BASIC COMPONENTS IN CREATING CONTENTS FOR MORAL SUBJECT USING DIGITAL STORYTELLING: A CONCEPTUAL MODEL

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UNIVERSITI UTARA MALAYSIA
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BASIC COMPONENTS IN CREATING CONTENTS FOR MORAL SUBJECT USING DIGITAL STORYTELLING: A CONCEPTUAL MODEL

A project submitted to Dean of Research and Postgraduate Studies Office in partial Fulfillment of the requirement for the degree Master of Science (Information Technology) Universiti Utara Malaysia

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ABSTRAK (BAHASA MALAYSIA)

ABSTRACT (ENGLISH)

This research intends to develop a conceptual model that illustrates how multimedia approach could be used to enhance teaching and learning of moral subject in secondary school. A prototype will be developed to demonstrate how the content of moral subject in secondary school could be transferred into multimedia form to enhance the teaching and learning approach. The prototype is developed in a form of digital storytelling and the content is based on the syllabus and information of moral education in secondary school. The conceptual model are constructed based on the moral education contents and validation by the moral education teachers. Based on the conceptual model, digital storytelling are constructed. The effectiveness of the digital storytelling will be test on the student and will be evaluated based on the distributed questionnaire. At the end of this research, the finding of research, limitation and future work will be discussed.
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May God Bless Us All.
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CHAPTER 1

INTRODUCTION

1.1 Background

Moral education is defined as the process whereby a person develops responsible attitudes towards others and skills of moral judgment about what is right and wrong (Majmudar, 1998). Moral education is important as part of spiritual civilization that could prevent serious social problems such as violent juvenile crime, teen pregnancy, suicide, etc. Moral education is not new in the Malaysian education system; in fact, the Ministry of education has made moral education as a compulsory subject in both primary and secondary school. This means that the student has been exposed to considerably sufficient moral education for at least 11 years since the early age of 7 to 17 years old. The society, however, is overwhelmed with reports from the media about the increases of violent juvenile crime, teen pregnancy, and suicide which did not reflect the length of times people learn moral education in school. Sugathan & Kalid (2009) blame the traditional practice of teaching and learning approach of the moral subject in which the student plays the passive role, and the teacher plays the active role, as one of the contributors of this issue. They claim that the traditional practice of teaching moral education in school make it difficult for the student to relate the points taught to their understanding, imagination, and reality.

In this modern era of information and technology, the traditional teaching and learning although still applicable, it could be enhanced by using the modern tools such as multimedia, to improve student understanding and appreciation of moral education in school. Slack (1999) revealed that students are more motivated to learn
The contents of the thesis is for internal user only
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