



Role of Online Games in Land Administration Development course and Its Effectiveness in Class: A Corpus-based Study

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Abstract

The aim of this research is to investigate the role of online games in the undergraduate course of Land Administration Development and its effectiveness in class using corpus collected from the students. This qualitative study focuses on undergraduate students and senior lecturer at University Utara Malaysia. The six participants were included in this study, who are all second-language learners of English. Two questions were asked during a structured interview, e.g. *do you think using online games is beneficial in the course of Land Administration Development* and *do you think that using online games in class is better?* The recorded data is transcribed by two experts in qualitative research; memos are also furnished with data. The reflexive thematic analysis was employed to examine the data. The total nine themes came from data; learning, understanding, perception, enthusiasm and enjoyment, using technology, creativity and interest, learning specific words, studying the course of (LAD), and online game advantageous.

Keyword: Corpus, Online Games, Land Administration Development, Using Technology.

INTRODUCTION

Online Games have been used for educational purposes for a long time with the intention of increasing student motivation, which is a significant, common determinant of learning behaviour (Schunk et al., 2013). In other words, a game-based learning environment encourages learners to be more motivated (Ebrahimzadeh & Alavi, 2017). A traditional teacher-centered classroom can be transformed into one that is learner-centred by using games. The pupils have a fun learning experience when games are used in class (Icard, 2014). Gamification typically involves earning points and emulating competitive systems like competing for prizes and rankings (Burke, 2016). Games thus increase student attention since they make learning more entertaining (Wichadee & Pattanapichet, 2018).

In the recent years, it has become a popular and widely used multidisciplinary teaching tool (Robson et al., 2016). Students might anticipate that instructors will use this tool in courses or lectures given the rapid advancement of technology (Rondon et al., 2013). Researchers in the discipline of academia are always looking for innovative ways to improve students' educational experiences, especially in today's technologically advanced society where educational games are one such strategy (Minovic et al., 2012).

However, the usage of conventional games in the classroom is declining as a result of technology's ability to provide more engaging games that fit learners' lifestyles. For children who may download applications to play through mobile phones, online or digital games in the learning process are more significant. Digital games can encourage learning, which is one of their advantages. Students can experience the aspect of conflict, feel successful or unsuccessful, and get immediate feedback (Kapp, 2012).

According to Cassady and Johnson (2002), evaluation depends heavily on input. When given timely and relevant feedback, students are more likely to incorporate it into what they have learnt and update it. Digital games are concerned with mental and social circumstances in addition to influencing learning and comprehension processes (Lee & Hammer, 2011).

Students are more likely to attend class when they are more motivated to learn. An earlier study that established a connection between motivation and participation, found positive relationship between motivation and participation (Dörnyei & Ushioda, 2021). Digital games can also foster user involvement and foster a positive learning environment (Goehle, 2013). While, Reeve (2012) defines engagement as the level of a learner's active participation, concentration, and enthusiasm when he or she becomes interested in the learning process, which can help to provide gratifying learning results. Conversely, a lack of involvement can make learning less effective (Heaslip et al., 2014). In my conclusion, the digital videogames can be a powerful tool for motivating students, boosting their passion, and increasing and validating their learning, previous researches also support (Kim, 2015; Simões et al., 2013).

Many digital games are currently employed in classrooms at all educational levels, and one of the most well-known games used by teachers in Thailand is Kahoot. Smartphones and computers

may both easily access the Kahoot programme. Once they have an account, educators can either develop their own questions or quizzes or use ones that have already been created by others.

Bicen and Kocakoyun (2018) claim that the Kahoot programme might be used effectively for gaming classrooms. This medium may influence learners by using gamification to increase their motivation and competitiveness. While incorporating Kahoot digital news into the learning strategy may favourably impact educational, interactions, inspiration, and engagement experiences in the classroom. Compared to conventional teaching methods, Kahoot facilitates language learning activity engagement for students more effectively (Aidoune et al., 2022; Prieto et al., 2019). Therefore the current study aimed to investigate the role of online games in the course of land administration development and effectiveness in class.

MATERIALS AND METHODS

Data collection

This study focused on undergraduate students and senior lecturer at University Utara Malaysia, a public university situated in the northern part of Malaysia specifically Kedah state. The 6 participants were included in this study including both male (n = 1) and female (n = 2) undergraduate students (n= 3) as well as lecturers (n= 3), while lecturers were only males, who are all second-language learners of English. The subject that they are majoring in is titled “The Land Administration Development” course in the College of Law, Government, and International Studies (COLGIS) in the School of Law. The course code is GMJP 3123. Two research questions were asked during interview: e.g. *do you think using online games is beneficial in the course of Land Administration Development? And do you think that using online games in class is better?* The face-to-face structured interviews were conducted with six participants. Students from second semesters to 6 semesters were included in this study and students with 80% attendance were also included in this study. The senior lecturers were included in this study as lecturers. The verbal responses collected from the students were compiled as a corpus to understand the linguistic pattern of these students as past study by Shauki and Singh (2022) also used corpus.

Data Analysis

Reflexive theme analysis was used when data gathering was finished. Initial codes were produced in accordance with Braun and Clarke (2019) recommendations. To begin with, the transcribed material was carefully inspected numerous times in order to fully comprehend its

contents. The researcher initially read over every interview transcription before beginning a methodical coding procedure. A vast set of codes was created as a result of encoding every piece of information that could be. The codes were then further examined and improved, enabling the discovery of underlying parallels and divergences, which aided in the development of coherent themes. A detailed review of these themes was conducted, which included a close look at the corresponding codes and transcripts. Then, based on the underlying codes, each theme was given the best names. The themes were presented, and their implications were discussed in relation to the current study as the last step of the analysis process. The last step was to compile all the responses and analyze the word choice pattern and the specific vocabulary that the students had used.

Ethical Consideration

The study was explained to the participants, and they were made aware of their ability to revoke their participation and/or data at any time. Additionally, in accordance with the requirements for ethical consideration according American Psychological Association, they were informed of the confidentiality and anonymity of their responses as well as the availability of support in the event that the interview proved to be distressing. While the participants' lives are described in detail as they provided it, every attempt was taken to omit anything that could be used to identify them.

FINDINGS

Interview with lecturers:

Learning

The answers experienced that Kahoot and some online games like quizzes, puzzles, and google jumbo increase the second language vocabulary by focusing on the course and understanding what they are learning in the class.

1. Increase the focus and attention it is the fan interactive learning tools that will encourage them to be active or participate in the class so that's not just revising, but they also can enhance their understanding of what they are learning in the class.
2. Because for me we must know who is our audience, our target, our students they are in the jenzu right? So, they are bored and interested in something like visual, audio something like that, so we must also follow the trance which means the lecturer must also be creative in conducting class using different tools, and platforms to make sure that students engage in class and also it can increase their interest in the field.

3. During my class, we are not playing Kahoot weekly, maybe for two weeks and then one month we conduct Kahoot because I use different gamification tools in my class like quizzes, Quizlet, Puzzle Google Jumbo and so on. However, if you have the size on Kahoot itself I think yeah maybe it can increase some.

Table 1 Findings for RQ1a

Theme 1	-Learning
Subthemes	-Many new terms -Caveat -Land acquisition
Theme 2	-Understanding
Subthemes	-The basic knowledge -Important terms -Improve -Crucial -Land law -CLO (Course Learning Outcome)
Theme 3	-Perception
Subthemes	-Increase the focus and attention -interactive learning tools -Encourage -Enhance their understanding
Theme 4	-Enthusiasm and enjoyment
Subthemes	-Enjoy and love -Gamification tools
Theme 5	-Using technology
Subthemes	-Using the different platforms of Web 2.0
Theme 6	-Creativity and interest
Subthemes	-The lecturer must also be creative in conducting class using different tools, and platforms to make sure that students engage in class and also it can increase their interest in the field.

Interview with the students

Comprehension

The answers experienced that online game is beneficial because it increases the second language vocabulary by having an understanding of what they are learning in the class with the help of the lecturer.

1. When we play online games, it makes us enjoy ourselves, ah it's very funny and it makes me understand what I am learning in the class.
2. The lecturer helps to understand new and specific words by showing videos from YouTube and she is explaining.
3. This online game is very beneficial in the course of land administration development because online game makes me understand what the lecturer teaches me.

Table 2

Theme 1	-Learning specific words
Subthemes	-Caveat -The surveyor
Theme 2	-Studying the course of (LAD)
Subthemes	-Enjoyable -Interesting -Learning -Many words
Theme 3	-Online game is advantageous
Subthemes	-Beneficial -Learning -Understand

DISCUSSION

Learning

According to the teachers, online games play important role in students' learning. Particularly in the areas of problem-solving, critical thinking, and decision-making, online games have the potential to improve learning. While some educational games are made specifically to aid

students in the development of these abilities, other games may unintentionally enhance learning outcomes through their gameplay elements. Games that force players to make decisions based on the facts at hand, such those that include strategy and resource management, for instance, can aid in the development of critical thinking abilities. Puzzle and riddle games can aid in the development of problem-solving abilities.

Additionally, playing games that require cooperation from players can improve communication and teamwork abilities. Similar findings have been reported in many past mental analyses. For example, in a meta-analysis, Clark et al. (2016) carefully examine articles to investigate the specific effects of digital games on learning outcomes, coming to the conclusion that games are crucial in fostering effective learning and emphasising the substantial significance of gaming design beyond its medium. Prior to this review, but along similar lines, Backlund and Hendrix (2013) observed excellent learning effects when employing serious games in the educational process in their meta-analysis. Wouters et al. (2013) used comparisons along with meta-analytic tools to examine if serious games are more effective and motivating than traditional teaching strategies. They discovered increased learning and memory efficacy, so online games increase learning and problem-solving abilities among students.

Understanding

Online games undoubtedly improve understanding, especially in the fields of science, history, and culture. Many instructional video games are made particularly to teach players about these topics, and they do so by utilising fun gameplay elements to reinforce key concepts and ideas. For instance, historical games may replicate significant historical events so that players can experience them directly and learn more about the historical context in which they occurred. Players that play cultural games may be exposed to various customs, dialects, and religious views, which aids in the development of a more complex awareness of their surroundings. Additionally, science games may let users explore scientific ideas, perform fictitious experiments, and learn about the environment. Similarly, Fu et al. (2016) identifies the multifaceted benefits of online games in business education, with knowledge acquisition and content understanding being the most frequent outcomes. Online games can affect player engagement, long-term and cognitive skills, and social or soft skills, which are sources of better understanding. This reflects the trend of using gaming features as both a medium of entertainment and a way of learning.

Perception

Online gaming improve perception, especially in the areas of attention, visual-spatial reasoning and reaction time. Many online games demand quick processing and responses from players, which can enhance their capacity for perceiving and responding to environmental stimuli. Action games, for instance, can aid in the development of visual-spatial thinking and response time by requiring players to move around complicated situation and respond to rapid-fire inputs. Puzzle games that demand close attention to minute details and the ability to link seemingly unrelated pieces of knowledge can enhance perception and focus. Online games can also be used to practice specific perceptual abilities, including memory or spatial orientation, therefore online

games increase the perception level. Past studies also reported same findings that online games play important role in improvement of cognitive functions and perception (Boot et al., 2011; Green & Seitz, 2015).

Enthusiasm and enjoyment

Online games may undoubtedly improve enthusiasm and enjoyment, especially for those with a gaming interest or who are seeking for an entertaining and interesting way to study or kill time. Numerous online games use captivating graphics, music, and gameplay mechanics to draw in players and keep them interested. These games are often created to be highly immersive and interactive. For example, multiplayer games that let players cooperate or compete with one another can be very interesting because they offer a social and interactive experience that single-player games cannot. As they enable players to fully immerse themselves in a virtual world and assume new roles and personas, role-playing games that allow players to create and customise their own characters can be very immersive. Additionally, a lot of educational games use entertaining gameplay mechanics to make learning more interesting and fun while also being educational. For those who find standard learning methods tedious or uninteresting, these games can be especially helpful. According Goehle (2013), online games provide good learning environment and encourage players' engagement and engagement is reason of enthusiasm and enjoyment. Online games, according to previous researches, can be utilised as a powerful tool to inspire students, improve their enthusiasm, gauge their comprehension and provide enjoyment (Kim, 2015; Simões et al., 2013).

Using technology

Online games certainly increase the use of technology, because online gamers provide players to access and play the game through a computer, smartphone, or other electronic device, online games can definitely boost the use of technology. Additionally, many online games mandate the use of specialised software or equipment, such as virtual reality headsets or gaming controllers, which can further increase technology usage. A variety of technology-related abilities, including utilising software and hardware equipment efficiently, navigating digital interfaces, and diagnosing technological problems, can be developed through playing online games. In today's digital world, where technology plays an increasingly significant role in both personal and professional contexts, these abilities can be quite helpful. So playing games provide opportunities to students to learn new technology.

Creativity and interest

Online games certainly increase creativity and interest, particularly for people who are interested in gaming or who are searching for a fun and engaging way to express their creativity, playing online games may undoubtedly enhance creativity and interest. In contrast to conventional types of entertainment, many online games provide players the option to customize their characters, construct their own worlds, and add their own content. Because they let players construct and experiment with their own ideas and designs, sandbox games that let players alter their own environments can be very creative. As they give players the chance to express themselves in a virtual world and try out new personas and identities, role-playing games that let players design

and customize their own characters can be very entertaining. Similarly, many past studies reported playing online games increase creativity among students (Mercier & Lubart, 2023; Rahimi & Shute, 2021). Also, Jackson et al. (2012) confirmed the connection between playing online games and divergent thinking, the divergent thinking described that the ability to develop multiple ideas from a single starting point (Guilford, 1967). While Blanco-Herrera et al. (2019) found relationship between creativity and amount of time spent playing video games, if a player spends more time, he/she has more chances to increase creativity.

Learning specific words

From the corpus collected, it is apparent that students were using specific words and vocabulary. Online game play undoubtedly helps in learning new words, especially if the game is focused on vocabulary and language skills. A lot of online games, more specifically educational games, are made to introduce new words and phrases to players in a pleasant and interesting method. Likewise, Crossword puzzles, word searches, and Scrabble-style games, for instance, can assist players develop their vocabulary and spelling abilities while also making for a fun gaming experience. Additionally, people looking to learn a new language or advance their current language abilities may find language learning games that concentrate on particular languages or dialects to be very effective. Many different online game genres, aside from word-focused ones, help players in contextually learning new vocabulary.

Role-playing games, for instance, can assist players in learning new vocabulary and phrases associated with the setting and themes of the game by incorporating intricate stories and character interactions. Past many studies also found that playing games help in learning new vocabulary (Hasram et al., 2020; Tebeweka, 2021). Online games foster an enjoyable learning environment, especially for younger students, according to Ashraf et al. (2014), who also provided evidence supporting this claim. Thus, involving students in enjoyable, soothing, and motivating learning activities could make it easier for them to learn new words.

It appears that through such engagement, students are more likely to lower their degree of learning anxiety and spark their enthusiasm in vocabulary learning. According to a study by Barab et al. (2009), online games can promote learning experiences by utilizing game mechanics, game components, and game thinking. This makes learning more enjoyable and rewarding than less engaging and passive traditional learning (Letchumanan et al., 2015).

Studying the course of LAD

Online gaming certainly help in studying course, especially the game is made with instructional information that is relevant to the course topic. Many educational games are made with the intention of teaching and reinforcing ideas in a fun and interesting way, making them an important resource for students looking for different ways to study and learn. For instance, educational games with a math, science, history, or other theme can give students a more involved and interesting approach to learn the subject matter, enabling them to strengthen their comprehension of important ideas and principles. Additionally, a lot of educational games are made to be very visual and interactive, which can aid students in understanding complex concepts and improving their ability to retain information.

Online game is advantageous

Many benefits can be derived from playing online games. The following are some advantages of playing online games: *Improving cognitive-skills*: Playing online games can help you develop your cognitive abilities, including memory, focus, and reaction time. *Improve problem-solving skills*: Many online games ask players to solve puzzles and overcome obstacles, which might aid problem-solving skills. *Boost creativity*: Players can design and customise their own worlds, produce their own content, and express themselves in novel and fascinating ways through online games, which can serve as a creative outlet. *Benefit education*: Many online games are made with education in mind, imparting knowledge to players in a pleasant and engaging manner. *Increased social connections*: Since many online games are meant to be played with others, they can promote teamwork and collaboration as well as increased social ties. *Reduce stress*: Playing online games may be a relaxing, entertaining method to relieve stress and boost mood. *Increase technological proficiency*: Online gaming necessitates the use of technology, which can aid in advancing one's technological knowledge and comfort with digital tools and user interfaces.

This research has few limitations, first the data were collected only from 6 respondents with structured interview. Second this study was conducted only qualitative, so further study should be conducted mix method mode. Third, in this research data were collected only from students and lecturer of one course of Land Administration Development.

Conclusion

This qualitative study explore the role of online games in the course of land administration development. Online games play important role in students' learning, understanding, perception, enthusiasm and enjoyment, using technology, creativity and interest, learning specific words, studying the course of (LAD). While online games have numerous advantageous for students such as cognitive skill development, improve problem-solving skills, boost creativity, benefits in education, increased social connections, and reduce stress.

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