UUM), Universiti Utara Malaysia (UUM), Universiti Malaya (UM), Universiti Malaysia Terengganu (UMT), Universiti Malaysia Sabah (UMS) dan Universiti Malaysia Sarawak (UNIMAS). It can be concluded that this Political Fun Race can be widely used by other universities besides UiTM.

Acknowledgement

First and foremost, all praises and thanks are due to Allah, the Almighty, for His showers of blessings that this innovation research project could be successfully completed. We would like to express our gratitude to UiTM Cawangan Pahang Kampus Raub and also to the Faculty of Administrative Science & Policies Study for the support and encouragement. We would like to say thank you to our faculty colleagues, Muhammad Ariff Asyrul Bin Adnan, Mohd Rozaimy Bin Ridzuan, Jazimin Bin Zakaria and 'Ainatul Fathiyah Bin Abdul Rahim who have given us the permission to run the Political Fun Race game in their class. Your cooperation is highly appreciated. Special thank is dedicated to our research team mates. Without their assistance and dedicated involvement in every step throughout the process, this paper would have never been accomplished. Finally, our thanks go to all the people who have supported us to complete the research work, either directly or indirectly. Thank you.

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