

# From the Chief Editor



The previous issue of JPL proposes to re-focus education towards integrating universal values in personalizing learning. This has always been the traditional aim of education and training for human resource development. For this issue, JPL envisioned to spread various ways to integrate values in the world of technology from the Quran and Sunnah, particularly from the perspective of Risale-i Nur, the thematic interpretation of the Quran through literature highlights, qualitative studies and the construction of modern and second generation methods of data analysis. Thus, commencing from this issue, JPL aspires to publish articles on technology and personalized education that relate their review, findings or implication of their studies with not only moral values as the focus of today's Society 5.0. The consideration is to ensure high technology comes with high touch with values integration in scientific discoveries and innovations. This is in line with the aim of Society 5.0 which is to balance out economic advancement for comfort, vitality and high-quality lives with social problems as a consequence of the 4<sup>th</sup> Industrial Revolution.

According to Said Nursi Bediuzzaman (Nursi 2011a; 2011b; 2001) the Quran is a book of guidance for the world at all times. Many verses of the Quran confirm innovations of science and technology that have been discovered and many yet to be explored. Many scientific truths are found in the Quran that are known only after discoveries of modern science confirm it. As a book of clues, the Quran should be a guide to discovery and spearhead scientific discoveries. Articles in this issue can be seen as segregated field of technology, values and personalized education. But for starters, it is sufficient. Hopefully for the next issue in 2024, these components will be blended and integrated better.

The first paper reported about Education 4.0 which includes teaching methods and strategies. The combination of various uses of technology known as Technology 4.0 has simplified the planning system, knowledge delivery process and also produced more effective and efficient outcomes. High skills and competence among the educators are crucial to meet the needs and criteria of teaching with Technology 4.0. Several important criteria need to be taken into account in calibrating the level of skills and competencies of teachers. The combined result of three main models namely Technological, Pedagogical and Content Knowledge (TPACK), Adaptive Teaching Competency (ATC) and DigCompEdu Model has resulted in a development of Teaching 4.0 Competencies Framework Model. This model is expected to provide a solution to a more effective and comprehensive system in terms of measuring the level of Teaching 4.0 competencies in education system, specifically to any educational institution in need.

For the second paper, the title is *E-Learning Application in Teaching and Learning at a Vocational College*. The aim is to identify the level of e-Learning use in teaching and learning by measuring the frequency of e-Learning usage, skill level, behaviour, attitude and e-Learning support. The study sample

consisted of 82 lecturers from a vocational college. Findings showed that the frequency of e-Learning usage is at a moderately positive level. The lecturers have positive attitude towards e-Learning usage and have a moderate level of positivity. However, findings also showed that the support of e-Learning by the management are at a moderately negative level. Despite e-Learning facilities and support given, management are still in a moderate state. E-Learning usage is expected to increase in teaching and learning with the support and assistance on infrastructure and digital technology facilities.

The third paper, about *Improving Students' Achievement in Food Digestion for Year 3 Science Subject Using Augmented Reality*. The product was designed and developed with Augmented Reality materials based on the Universal Design and Development (UDin) Model which was developed by the Personalized Learning Group of Researchers from UKM (1999-2021). The AR materials was tested for its usability and usefulness using research tools which had undergone content validity processes and reliability test. The study findings showed that usage of AR materials combined with AR technology can improve the achievement of students in the Food Digestion topic for Year 3 Science through post-tests.

The fourth article is about keeping promises which had been an overlooked yet essential values during current rise of Society 5.0. It is defined as an act of commitment and social practices. This leads towards current modern society we're living in; with technology, working and dealing with applications and services – despite the exchange of monetary and values, they all commit towards one higher priority: fulfilling promises. Hence it is obvious how 'promises' are part of outcome and deliveries needed during current rise of Society 5.0. This review paper will elaborate how keeping promises is an important value discussed from the perspective of Risale-i Nur, a thematic interpretation of the Quran by Bediuzzaman Said Nursi, influential Muslim scholar in Turkey and philosopher of the late Ottoman. The value of keeping promises not only essential for Muslim but it is also defined integrity as well as contributes towards personal benefits. Overall, it is obvious how 'promises' are part of outcome and deliveries needed during current rise of Society 5.0 and technology involvement in personalized education.

The fifth paper is still on a similar theme about Industrial Revolution 4.0 focusing on design and development of a module to increase Mathematics skill among primary school students using Google Classroom Application Module. The overall findings showed respondents among students and teachers are ready to accept a change in Learning and Facilitation instead of using the conventional teaching method alone. Further research was conducted after making some improvement to the module. Overall, the module content should contain useful information and encourage students to use Google Classroom to understand the Mathematics syllabus. Students' existing skills in the use of technology can help them understand the module easily if the content is well presented and user-friendly.

Next is a paper on gamification as a method in teaching and learning delivery. Gamification can also be an alternative method for assessment. In English grammar, students still have difficulty on mastering the topic. Therefore, a preliminary study was executed to observe the potential of grammar assessment using gamification. A gamified assessment was conducted to 1,044 Form One MRSM students with different English proficiency levels. The results showed that students' level of understanding the grammar topic is good and average.

Last but not least is a paper on a popular anime TV series, *The Sailor Moon* which had dominated entertainment culture for over 20 years. Despite providing children with fictional and informational content, this anime TV series indirectly created a personalised learning environment for children. Content analysis showed that *Sailor Moon* can be classified as STEM-based anime. The paper will provide a fundamental discussion for scholars, media TV producers or possibly teachers to look at the specific criteria to examine and classify any media entertainment, particularly anime series as "STEM-based anime".

The strategy we took to integrate values in our publication and research on technology and personalized learning is to prepare education for the new generation living in this Society 5.0 era to overcome many education crisis as Lewis (2017) refer to as “excellence without a soul”. Society 5.0 is a technology-based human-centred society. Thus the high-tech will start coming in with high-touch. However, it is predicted that economic advancement will create social problems deriving from the 4<sup>th</sup> Industrial Revolution (4IR) era, if the children of this society is not educate with values that will help become a remedy for social sickness (Nursi, 2012; 2014) when modern educational system nurtures excellence, but destroys human soul. Our approach follows the Risale-i Nur perspective that is to integrate science, which unveils God’s laws in the universe with authentic divine messages. Showing how to be a better being through good character and values. In line with these themes, JPL Volume 5 Issue (1) for 2023 accepted 7 articles although some articles did not specifically mentioned how values are integrated in this particular publication, we hope in future more elaborations will be made in the same series of reporting the studies.

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