KICT TEACHING AND LEARNING EXHIBITION 2025

TAWHIDIC EPISTEMOLOGY LEADING THE WAY
KHALĪFAH · AMĀNAH · IQRA' · RAHMATAN LIL-'ĀLAMĪN
UMMATIC EXCELLENCE LEADING THE WORLD
IIUM INTERNATIONAL ISLAMIC UNIVERSITY MALAYSIA
KULLIYYAH OF INFORMATION & COMMUNICATION TECHNOLOGY
KICT TALE 2025

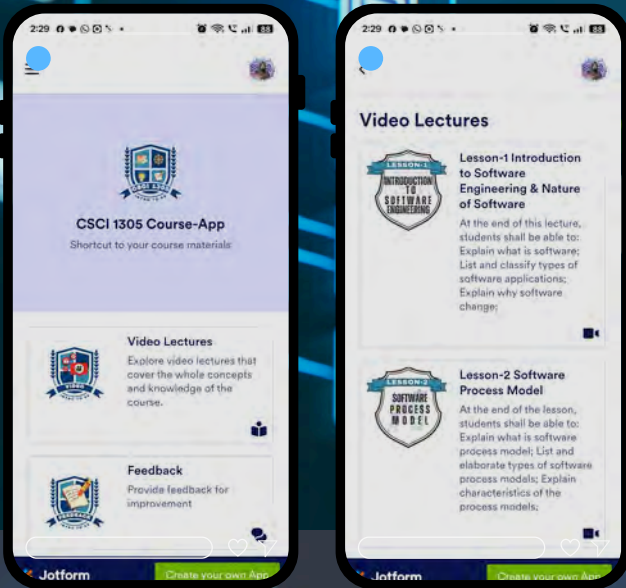INTERNATIONAL ISLAMIC UNIVERSITY MALAYSIA

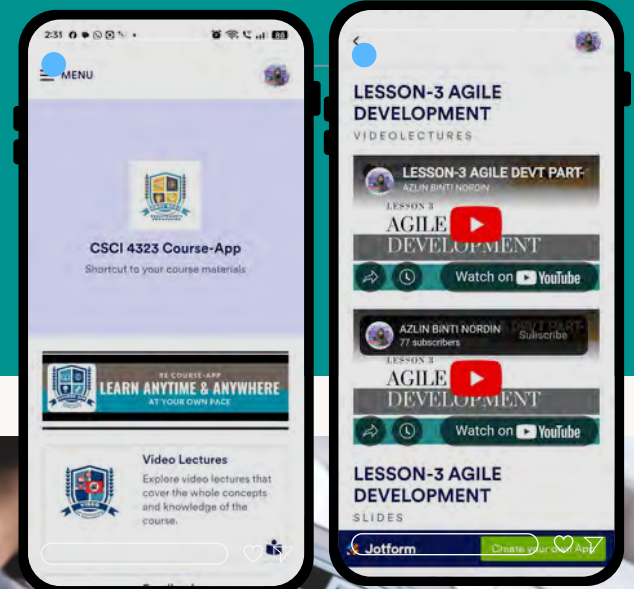## TAWHIDIC PARADIGM IN TEACHING & LEARNING: REINTEGRATING FAITH AND KNOWLEDGE

ACCESSIBLE LEARNING ANYTIME, ANYWHERE:
LEVERAGING JOTFORM TOOL TO CREATE COURSE APPS

AZLIN NORDIN
DEPT OF COMPUTER SCIENCE
**EMAIL: AZLINNORDIN@IIUM.EDU.MY**

Jotform

INTRODUCTION

Teaching and learning in Islam is holistic, guided by the *Tawhidic* worldview that is knowledge as a trust (*amanah*) and means to serve Allah. Accessibility and inclusivity in education reflect the principle of facilitating beneficial knowledge (*'ilm nafi'*). Knowledge is a trust (*amanah*) and must be delivered equitably, enabling students to learn as part of their worship and role as *khalifah*.

Problem statement:

a. Students rely heavily on the university Learning Management System i.e. iTa'LeEM.
b. Barriers: login steps, occasional technical issues (e.g. server down, limited access), and less mobile-friendly access.

USER INTERFACE DESIGN

COURSE APP
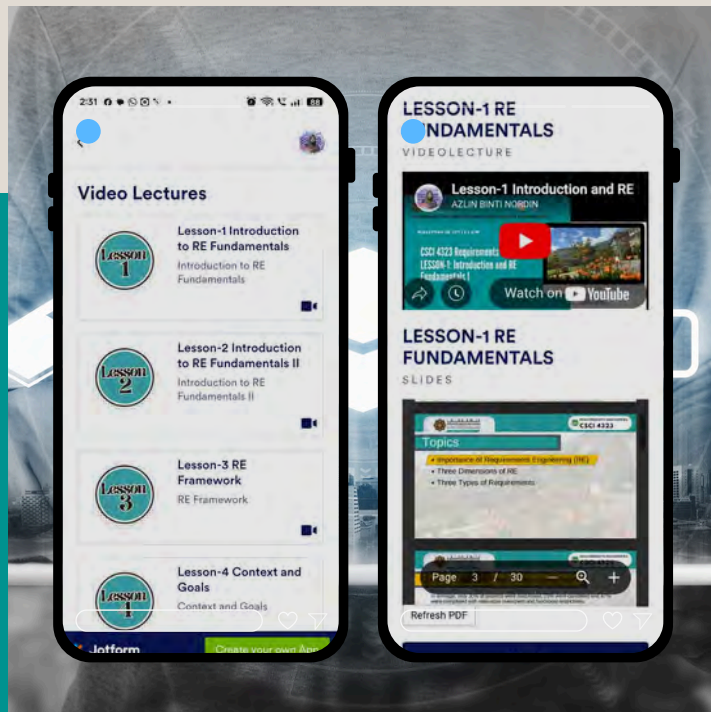
TAWHIDIC INTEGRATION

- Unity of Knowledge (*Tawhid*): Bridging modern tools with Islamic principles of education.
- *Amanah*: Ensuring equitable access to learning resources for all students.
- *Ihsan*: Supporting continuous learning beyond classroom walls.
- *Naqli* & *Aqli* Integration: Harnessing technology while staying rooted in Islamic values.

DESIGN & DEVELOPMENT OF COURSE APP USING JOTFORM

What is a course app?

- A lightweight course app created with JotForm tool.
- Works on any device with internet access.
- Provides quick access to key course materials.

Key Features :

- 📚 Lecture Notes & Slides
- 🎥 Multimedia Resources (Video/Audio)
- 📝 Feedback Forms

BENEFITS & IMPACT

- For learners :
  - 🌍 24/7 access on any device
  - 📱 Simple, mobile-first interface
  - ⏱️ Saves time & reduces access barriers
- For lecturers:
  - 🆓 Free tool, quick to set up
  - 🔧 No coding required
  - 📊 Easy tracking of students' feedback

References:

- Habib, S., Haider, A., Suleman, S. S. M., Akmal, S., & Khan, M. A. (2022). Mobile Assisted Language Learning: Evaluation of Accessibility, Adoption, and Perceived Outcome among Students of Higher Education. Electronics, 11(7), 1113. https://doi.org/10.3390/electronics11071113
- Oliveira, D.M.D., Pedro, L. & Santos, C. The use of mobile applications in higher education classes: a comparative pilot study of the students' perceptions and real usage. Smart Learn. Environ. 8, 14 (2021). https://doi.org/10.1186/s40561-021-00159-6
- Hinze, A., Vanderschantz, N., Timpany, C. et al. A Study of Mobile App Use for Teaching and Research in Higher Education. Tech Know Learn 28, 1271–1299 (2023). https://doi.org/10.1007/s10758-022-09599-6