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Development of Tawaf Simulation in Hajj Training in New Norms

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Abstract

Advances in technology through education will help the way people communicate and learn in nearly every aspect of modern life. Motion graphic has become progressively known because of their ability to catch the audience's attention rather than words alone. This globalized era somehow creates problems in combining information whereby confusion and difficulty in recalling information occur. Despite this, motion graphics could be an effective tool in education in conveying information successfully as it can convey much information compared to still pictures.

Keywords: Tawaf Simulation, Motion Graphic, Hajj Training, New Norms.

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1.0 Introduction

Hajj is the pilgrimage to Mecca, Saudi Arabia, required for all Muslims worldwide to carry out at least once in a lifetime. In some countries, training is conducted annually by the governing body in the management of Hajj to help prepare candidates for Hajj. Hajj courses are the course setup that prospective pilgrims need to follow before heading to the Holy City of Mecca, Baitullah al-Haram. As for Malaysian Muslims that intend to perform Hajj, they must register with Tabung Haji. Tabung Haji will provide courses that will teach them about the procedure and guidelines for performing Hajj. These courses include Hajj Serial Courses (Kursus Haji Bersiri), Intensive Hajj Course (Kursus Haji Intensif) and Premier Hajj Course (Kursus Haji Perdana). This research can also help Tabung Haji adapt the hajj training process according to the new norms for Covid-19. In order to prevent the Covid-19 outbreak from spreading, there are several Standard Operating Procedures (SOP's) to follow.

Hajj courses should be held among pilgrims to provide knowledge from various aspects, including spiritual and ukhrowi. It also aims to prevent the pilgrims from making various mistakes, whether small or large. Therefore, the implementation requires a clear understanding of Hajj in terms of pillars of Hajj, as the prohibited item during sacred state and ways of performing Hajj. Hajj courses are conducted in every country, but the modules used are the same in every state to launch the pilgrimage.

Hajj consists of some religious rituals with complex movement (Mahmoud & Plumb, 2010) that requires mental, emotional, and physical understanding. Tawaf is one of the pillar activities. It implies seven circles in an anti-clockwise direction performed around Ka'ba, the House of Allah. This must be performed by every one of the pilgrims.

Many pilgrims face countless difficulties and problems in performing Hajj due to knowledge absence and weaknesses in the practical steps of Hajj. (Jamaican. 2010). Mohd Bakri (2018), the interviewee, stated that due to the difference in age groups and knowledge among

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pilgrims, it was hard for them to focus on the courses, as not all could understand the course outline. This aspect is also supported by Jabar et al. (2008), based on their involvement, when they were astonished by the amount of information, rules, tasks, practical steps and the Al-Quran verses that must be understood memorized after the Hajj courses. Previous studies have shown that the conventional approach used in most learning materials for Hajj is less effective in providing a clear understanding to users. Hajj learners have difficulty imagining and memorizing the steps during the Hajj procedures. Many pilgrims face countless difficulties and problems performing.

The Mufti of Perlis Associate Professor Dr Mohd Asri Zainul Abidin claims that the current method of handling has made the Hajj course too long. Thus the approach among Muslims that worship is brutal to carry out. Hence, individuals do not comprehend the right path through the courses directed because the presentation is not clear. Pilgrims do not have any idea about the actual situation they need to look in playing out the Tawaf. In addition, the learners have no choice but to engage in the traditional practical session in the last stage of the Hajj course.

Therefore, the venture will weigh on the medium utilized as a part of the request to show and reproduce the activity in a compelling way that allows learners to participate in immersive experiences in conducting Tawaf.

2.0 Literature review

2.1 Tawaf

Tawaf is one of the Islamic rites of Hajj. Within the course of Hajj and Umrah, Muslims are to circumambulate the Holy Kaaba seven times, in a counterclockwise course, as shown in figure 2.1. The surrounding is accepted to demonstrate the unity of the worshippers in the adoration of One God, as they act in harmony around the Kaaba while supplicating to God and then pray behind Maqam Ibrahim. Many types of Tawaf can be performed:

- 2.1.1 Those not residing in Makkah once reaching the Holy City perform Tawaf al-Qudum.
- 2.1.2 Tawaf al-Umrah refers to the Tawaf performed specifically for Umrah.
- 2.1.3 Tawaf al-Ifadah or Tawaf al-Hajj is performed after casting stones, sacrificing animals and shaving the hair.
- 2.1.4 Tawaf al-Wada (Farewell Tawaf) is performed before leaving Makkah. (Matthews et al., 1996, p.127-159).

Notwithstanding, there are diverse sorts of materials and strategies used by the pilgrimage or educator to help them in their learning procedure. Through the comment, Hajj learning materials come in electronic mediums, for instance, Powerpoint slides, tapes, television, radio, projector and PCs. Other than that, photographs and books are moreover used. These still do not give the best execution to the students with no bright idea (MacKenzie & Wajcman, 1999).

2.2 Article review

The authors, Syed Abdul Aziz Hamdi Edruce, Tamar Jaya Nizar, and Farawahida Mohd Yusof (2014), expressed that Tabung Haji has been refreshing its strategy in guiding Hajj travellers in Malaysia. It depends on the objective to review the comprehension of Malaysian pilgrims about the implementation of the journey in Mecca, distinguish the dimension of the fulfilment of the pioneers in performing Hajj in Mecca and know the readiness of the pilgrims to receive a visual approach in the direction of the Hajj.

Through this research, pilgrims were found to have issues envisioning the genuine image of the actual implementation of the worship. Inability to get a clearer picture causes them to raise numerous issues in Tawaf and contributes to the sentiment of satisfaction when performing the Tawaf. Along these lines, the strategy for utilization of information about the implementation of the journey ought to be upgraded by considering current improvements, the environment, and the latest technology.

Finally, this study opens new measurements in guiding pilgrims through the visual approach. This approach has gained support among pilgrims when they indicate learning haji using software and electronic equipment. Therefore, the authors have made a 3D simulation an interactive approach for Hajj training in Malaysia by giving learners a scene of Tawaf (one of Hajj venture functions). The fundamental commitments of virtual environment system are to give versatile control to the users and convey an easy to understand and adaptable environment.

2.2.1 Motion graphic

Motion graphic does not require the users to click the button, press the keyboard or scroll down the data. They just require viewing the video to comprehend it. Movement graphics are typically combined with sound, making them closer to films than static infographics. It can offer the audience emotionally through music while communicating from voice-over and converge with symbolism of movement that will allow group of onlookers to impart the data message in a viable way (Lankow et al., 2012). The objective is to include the components of existence into the world of infographics and to revive generally static content.

The most recent development in visual communication impacts the power and commitment capability of online video with animated infographics using motion graphics software and techniques (Bennett, 2015). There is no common word for animated infographics in the multimedia field. Motion graphic is not necessarily an infographic. Be that as it may, animated infographics confirms motion graphic. This is due to motion graphics is one of the infographic types.

Motion graphic signifies "a captivating approach to take part in compelling communication and information conveyed through the use of aesthetically designed, created, composed and enlivened visuals and text" (Crooks, 2012).

2.2.2 Basic provision of communication

Communication happens when a sender passes on a message to a receiver. The sender exchanges the message to the receiver with the assistance of various media. A medium with a specific message is a representation. All representation results from biological, cultural, economical, emotional, historical, political, religious, social, and subject matter factors.

Animated infographic ought to convey precise information. Some critical components of communication ought to accentuate by designers on creating a decent animated infographics that are appeal, comprehension and retention (Crooks, 2012). These three essential conditions will give assertive visual communication (Vanichvasin, 2013). This will lead individuals' consideration and fascination. Visual communication needs to influence to draw in with the crowd.

2.2.3 Interactive media elements

Text is utilized as a part of each page to clarify the pictures, recordings, and others multimedia components. According to Shelly & Vermaat (2012) picture can be portrayed as digital portrayal of non-content data such as an illustration, outline, or photograph. Picture can be categorized into two sorts: specific vector graphic and bitmap. According to Wang & Hartley (2003), video advances have the capacities to catch the rich settings of instructing and learning, with the vital perspective to watch and reflect.

Sound is appropriate for this application since it can give better correspondence between user interface and the user (Lopez & Romer, 2010). Mohd Izani, Aishah et al. (2003) stated that a great deal of data can be transferred by utilizing moving picture called animation since the eye-brains collects a succession of image and translates them as an ongoing development.

Video is made from a progression of quickly displayed still picture. There are two sorts of video: analog and digital video. Computerized video is utilized as a part of the advancement of the Virtual Hajj application. According to Wang & Hartley (2003), video advances have the capacities to catch the rich settings of instructing and learning, with the vital perspective to watch and reflect. The video component in Virtual Hajj is utilized to replace the text as a tool to clarify some of the content, which is hard to disclose in words and to indicate genuine practice for specific assignments in performing Hajj. The users can perceive how that practical aspect has been completed rather than read the content without knowing how it is done, which can contribute to a better comprehension of that subject matter.

2.2.4 Technology in education

Technology is currently an enabler and has been adapted as a way of life. Technology is not an 'alien' in human life as it functions as something that benefits the people who support it. Technology can also make a society competitive and not be left behind in all aspects of life. The role of technology in human life is inseparable whether in the economic, political, and social sectors. The presence of technology is very crucial because of its ability to serve as a tool that benefits the provision of human resources and guarantees better security to the lives and health of the human world.

The education sector is also not an exception to the impact of the technological outbreak as it could contribute substantially to achieving a much better academic level in society. Technology is increasingly essential and is used in all aspects of universal life, and it is undeniable that technology can also determine the progress level achieved by a society. According to Mackenzie & Wajcman (1999), technology has two essential components of physical compatibility: products, tools, equipment, inventories, techniques, and processes. The second component is informative, such as management skills, marketing, productivity, quality control, skilled labour, and competitive organizations.

Teaching and learning in education are vital and need to be constantly improved over time as technology outbreak. Teaching and learning involves teachers and students. Wilson & Peterson (2008) stated that teaching is a task and activity in which the teacher and students work together. Learning is the involvement of students in interactions with teachers that occur at any time. Neither one is involved. These lessons will not happen. Teaching is designed by the teacher systematically by using appropriate methods and techniques for creating environments that allow the learning process to occur. The essential components that create a teaching process should include the following features: teacher, student, content, objectives, activities, assessments, and measurements.

3.0 Research design

The selection of a research approach is also based on the nature of the research problem or issue being explored, this research's personal experiences and the audiences for the study. Hence, in this study, this research will investigate and explore the issues addressed by employing qualitative methodology of research which includes the following:

- i. Analyzing conventional Hajj training method
 - This process of gathering information on the existing courses related to hajj training as a general with no specification on the target audience
- ii. Analyzing materials used in Hajj training
 - This process of data collection involves going through the materials used in teaching the Hajj course and analyzing it further to determine what can be improved in order to make an impactful motion graphic

The main reason for this research design is to decide users' acknowledgement and recognition towards the mix of motion graphics and media approaches in the supplementary Hajj learning material. Data collection is crucial during the time spent directing the research. Interview and site observation were the methods conducted to gain data. This is done to review in-depth the understanding between two research results (Angell & Townsend, 2011)

A. Site Observation

This research covers educating and learning process amid the Hajj courses. Information was gathered through analyzing current materials and instruments utilized as a part of all sessions particularly during lectures. Every step in Hajj courses has been recorded for additional review. Site observation has been led in Shah Alam, Selangor by observing courses directed by Tabung Haji. From the observation, the more significant part of the learners originated from senior groups aged 40-60 years old. Thus, most of the materials used to show the process depend on inactive learning techniques whereby learners are required to see content without including dynamic collaboration. The setting decided for this investigation is Masjid Sultan Abdul Aziz Shah, Shah Alam.

B. Interview

Semi-structured interview was conducted to collect qualitative data. A set of interview questions was given to a Hajj Instructor that conducts Hajj course. The individual came from different positions and backgrounds. The interviews hinted on the direction of this research. These interview sessions allowed the interviewee to answer with more flexible answers. This method aims to identify and gather data on matters related to this field, especially on the participant's perceptions and opinions towards the attendance of hajj courses. The following is the respondent interviewed by the researcher to gain the data needed:

- Mohd Bakri bin Aziz @ Saari (IPG Lecturer / Hajj Instructor)

4.0 Finding and analysis

From the results of the site observation, it is identified that the pros and cons of each material used for each session as drawn in the following table:

TABLE 1: ANALYSIS ON MATERIALS USED FOR HAJJ COURSES

Mediums	PROS	CONS
	Book	Contain helpful information such as list of doa. It- Useful for pilgrims to carry around.
CD/DVD	- Apply multimedia elements. -Video narrative information.	- Passive learning method. - Contents can be viewed without involving any active interaction.
Module/ Instructional Guide	- Useful for pilgrims to carry around.	- Limited information that only has the form of text and images. - A printed version of PowerPoint slide.
Lecture	Provide PowerPoint slide and videos on the lecture session.	It takes too long to finish one session (17 series in 4 months; 2 hours per lecture.
Practical Session	Provide an actual life-like situation in Hajj by allowing pilgrims to participate in the practical session.	- Provide small Kaaba model to replace a real Kaaba. - Weather conditions must be considered if the practical session is held in at open area.
E-Book	- Typical electronic version of hajj book. - Promote interactive medium of delivering information.	- Limited information that only has text and images in electronic version.

The finding states that the current materials used in Hajj courses still have limitations. Most of the additional learning materials are based on the passive learning method where learners are required to see the contents without involving active interaction. From the site observations, it is identified that the behavioral aspect among the participants plays an important role. A few participants were not paying enough attention to the speakers (Hajj instructors) in front as some of them were either talking among themselves or those at the back tend to be sleeping while lecture is being held.

As it relates to the problem, the information might not be delivered well, or it might be caused by the factors of time consumption or ineffective teaching tools. Furthermore, based on the observation, most participants were unsatisfied with the additional materials used primarily during the lecture. From the results, most of the Hajj learners could not imagine the actual procedures and memorize the steps in Hajj. However, for the practical parts, learners must be involved in the practical sessions to understand the steps needed to take and experience it in an actual situation. However, some still could not participate in the practical part which causes some to miss the steps due to the overwhelming crowd.

Other than that, the feedback on the interview with Mohd Bakri had tally to the stated problems. He mentioned that the problem in delivering the course is that many pilgrims from different age groups and knowledge. He also mentioned that most pilgrims who join the courses tend to forget most of the stuff they learn due to overthinking in memorizing the steps. This confuses thus the pilgrimage done by them are either missteps or incorrectly done. Among other things that were asked, is the methods in teaching which he said that they use the modules provided by Tabung Haji and the generic form of mediums that is a Microsoft Power point slide with basic information. Although he mentioned that they are a practical session for Tawaf, most attendees could not participate in the session, as there were too many crowds in one setting to learn the steps correctly.

4.1 Design and development

4.1.1 Prototype

Tawaf has its elaborated steps in completing it superbly. We must follow these steps for it to be counted as a full Tawaf because it is the order from Allah. The following is the detail of prototype design for this research.

4.1.2 Storyboard

The storyboard is a graphic course of action of representation that appears in sequence in animation as a pre-visualizing. In this storyboard, every one of the scenes of Tawaf motion graphic is at eye-level point. This is often unremarkably used on an angle or shot since it creates the showing emotion neutral and best use in perceiving an honest vision.

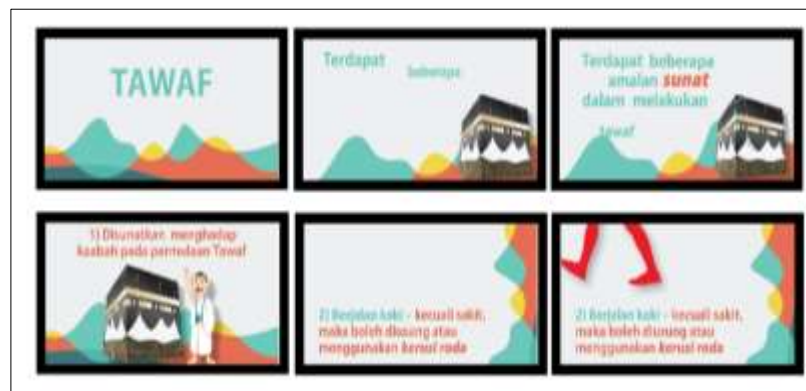
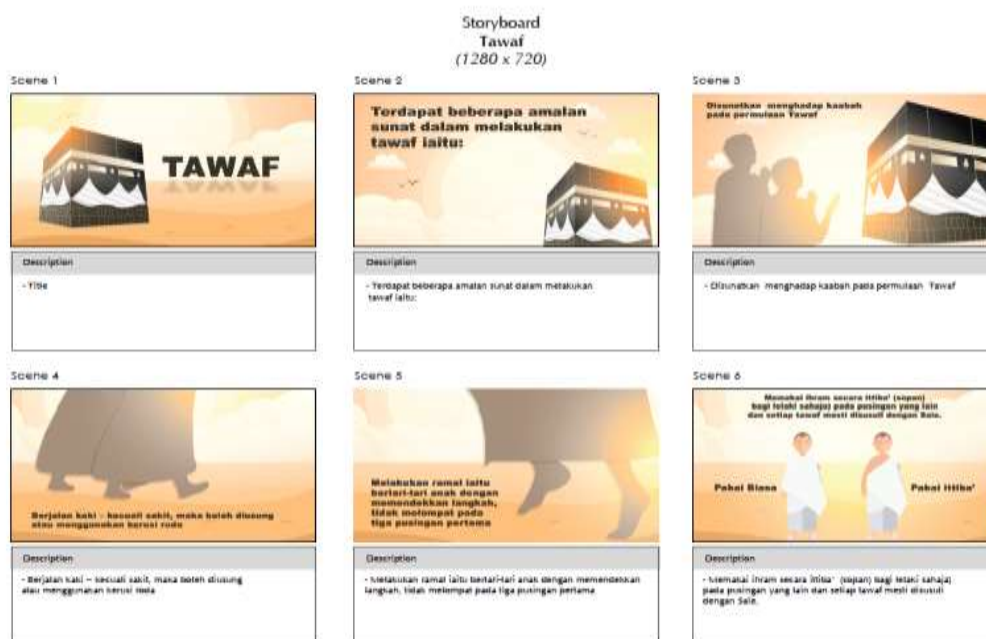


Fig. 1. Development of Storyboard

4.1.3 Design for case study

From the storyboard, a model structure of the contextual investigation was fabricated. This model structure is crucial in obtaining the acknowledgement level from the audience towards Tawaf motion graphic



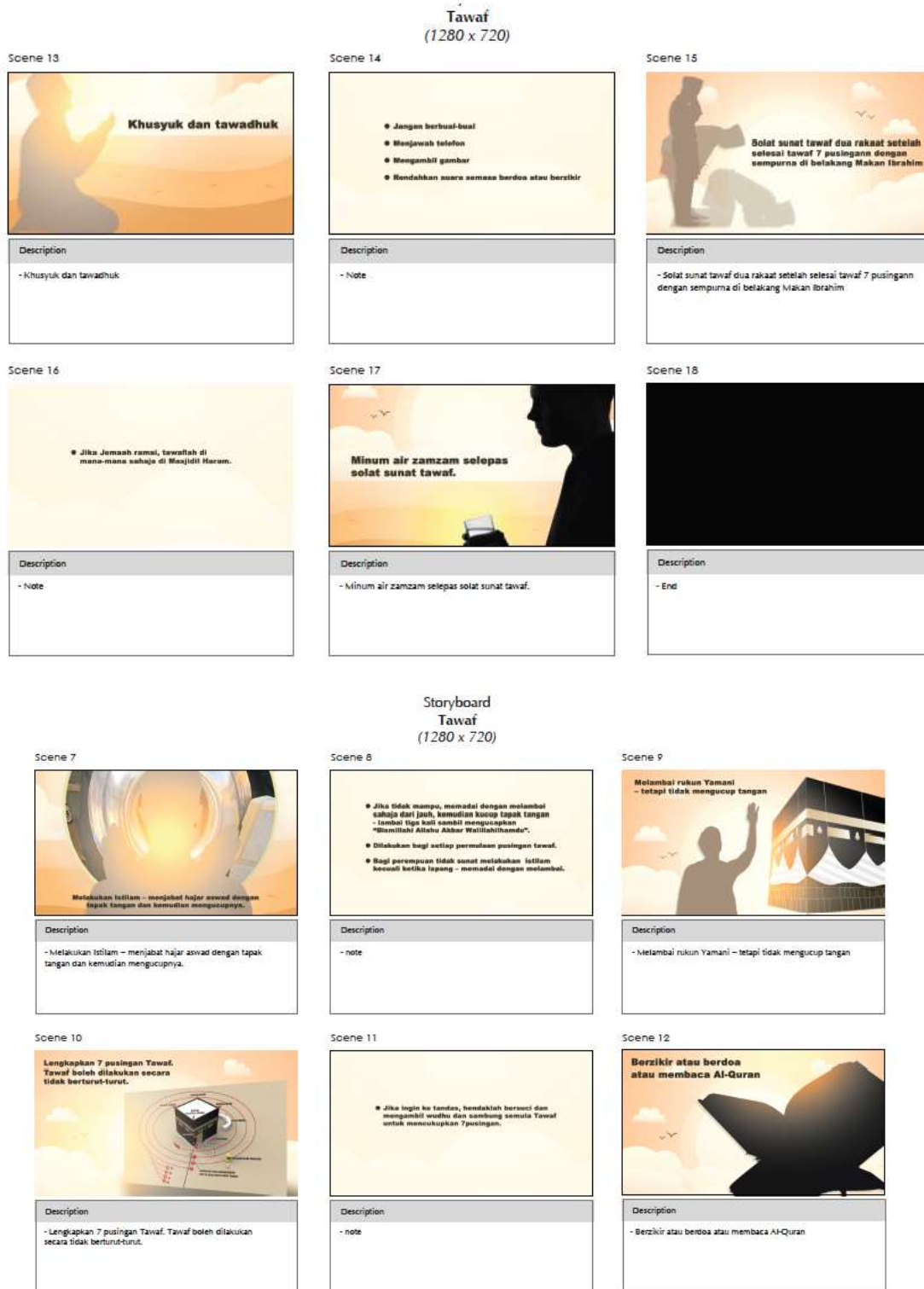


Fig. 2. Main Section of Motion Graphic

5.0 Conclusion and recommendation

From the findings, it can be proven that the current learning approach in hajj courses are not relevant to conventional training setting, whereby the learning methods need to be continuously upgraded to meet the purpose of learning and enhance learners' satisfaction. Moreover, hajj course services need to be scrutinized and Tabung Haji need to plan a solution to enhance their services in the future.

This project represented the tawaf training can be created in the 2D environment. By implementing motion graphics, hajj instructors can immerse with the simulation and expand their comprehension of tawaf ritual effortlessly. Moreover, the perception of the tawaf action

in the undertaking can be closer to actual image contrasted with the circumstance at the training center. Thus, having this framework as a right hand or part of the substance while directing the Hajj course, the instructor can ingrain the learning procedure and, in the meantime, featuring the participants' interest socially amid the tawaf action.

Based on the data collection and findings, the interviewee Mr. Mohd Bakri suggested that the motion graphic for Tawaf can be elevated and upgraded into a virtual reality (VR) form to enable pilgrims to immerse directly in the situation of Tawaf. It is also hoped that for future research, other parts of Hajj steps are included as a whole package for users to learn.

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