



**TABLE SET AS A LEARNING TOOLS**

<b>NAME :</b>	<b>NO MATRIC :</b>
NINI NUR HAZWANI BINTI MOHD RAHIM	08DPM20F2006
SYAZWANI ALISYA BINTI ROSIDI	08DPM20F2012
NUR ATHIRAH SYAZWANI BINTI MOHD AMIN	08DPM20F2014
DANIAL IRFAN ZAKWAN BIN SUHAIMI	08DPM20F2026

**DIPLOMA IN BUSSINESS STUDY DEPARMENT**

**SUPERVISOR : PUAN HAJAH SHAREAHA BINTI DIN**

**SESSION 2 2022/2023**

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A project report submitted in partial fulfillment of the requirement for the award  
of Diploma in Business Study.

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## ABSTRACT

Technological developments can be used to support learning. One example of technological development is introducing teaching and learning tools. Thus, this study develops a table set made from a whiteboard material as a learning tool that can be used as an interactive learning resource because they can be integrated with images, and animations that will make them more exciting and look natural. This study is one of the results of developing a learning tool based on scientific literacy.

This study aims to produce a good table set as a learning tool used to support teaching and learning. This research uses ADDIE model development research (Analysis-Design-Development-Implementation-Evaluation) to determine the validity of the product.

**Keywords :** learning tool, table set, learning.

## ABSTRAK

Perkembangan teknologi dapat digunakan untuk membantu sesi pembelajaran. Salah satu contoh pembangunan teknologi adalah dengan memperkenalkan alat pengajaran dan pembelajaran. Oleh itu, kajian ini mewujudkan satu set meja yang diperbuat daripada bahan papan putih sebagai alat pembelajaran yang akan dapat digunakan sebagai sumber pembelajaran interaktif kerana dapat disatukan dengan gambar, dan animasi yang akan menjadikannya lebih menarik dan kelihatan semula jadi. Maka ini, adalah salah satu hasil pembangunan alat pembelajaran berdasarkan literasi saintifik.

Kajian ini bertujuan untuk menghasilkan set meja yang baik sebagai alat pembelajaran yang dapat digunakan untuk menyokong sesebuah sesi pengajaran dan pembelajaran. Penyelidikan ini menggunakan penyelidikan pembangunan model ADDIE ( Analisis-Reka Bentuk-Pembangunan-Pelaksanaan-Penilaian ) untuk menentukan kesahihan produk.

**Kata kunci :** alat pembelajaran, set meja makan, pembelajaran.

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## **CHAPTER 1 INTRODUCTION**

### **1.1 Introduction**

This chapter provides information on research project innovation, which is conducted in Politeknik Sultan Salahuddin Abdul Aziz Shah, Shah Alam, Selangor. The part in this chapter would be the representation on the background of the study, problem statement, objective, theoretical/conceptual framework, significant of the study and operational definition. The outlined implementation on the requirement of the course and the suitability of the program in the respective polytechnic.

### **1.2 Background of Study**

Simulation is a type of experiential learning that adheres to student-centered and constructivist learning and teaching philosophies. Simulations are educational situations designed by instructors with the goal of providing students with an experience that is as close to the "real thing" as possible. As much as possible. Simulations allow students to learn by doing rather than watching a demonstration or listening to a lecture. It has the potential to improve students' attitudes towards learning, engage them, and provide a more personalized learning experience (De Jong & Warmelink, 2017; Kiourt et al., 2017). This technique has been proposed in higher education settings (Zhang & Bayley, 2019) to provide students with the best possible learning experience.

In education, a student's engagement is vital for academic achievement. Student engagement is where students involve themselves in particular activities in the university to increase their understanding in the learning process. Most literature defines student engagement as students' participation with academically meaningful activities.

Based on observation, the lecturer in Politeknik Sultan Salahuddin Abdul Aziz Shah, Shah Alam did not really use learning tools in their learning process. So basically, in education, there are a lot of learning tools that can be used to perform a good learning process such as simulation, games and etc. By producing this product, which is table set as a learning tool, it will explore if it really helps in education as a learning tool by doing it through simulation in the class.

Overall, the background of the study provides a clear overview of the importance of simulation as an effective method of experiential learning that can improve students' engagement and attitudes towards learning. The study also highlights the significance of student engagement for academic achievement and explores the potential of using simulation-based learning tools, such as the table set, to enhance the learning experience.

### **1.3 Problem statement**

Based on the observation, in Politeknik Sultan Salahuddin Abdul Aziz Shah, Shah Alam, the lecturers are still using traditional methods to teach the students there. So, the main problem for this study is lack of learning tools used for teaching session. (Greenberg & Nilssen, 2018). In education, there are numerous learning tools that can be used to facilitate a successful learning process, such as simulation, games, and so on. By creating a table set as a learning tool, it can help the lecturer in the classroom as a simulation tool.

### **1.4 Objectives**

This study aimed at determination of table set as a learning tool for polytechnic students and lecturers who enroll Personality Development courses. These are the main objectives of the research :-

- i. To identify student satisfaction in using the table set as a learning tool.
- ii. To develop a table set as a learning tool to support the learning process in Personality Development course.

## **1.5 Research question**

- i. How to develop a table set as a learning tool to support the learning process in Personality Development course?
- ii. What is the students' satisfaction level of using the table set as a learning tool?

## **1.6 Significance of the Study**

This study will help students of Politeknik Sultan Salahuddin Abdul Aziz Shah, Shah Alam gain knowledge that gives better understanding on how table set as a learning tool can help in learning process of Personality Development course. The implementation of the study found that the simulation of this table set is suitable for use in classes that require activities involving practical. Students should take the opportunity to try this tool to facilitate them in Personality Development course.

Students who enroll in this course will do practical assessments that require them to carry things such as spoons, forks, knives and so on. So, we developed a table set as a learning tool to facilitate students without having to bring the equipment from home.

Students who enroll in the Personality Development course will do activities such as etiquette at the dining table and they need to bring their own cutlery. So, this table set will somewhat ease their burden.

## **1.7 SWOT Analysis**

The modern use of SWOT analysis is often credited to Albert Humphrey, a management consultant who conducted a research project at the Stanford Research institute in the 1960s.

SWOT analysis is a strategic planning tool used to evaluate the strengths, weaknesses, opportunities and threats of a business or project. It is a framework for identifying and analyzing internal and external factors that may have an impact on the success of an organization or initiative.

By analyzing these four components, an organization or project can develop a strategic plan to leverage its strengths, mitigate its weaknesses, capitalize on opportunities, and address potential threats. SWOT analysis can be used in a variety of contexts, such as business planning, product development, marketing, and organizational change.

The four components of a SWOT analysis are:

**1. Strengths**

These are the positive attributes of the organization or project, such as unique skills, resources, or advantages that give it a competitive edge.

**2. Weaknesses**

These are the negative attributes of the organization or project, such as lack of resources, skills or other shortcomings that could limit its success.

**3. Opportunities**

These are external factors that could benefit the organization or project, such as market trends, technological advancements, or other developments that could create new opportunities.

**4. Threats**

These are external factors that could pose a risk to the organization or project, such as competition, economic downturns, or other challenges that could hinder its success.

<p style="text-align: center;"><b>STRENGTHS</b></p> <ul style="list-style-type: none"> <li>• Using goods purchased at a reasonable price (whiteboard).</li> <li>• User-friendly due to handling the product.</li> <li>• Relevant and updated content based on the syllabus of the subject.</li> <li>• Portable product due to lightweight of the materials.</li> </ul>	<p style="text-align: center;"><b>WEAKNESS</b></p> <ul style="list-style-type: none"> <li>• The base of the product is easily damaged.</li> <li>• Need to be cautious while handling the product.</li> <li>• The components on the product easily misplaced.</li> <li>• This product is not for general purposes.</li> </ul>
<p style="text-align: center;"><b>OPPORTUNITIES</b></p> <ul style="list-style-type: none"> <li>• New design concepts to improve information sharing to enhance student learning experiences.</li> <li>• The product can be used in improving learning on table etiquette.</li> <li>• Create a more interesting learning atmosphere.</li> <li>• Generate revenue from the product as for demand from the students and lecturers.</li> </ul>	<p style="text-align: center;"><b>THREATS</b></p> <ul style="list-style-type: none"> <li>• Easy to intimidate by other creators.</li> <li>• Competitors can create better products such as gaming methods using the idea.</li> <li>• Keeping up with changes.</li> <li>• Comes from users who may not be able to accept this idea to use in their learning session.</li> </ul>

Table 1 : SWOT Analysis



## 1.8 Operational Definitions

These are the terms and their operational definitions.

i. **Simulations**

A model of a set of problems or events that can be used to teach someone how to do something. (<https://dictionary.cambridge.org/dictionary/english/simulation>)

ii. **Table manners**

Table manners are the rules of etiquette used while eating, which may also include the use of utensils. Different cultures observe different rules for table manners. Each family or group sets its own standards for how strictly these rules are to be followed.

([https://en.wikipedia.org/wiki/Table\\_manners](https://en.wikipedia.org/wiki/Table_manners))

iii. **Learning tool**

Resources used for pedagogical purposes that facilitate learning. Among these tools are emphasized communication and assessment tools. (Vanessa Izquierdo-Álvarez & Ana María Pinto-Llorente (2021).

iv. **Table sets**

A set of cutleries, glasses, napkins, etc. For one person, as used on a table. It also means the way that a table is set out and decorated, in preparation for a meal, especially a special one.

(<https://www.collinsdictionary.com/dictionary/english/table-setting>)

## 1.9 Conclusions

The implementation of this research is made within the problem statement and research objectives that was mentioned above. A Gantt chart has been developed for the purpose of implementation of research activities. The Gantt chart is shown in appendix A of the report.

## **CHAPTER 2 LITERATURE REVIEW**

### **2.1 Introduction**

Teacher educators have a fundamental role in training, teachers not only to teach but also to serve as role models for information- and communication-based teaching (ICT). When teachers believe that technology is valuable, they are more likely to incorporate it into their teaching practices. Traditional education methods are based on instructors explaining topics in a textbook, so learners are not active participants. Non-traditional teaching methods, however, awaken learners' curiosity and creativity, and motivate them to participate in class activities. To optimize learners' achievements, various non-traditional teaching methods have been introduced in the last two decades by multiple researchers and authors. There is numerous available ubiquitous e- learning tools that can be employed in higher education. E-learning tools also offer training and higher education to many students that have different higher educational levels and come from diverse cultural backgrounds.

### **2.2 General overview about learning tools**

Learning tools are a set of inclusive features available in a wide range of platforms that assist all learners in reading, writing, math, and communication. The word learning is used routinely in discussions about teaching in higher education, so it's important to clarify what we are referring to when we talk about learning. Educational researchers agree that learning is much deeper than memorization and information recall. Deep and long-lasting learning involves understanding, relating ideas, and making connections between prior and new knowledge, independent and critical thinking, and the ability to transfer knowledge to new and different contexts.

Learning is “a process that leads to change, which occurs as a result of experience and increases the potential for improved performance and future learning” (Ambrose et al, 2020). The change in the learner may happen at the level of knowledge, attitude, or behavior. As a result of learning, learners come to see concepts, ideas, and/or the world differently. Learning tools and technology enable students to develop effective self-directed learning skills. They are able to identify what they need to learn, find, and use online resources, apply the information on the problem at hand, and even evaluate resultant feedback. This increases their efficiency and productivity.

### **2.3 Table set**

Table setting etiquette is a system, evolved over time, that ensures an orderly meal. It contains informative place settings that serve as maps, giving you a glimpse of the foods, you are about to enjoy. Table set means you know what you're being served and are prepared to eat it with the proper utensils. A well-set table feels so orderly and comforting, you may not give much thought to it. Unless it's not there. Disorder doesn't have the same appeal as order. (Candace Smith, 2023)

### **2.4 Overview about the Personality Development course**

Personality development is defined as a process of developing and enhancing one's personality. Personality is nothing but the aggregate conglomeration of memories and incidents in an individual's entire life span. (<https://www.managementstudyguide.com/personality-development.htm>). Personality development helps an individual to gain confidence and high self-esteem. Personality development also is said to have a positive impact on one's communication skills and the way he sees the world. Individuals tend to develop a positive attitude as a result of personality development. (Prachi Juneja, 2015). Personality development provides knowledge on the character study of a secretary involving personal qualities, healthy lifestyle, and image building. It is designed to train students to build a professional image as a secretary. Development of self-confidence and positive attitudes, as well as rational decisions making is inculcated throughout the course.

### **2.5 The practice of table set as a learning tool**

By using the learning tools set every student who studies the Personality Development course will be able to improve their table ethics learning skills by using this simulation (Pelletier and Kneebone 2014) because it is easy to understand when using it.

## **2.6 Factors affecting the table set as a learning tool**

### ***2.6.1 Knowledge on table set as a learning tool***

By using this table set, students can improve their skills. For example, students can practice table etiquette easily because it can be taken anywhere. Our product also will give the students real life feelings because we design the product as real as we can because we want the students to feel the same vibe as in the real situation when it comes to the dining table. Many published reports have outlined the advantages of collaborative learning - suggesting that it improves academic performance, promotes soft skills development (i.e., communications, collaboration, problem-solving, and critical thinking skills), and increases satisfaction in the learning experience (Kabilan, Adlina, & Embi, 2021; Lee & Lim, 2012; Nurbiha, Zaidatun, & Jamalludin, 2022; Zhu, 2022). In addition, it also makes it easier for lecturers because it uses magnets and will not fall off and makes it easier for lecturers to lift a large set of items to teach.

### ***2.6.2 Values on table set as a learning tool***

We produce this product because during the personality development class the lecturer will bring a set of plates and bowls to class, and it will make it difficult for the lecturer because he/she has to bring a lot of tableware sets to the class. Technology can be used to encourage learning process, support communication setting, assess learning activities, manage resources, and create learning materials (Che Ku Nuraini, Faaizah, & Naim, 2014). With that, we produce set table products because it makes it easier for lecturers because they only need to carry the set table because it uses magnets on a whiteboard.

### ***2.6.3 Skills on table set as a learning tool***

With this table set, lecturers can attract students' interest in teaching and learning because with it can make the class environment interesting, students also can practice it in the class with friends and lecturers can also make any game using this product. Therefore, we are sure that it will create an interesting learning atmosphere and students will love it too. (Nicola Whitton, 2018)

#### ***2.6.4 Attitudes on table set as a learning tool***

Using this product students can know the situation at the dining table because this product is produced just like real life experience and students can imagine when they use this product while in class and can practice with other friends. With the help of this product, we hope that our users will get the benefits of this product for their good sake. (Sarah Taylor, 2021).

#### **2.7 The importance of table set as a learning tool.**

- ***Builds Confidence :***

Most people are social creatures and enjoy eating together. When they know the basics, a napkin is on their lap and use it, chewing with their mouth closed and so on. They feel comfortable with themselves. They are confident. They know what to do when eating with others.

- ***Conversation Skills :***

If you want students to have good conversation skills, sit together at the dining table during mealtimes. Taking a seat to eat not only teaches people how to behave at the table, but it also helps them learn how to interact with one another.

#### **2.8 ADDIE Model**

The ADDIE model is the most framework used by instructional designers (Morrison, 2020). It has flexible guidelines that help the instructional designers in building an effective support tool in five (5) phases called Analysis, Design, Development, Implementation and Evaluation. While it is not specifically designed for product innovation project, the ADDIE model design is an instructional model that serves as a guide to the construction of software and learning materials based on needs (Wang & Hsu, 2019).

Here is a brief overview of the how ADDIE Model can be used in product innovation project :

- ***Analysis***

The first stage of the ADDIE Model involves analyzing the needs of the target audience and identifying the goals of the product. This includes conducting research to understand the user's needs, preferences, and behaviors. (Dr. Serhat Kurt, 2017)

- ***Design***

The design stage involves creating a blueprint for the product, including the layout, content, and functionality. This includes developing a prototype of the product that helps visualize the design. (Dr. Serhat Kurt, 2017)

- ***Development***

Once the design has been finalized, the development stage involves building the product using the materials that we agreed to use in developing our product. (Dr. Serhat Kurt, 2017)

- ***Implementation***

The implementation stage involves launching the product and making it available to the target audiences. (Dr. Serhat Kurt, 2017)

- ***Evaluation***

The final stage of ADDIE Model involves the effectiveness of the product and making any necessary changes based on the user feedback. (Dr. Serhat Kurt, 2017)

## **2.9 Conclusion**

Table manners are the rules of etiquette used while eating, which may also include the use of utensils. Different cultures observe different rules for table manners. Each family or group sets its own standard for how strictly those rules are to be followed.

## CHAPTER 3 RESEARCH METHODOLOGY

### 3.1 Introduction

In this chapter, research methodology discusses research sampling and population, research design, location of the study, research procedures, research instruments and validation, research data collection and data analysis. Methodology is a part of data or information gathering in order to achieve research objectives (Noraini, 2013).

### 3.2 Research Design

The method of the research is research and development (R&D) with the ADDIE model which consists of 5 stages, namely analysis, design, development, implementation, and evaluation. ADDIE development research is research that can be used to develop learning programs that contain steps of analysis, design, development, implementation, and evaluation. The ADDIE model relies on each stage being done in the given order but with a focus on reflection and iteration.

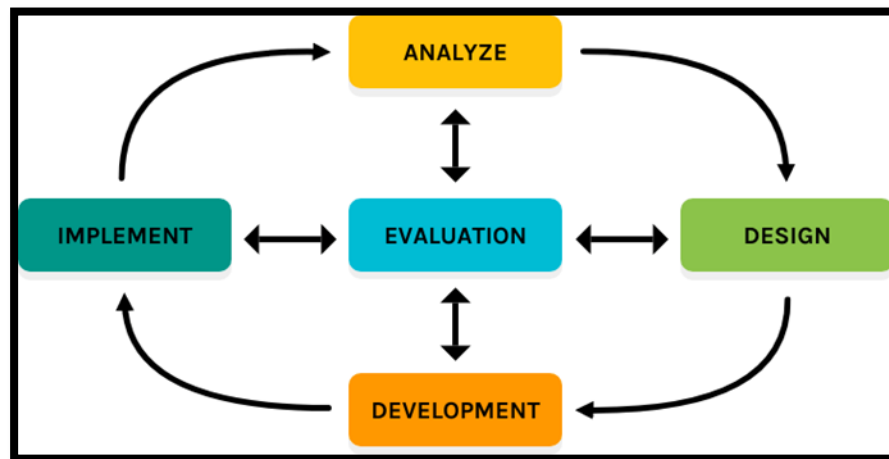


Figure 1 : ADDIE Model

### *3.2.1 Analysis stage*

In the first stage, which is analysis, we as a team start by analyzing what we can do and create as our product. We think of a product that is easy to create and can bring benefit to others as well. For that reason, we finally chose to create a product that can be used to help teaching in the classroom. We focus on creating a product to help students learn Personality Development course in Politeknik Sultan Salahuddin Abdul Aziz Shah, Shah Alam. For this study, before we proceed with the idea, we use a feasibility study method to determine whether we can make our product in a way that will benefit students taking Personality Development courses.

Wu et al. (2020) highlighted the importance of need analysis in identifying opportunities for innovation and designing products that better meet the needs and preferences of users and consumers. The study uses a combination of surveys and focus groups to identify user preferences and pain points (Wu et al., 2020). While Hertzog (2018) recommended that a minimum of 30 participants be required to obtain an estimate of the variability of the outcome measure. Therefore, this study needed a need analysis of the product with 30 respondents as a sample size. The findings of the need analysis as per diagram below:



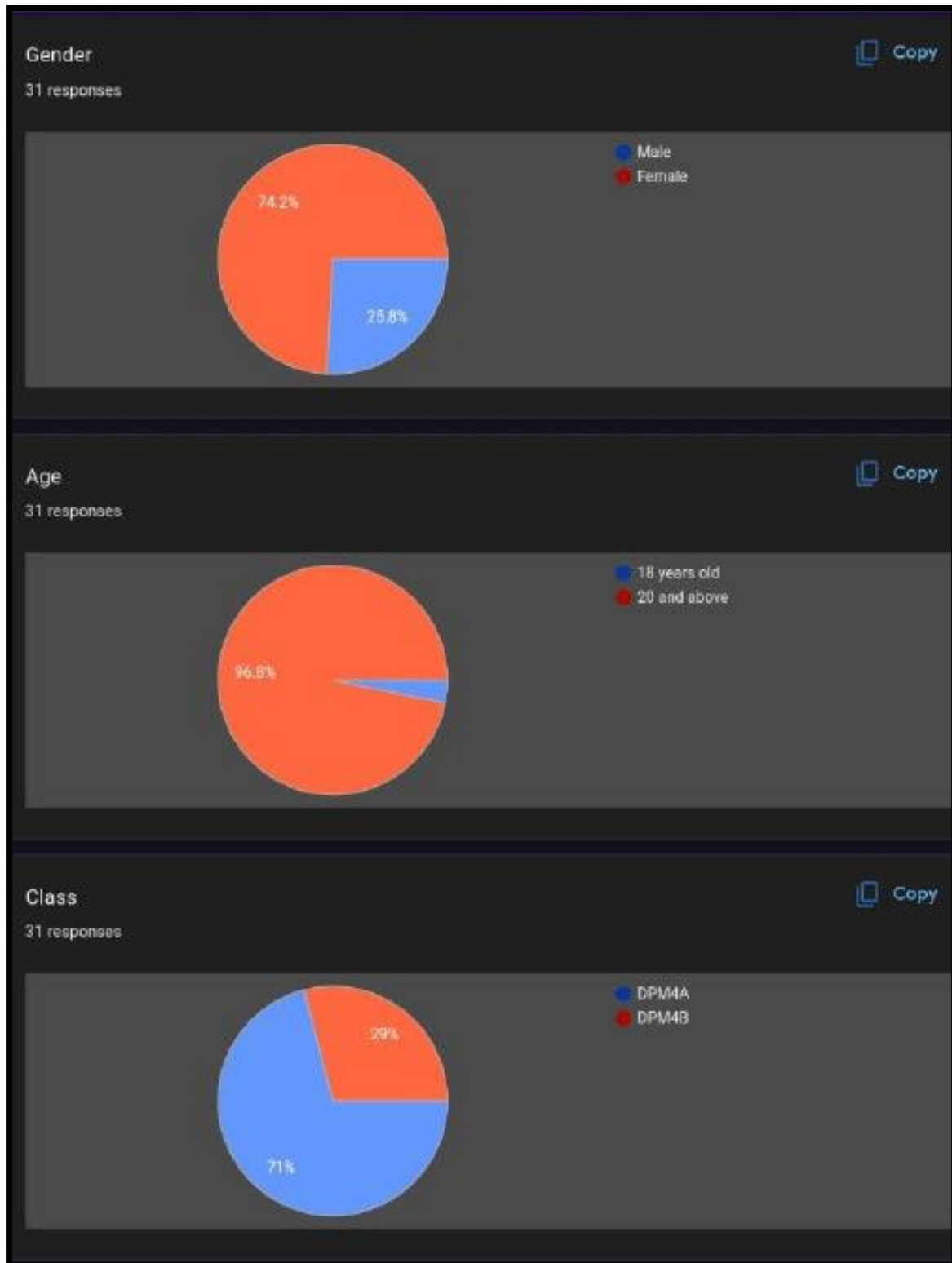


Figure 2 : The findings of questionnaire

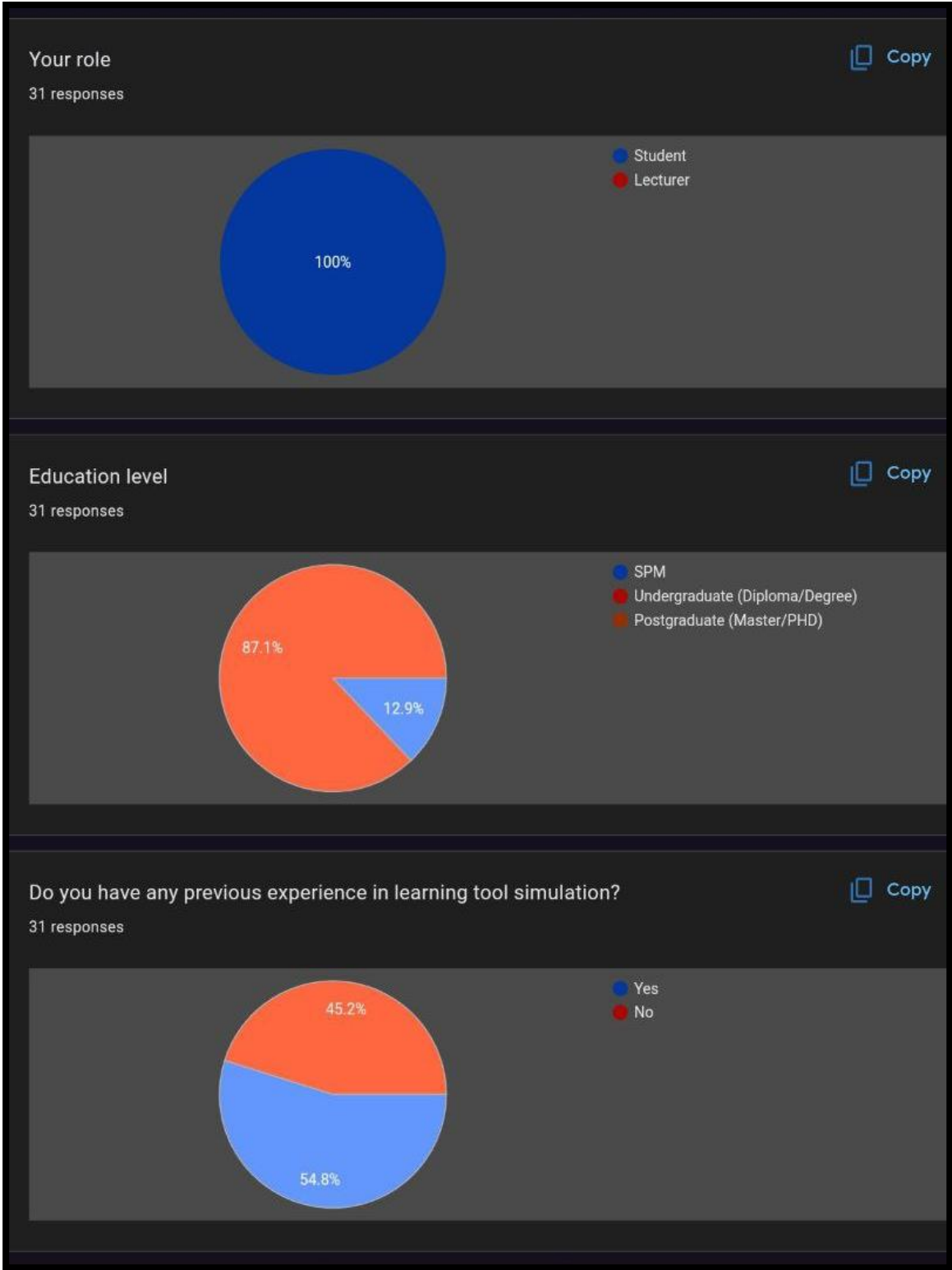


Figure 2.1 : The findings of questionnaire



Figure 2.2 : The findings of questionnaire



Figure 2.3 : The findings of questionnaire

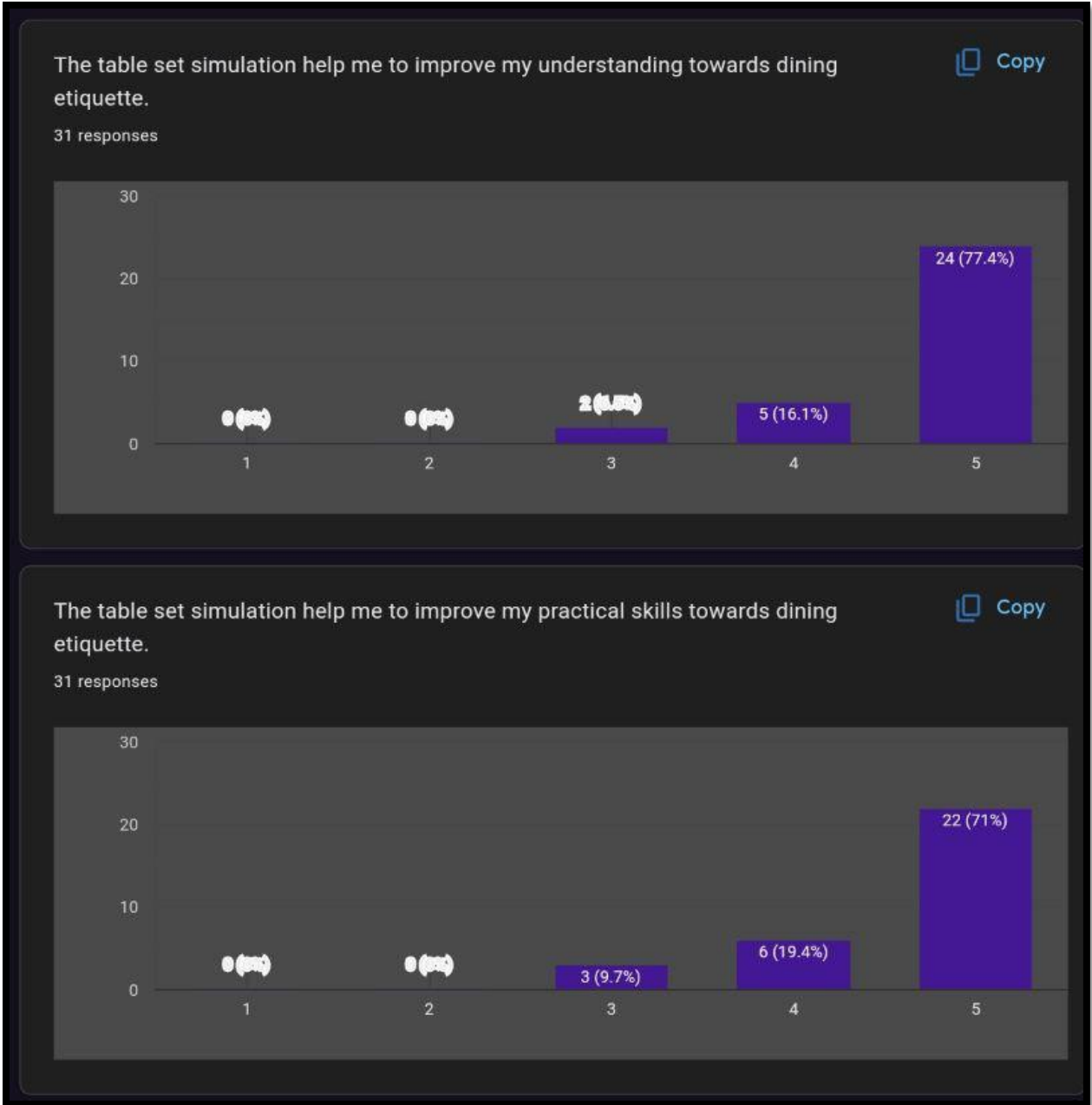


Figure 2.4: The findings of questionnaire

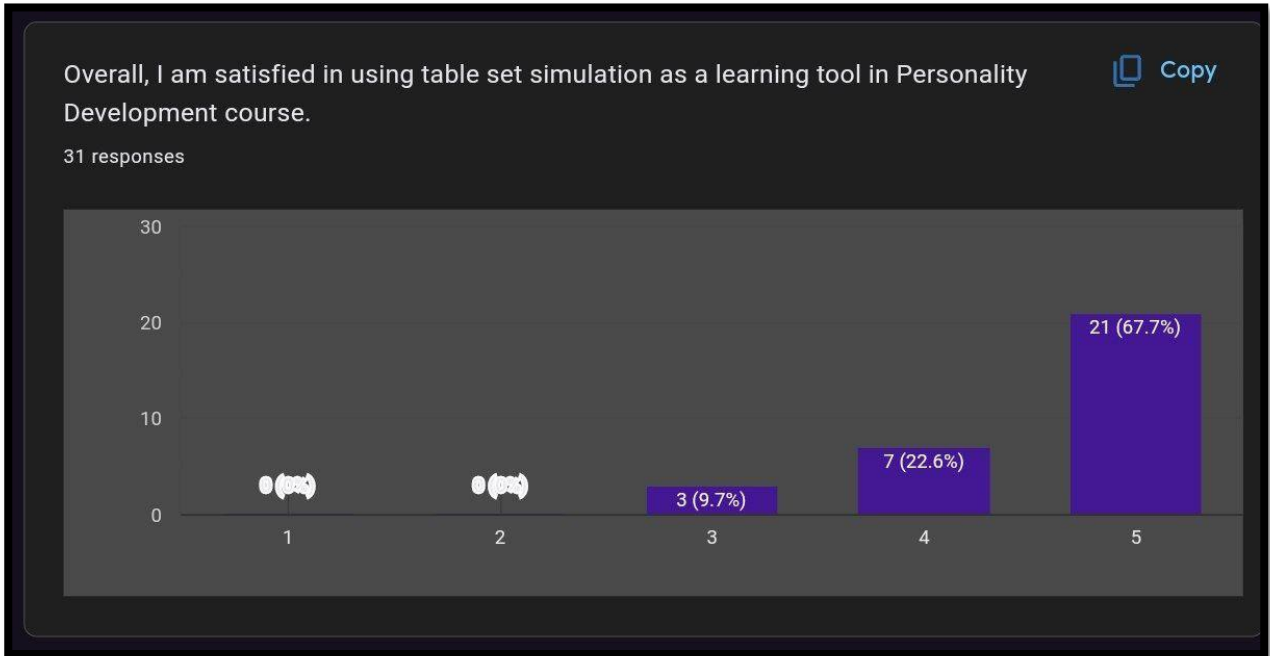


Figure 2.5: The findings of questionnaire

### **3.2.2 Design stage**

Next, in the design stage we as a team finally come up with the idea of the final product that we want to create. We agreed to create a table set as a learning tool. As for the design, we want our product to be as realistic as it can be to the original scene.



Figure 3 : Example of table set product

### **3.2.3 Development stage**

In the third stage, which is development, we develop the product according to the plan. But before we developed the product, we asked for help and guidance from our course lecturer and supervisor. We accept their opinion on what we can do before the product is ready to use. We want our product to be good as we want it to be really useful for the users.



Figure 4 : Process of creating the product

### ***3.2.4 Implementation stage***

The last two steps are implementation. In this stage, after the product is ready, we are promoting our product to our users especially, the students from class DPM4A and DPM4B Session 2 2022/2023 at Politeknik Sultan Salahuddin Abdul Aziz Shah, Shah Alam. As our product is ready, we want it to be used quickly by our users because we want it to really help in their learning session.



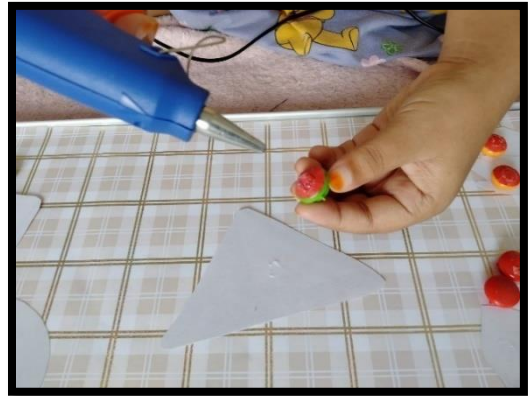




Figure 5 : The pictures during implementation stages

### ***3.2.4.1 Total population***

According to Creswell (2014), population refers to a group of individuals that have similar characterization in which prior to this, researchers can make generalization based on the findings. The population was the students who enroll in Personality Development course which is DPM4A and DPM4B of session 2 2022/2023 in Politeknik Sultan Salahuddin Abdul Aziz Shah, Shah Alam. According to Roscoe's (1975), the sample size of 30 and less than 500 is suitable for most behavioral studies. Thus, the number of 69 students were selected in this study during the implementation stage.

### ***3.2.5 Evaluation stage***

In the last step, we do some evaluation as researchers try to get feedback from the users about the product we have created. We collect data about the effectiveness of the product, and everything related to what we can find as feedback on our product. We discovered that getting their opinions on the product is crucial because it has flaws and is not perfect. When we find out there are any problems, we will try to fix them so that users can enjoy and use the product easily.

#### ***3.2.5.1 Questionnaire***

The question is still in a form or document with a set of questions intended to exact the information which will be the main discussion under the project. The information was collected in section and were divided as follow:

1. Section A for demographic profile, DPM4A and DPM4B students have to provide their personal information such as their gender, age, class, role, education level and experience.
2. Section B is dependent variable. This section requires the students and lecturer to provide their satisfaction level towards the table set simulation. There are seven questions that the students and lecturer need to answer.

<b>INSTRUMENTS SECTION</b>	<b>ASPECT MEASURED AND EVALUATED</b>	<b>NUMBER AND TYPES OF QUESTION</b>	<b>NUMBER OF QUESTIONS</b>	<b>ITEM SOURCES</b>
SECTION A	Respondent background	6 items (Demographic profile)	1 to 6	Constructed by the researchers
SECTION B	Customer satisfaction level	7 items (Dependent variable)	7 to 13	Constructed by the researchers

Table 2 : Questionnaire table

### 3.2.5.2 Sampling technique

This study used purposive sampling techniques. Purposive sampling technique involves selected participants based on specific characteristics or criteria relevant to the research question. In this study, those who tried the table set simulation will be used in our research.

The selected participants were the students who enroll in Personality Development course which is DPM4A and DPM4B of session 2 2022/2023 in Politeknik Sultan Salahuddin Abdul Aziz Shah, Shah Alam. Based on the observation conducted, the number of students observed in this research was 69 people. They were the students that will use the product in their learning session for this semester.

Research sampling is a process of selecting research subjects from the group of people that represents the population mentioned earlier. It can be a group of individuals, institutions or places that intended to be studied by the researcher (Noraini, 2013).

## CHAPTER 4 ANALYSIS AND RESEARCH FINDINGS

### 4.1 Introduction

This chapter will represent the results that has been obtained to see the effectiveness of our project, Table Set as A Learning Tools which has been produced as shown above. The results from our online questionnaire were analyzed in more detail to draw conclusions based on our objectives which have been stated. This project will be conducted by using one course of respondent which are students from Diploma in Business Studies from Polytechnic Sultan Salahuddin Abdul Aziz Shah who enroll Personality Development subject.

### 4.2 Reliability Analysis of Questionnaire

The reliability of a questionnaire refers to the degree to which it consistently and accurately measures the intended constructs or variables. In other words, it is a measure of the stability and consistency of the questionnaire's results over time and across different conditions or populations.

Reliability is crucial in questionnaire design because it ensures that the instrument is dependable and produces consistent results. It helps researchers and practitioners have confidence in the data collected from the questionnaire and the conclusions drawn from it.

Case Processing Summary			
		N	%
Cases	Valid	31	100.0
	Excluded <sup>a</sup>	0	.0
	Total	31	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.931	.931	7

Figure 6 : Reliability Statistics

A feedback survey was distributed to 31 people. Before deploying the questionnaire, it is critical to examine its dependability. A questionnaire's reliability is evaluated by its Cronbach's alpha value, which must be greater than 0.7. The results of the reliability study are shown in the table above. Cronbach's alpha score of 0.70 or above suggested that the instruments had great internal consistency. The results show that all 21 things are legitimate. Cronbach's alpha is 0.931, which is more than 0.7, indicating excellent questionnaire reliability.

### **4.3 Descriptive Analysis**

The process of statistically and visibly characterizing a key aspect of the data is known as descriptive analysis. Descriptive analysis is a statistical technique used to summarize and describe the main features of a dataset or a sample. It involves organizing, analyzing, and presenting data in a meaningful way to gain insights and understand its characteristics. Descriptive analysis focuses on providing a concise summary of the data, rather than making inferences or drawing conclusions about the larger population.

In descriptive analysis, various measures and methods are employed to describe different aspects of the data. These can include measures of central tendency such as mean, median, and mode, which provide information about the typical or average value in the dataset. Measures of dispersion, such as range, standard deviation, and variance, help assess the spread or variability of the data points. Other descriptive techniques involve summarizing categorical data using frequency tables, bar charts, or pie charts. The descriptive analysis is a sort of data analysis that helps to explain, illustrate, or summaries' data points in a constructive way so that patterns can develop that satisfy all of the data's conditions. It is one of the most crucial procedures in statistical data analysis. This analysis comprising of the class, age, gender, role, education level.

#### **4.3.1 Respondent Demographic Profile**

Researchers sent online surveys to Polytechnic Sultan Salahuddin Abdul Aziz Shah students and collected replies from them. These questions on the respondents' behavior are designed to test their capacity to retain information. This project has sought personal information from respondents such as class, gender, age, role, and education level polytechnic students take for their diploma.



<b>Demography</b>	<b>Category</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Gender</b>	Male	8	25.8
	Female	23	74.2
<b>Age</b>	18 years old	1	3.2
	20 and above	30	96.8
<b>Class</b>	DPM4A	22	71.0
	DPM4B	9	29.0
<b>Role</b>	Student	31	100
	Lecturer	0	
<b>Education level</b>	SPM	4	12.9
	Undergraduate (Diploma / Degree)	27	
	Postgraduate (Master/PHD)	0	
<b>Experience</b>	Yes	17	54.8
	No	14	45.2

Table 3 : Table of Respondent Demographic Profile

Based on the table above, it shows the profile of respondents for this project. According to the gender, there are 25.8 % of Male and 74.2% of female respondents which equivalent for two genders to 31 people. According to the age group 3.2% comes from ages 18 years old and 96.8% comes from ages 20 and above. According to the Class group, the largest average of class of respondents in this study is DPM4A which is 71% followed by DPM4B which is 29%. According to Role category, students have 100% percentages than lecturer. In education level, 12.9% of respondents were a SPM student while 87.1% of them are Undergraduate (Diploma / Degree) students. Lastly, 54.8% of them have tried the learning tools method while 45.2% of them did not have tried the learning tools method.

Gender \*

Male

Female

Figure 7 : The question of questionnaire

Age \*

18 - 20

21 and above

Figure 7.1 The question of questionnaire

Class \*

DPM4A

DPM4B

Figure 7.2 : The question of questionnaire

Your role \*

Student

Lecturer

Figure 7.3 : The question of questionnaire



Education level \*

SPM

Undergraduate (Diploma/Degree)

Postgraduate (Master/PHD)

Figure 7.4 : The question of questionnaire

Do you have any previous experience in learning tool simulation? \*

Yes

No

Figure 7.5 : The question of questionnaire

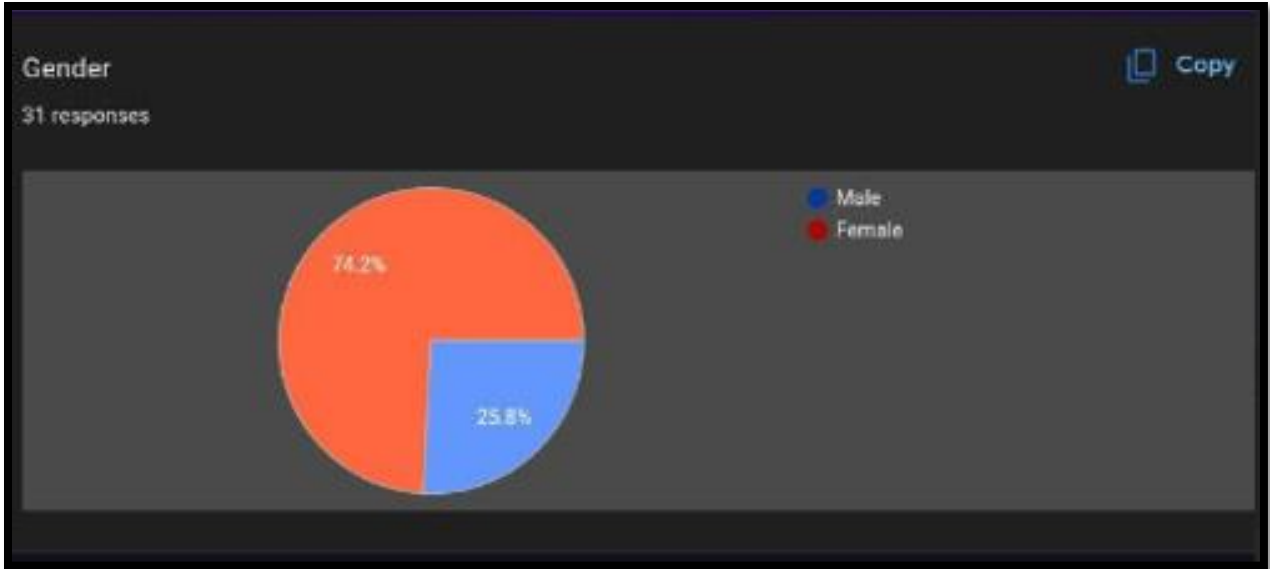


Figure 8 : Findings of 1<sup>st</sup> questionnaire

This survey has 31 respondents. With 74.2% of them women and the remaining up to 25.8% is men. We can infer from this picture above that there are generally more female respondents than male respondents. This is a result of the gender imbalance in student enrollment. Finding the exact same number of responders by gender is really challenging.

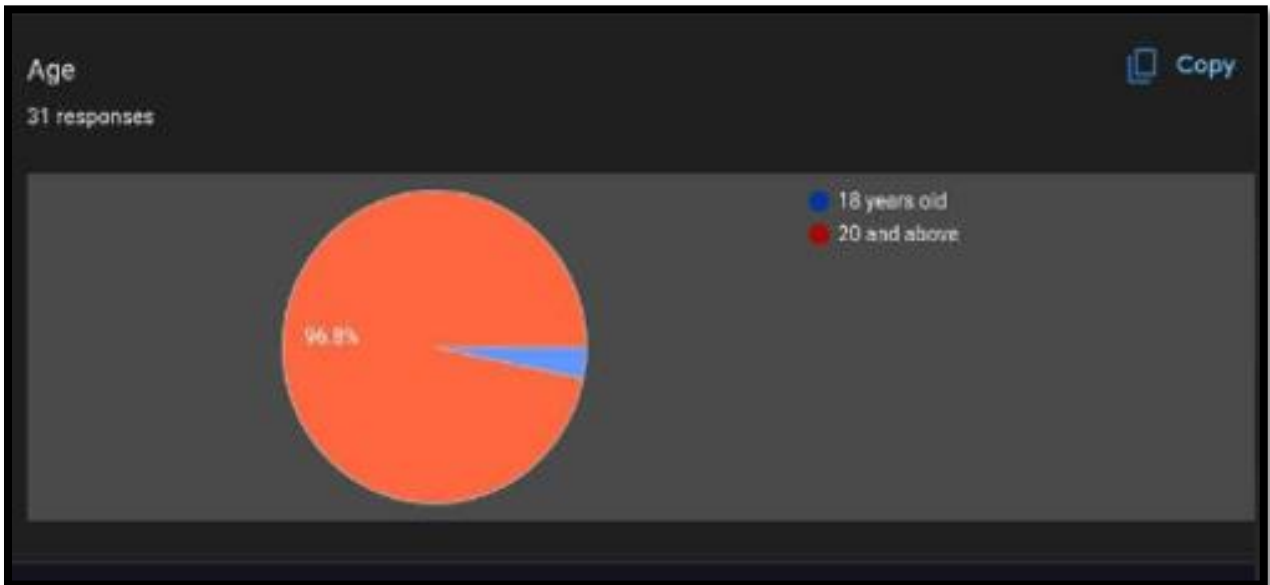


Figure 8.1 : Findings of 2<sup>nd</sup> questionnaire

The age of the respondents is depicted in figure 8.1 above. The respondents' ages range from 18 to 20 and are broken down into two age groups. The first circle is made up of the department 96.8% of people are 18 years old. The second level comes from the group of respondents aged 20 years old and above, which is 3.2% of respondents for the entire department. In conclusion, the respondents' age of 18 years old is on average.

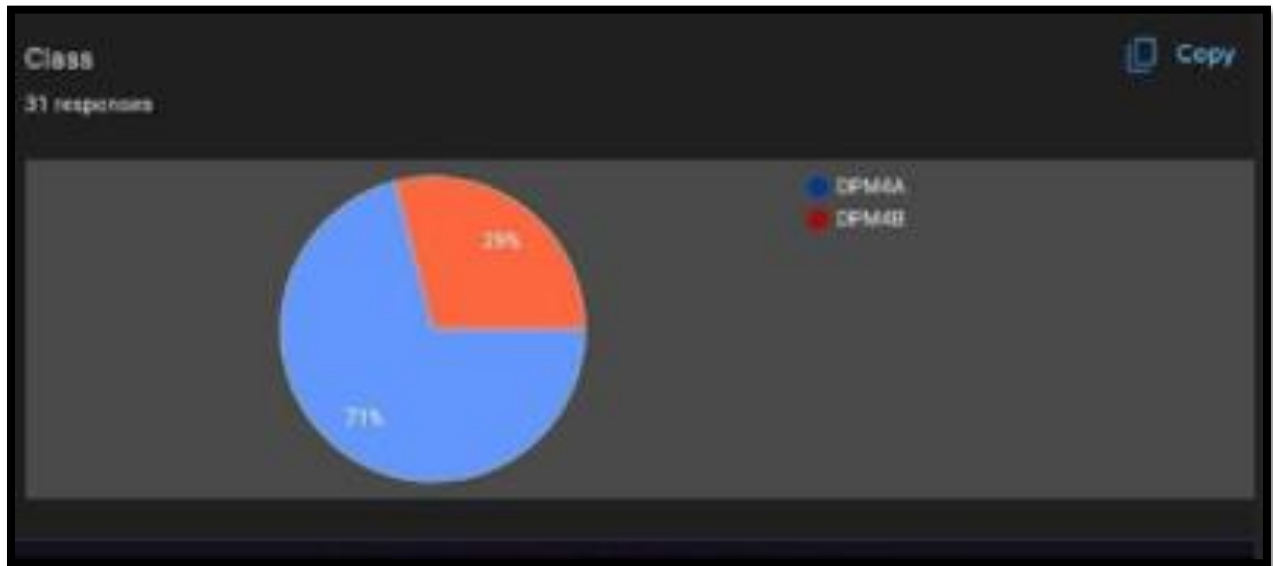


Figure 8.2 : Findings of 3<sup>rd</sup> questionnaire

The respondents' program is displayed in figure 8.2, 71% individuals are from DPM4A while 29% individuals are from DPM4B. It demonstrates that the bulk of respondents come from DPM 4A in this regard.

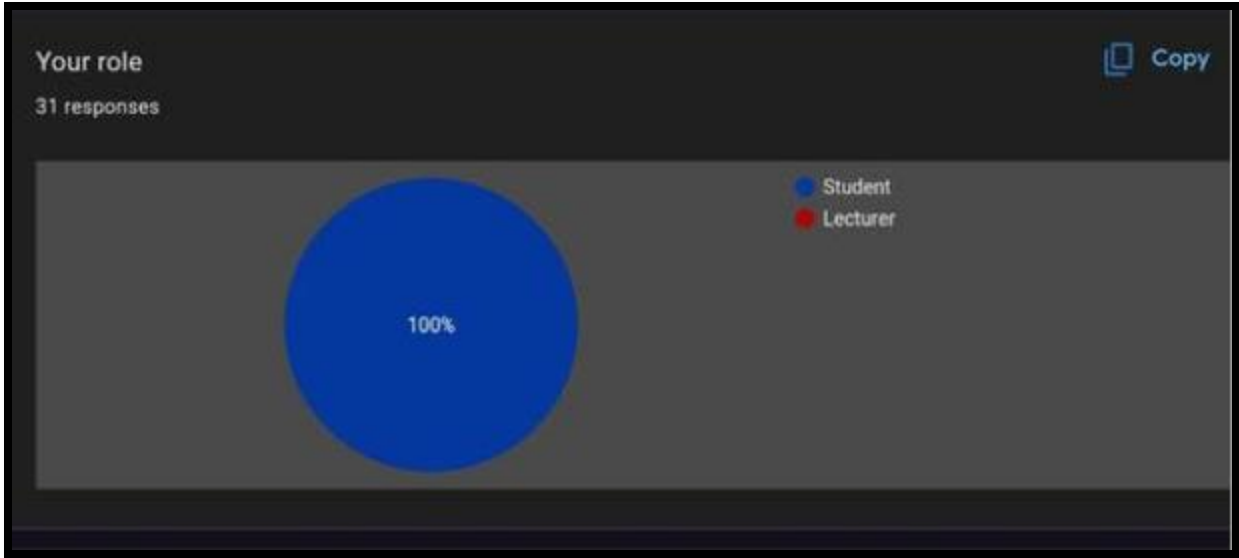


Figure 8.3 : Findings of 4<sup>th</sup> questionnaire

There are two roles of the respondents. The first one is a student while the other one is lecturer. According to figure 8.3, the majority of respondents (31 people) are students that come up with 100% in taking the survey.

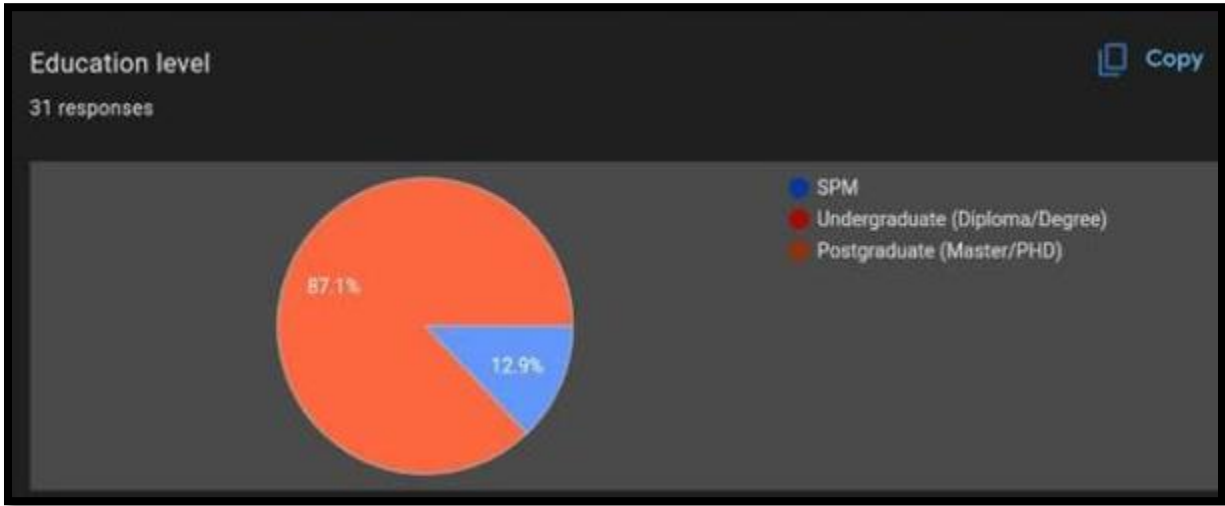


Figure 8.4 : Findings of 5<sup>th</sup> questionnaire

According to Figure 8.4, students have 100% percentages than lecturer. In education level, 12.9% of respondents were a SPM student while 87.1% of them are Undergraduate (Diploma / Degree) students.



Figure 8.5 : Findings of 6<sup>th</sup> questionnaire

Based on Figure 8.5, 54.8% of them have experience in using learning tools. While 45.2% of them have never tried the learning tools method.

#### 4.3.2 Dependent Variables Questionnaire

In this part, the researcher gave respondents 7 short questions to them to answer. The central tendency measurement of constructs refers to measures of center or central location is a summary measure that attempts to describe a whole set of data with a single value that represents the middle or center of its distribution. In this project, we can see that the mean is measuring and describing by the standard deviation. Each score will be determined of the mean and as evidence from this data were listed as followed:

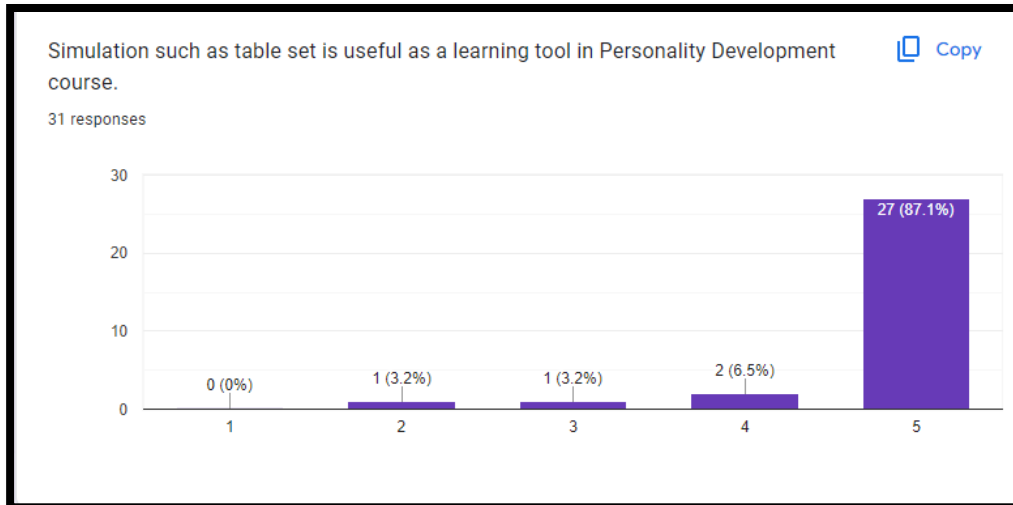


Figure 9 : The results of 1<sup>st</sup> question

Figure 9 shows the number of respondents who strongly disagree (1), disagree (2), neutral (3), agree (4) and strongly agree (5). Most respondents strongly agreed that simulation such as table set is useful as a learning tool in Personality Development course. A total of 2 respondents agreed and there is 3.2% who chose neutral and disagree. In conclusion, more than 50% of all respondents support that simulation such as table set is useful as a learning tool in Personality Development course.

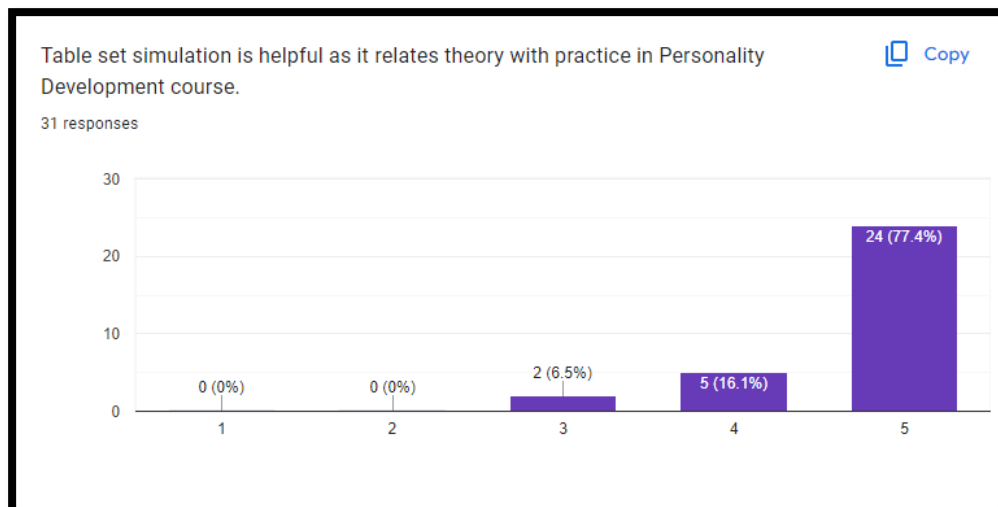


Figure 9.1 : The results of 2<sup>nd</sup> question

Only 6.5% (2 person) of respondents, as shown in Figure 9.1, were neutral with that statement of table set simulation is helpful as it relates theory with practice in Personality Development course. 16.1% (5 respondents) of those polled picked agree in response to the assertion. However, 24 respondents, or 77.4%, said they strongly agreed with the statement table set simulation is helpful as it relates theory with practice in Personality Development course.

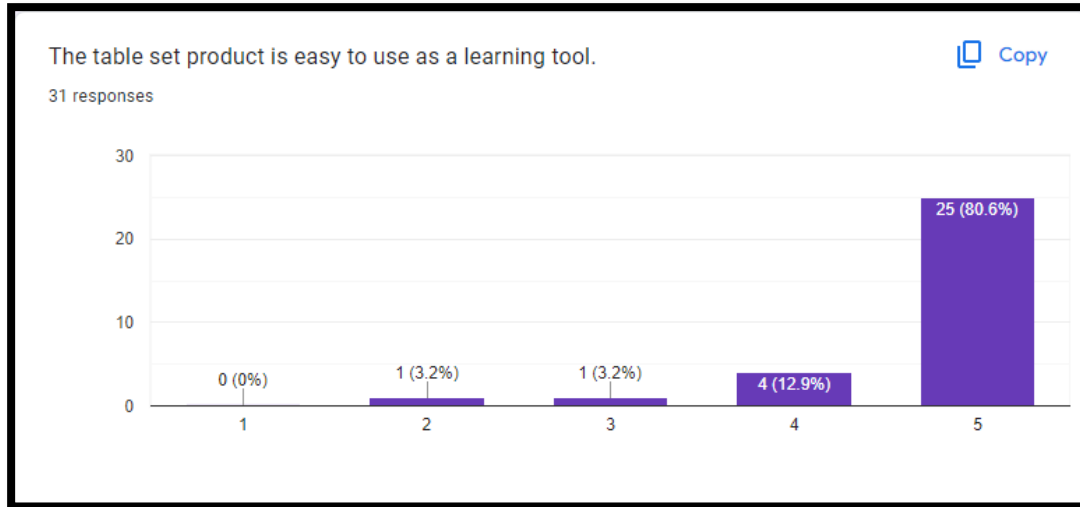


Figure 9.2 : The results of 3<sup>rd</sup> question

Based on the analysis in figure 9.2, the highest responses are simple to read the text that most of respondent strongly agree with the statement of the table set product is easy to use as a learning tool which is 80.6% (25 people). While 12.9% (4 people) of respondents agreed with the statement and 3.2% (1 people) of the respondents chose neutral and disagreed. Finally, none of the students strongly disagreed with the statement.

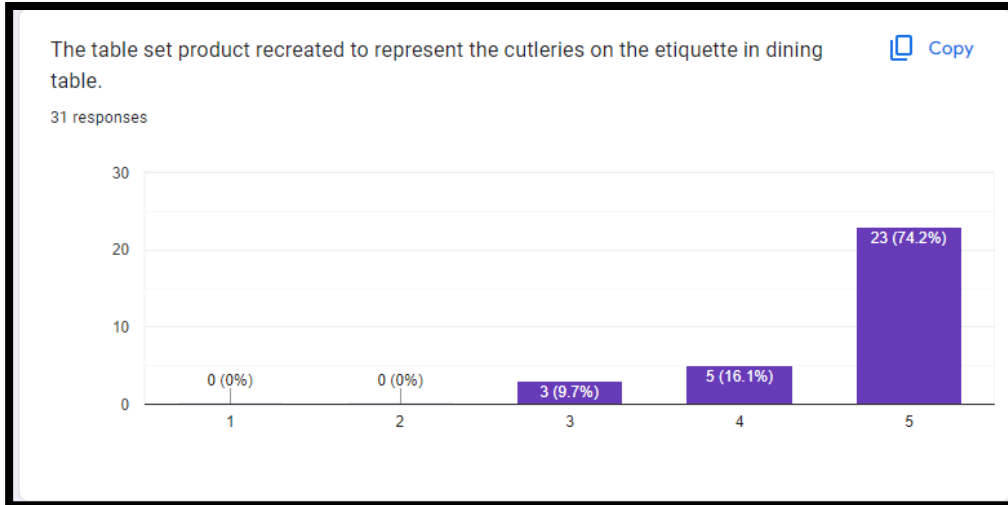


Figure 9.3 : The results of 4<sup>th</sup> question

In figure 9.3, most of the respondents of the study which is 74.2% (23 people) gave accurate strongly agreed to that statement of the table set product recreated to represent the cutlery on the etiquette in dining table and only 16.1% (5 people) agreed about the statement. However, 9.7% (3 people) of them chose neutral. However, there are a no students who disagree and strongly disagree with the statement.

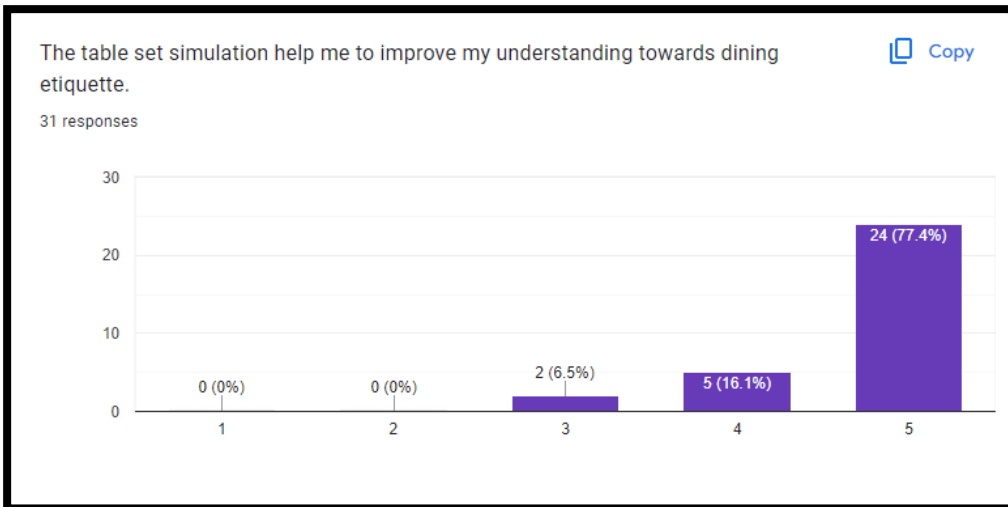


Figure 9.4 : The results of 5<sup>th</sup> question



According to the data, as many as 77.4% (24 individuals) strongly agreed and 16.1% (5 individuals) agree that the table set simulation helps them to improve their understanding towards dining etiquette. While, two individuals, or 6.5%, responded neutrally to the statement.

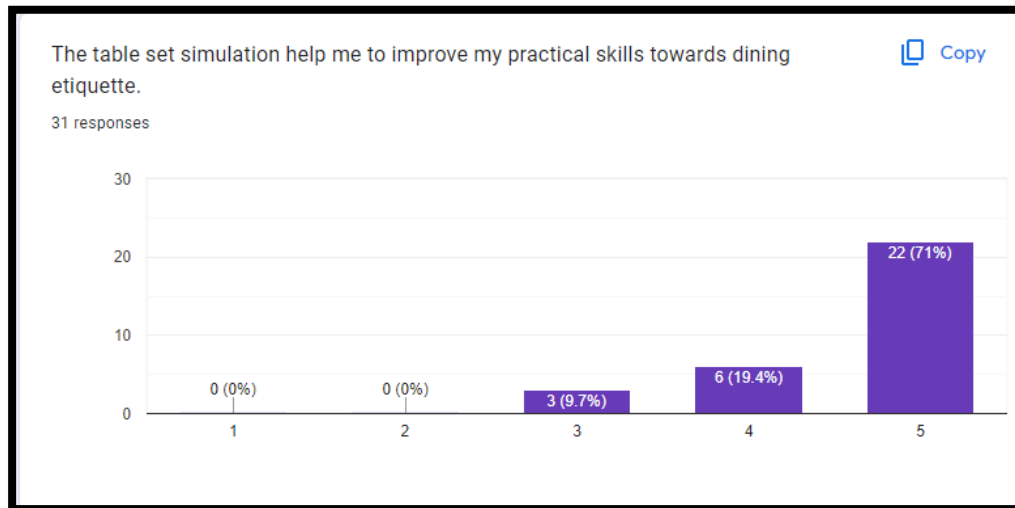


Figure 9.5 : The results of 6<sup>th</sup> question

Figure 9.5 shows the statement of the table set simulation will help them to improve their practical skills towards dining etiquette. 71% (22 people) strongly agree and 19.4% (6 people) agree. 9.7% of the respondents, i.e., 3 people, chose neutral and none of them voted for disagreed and strongly disagreed with the statement.

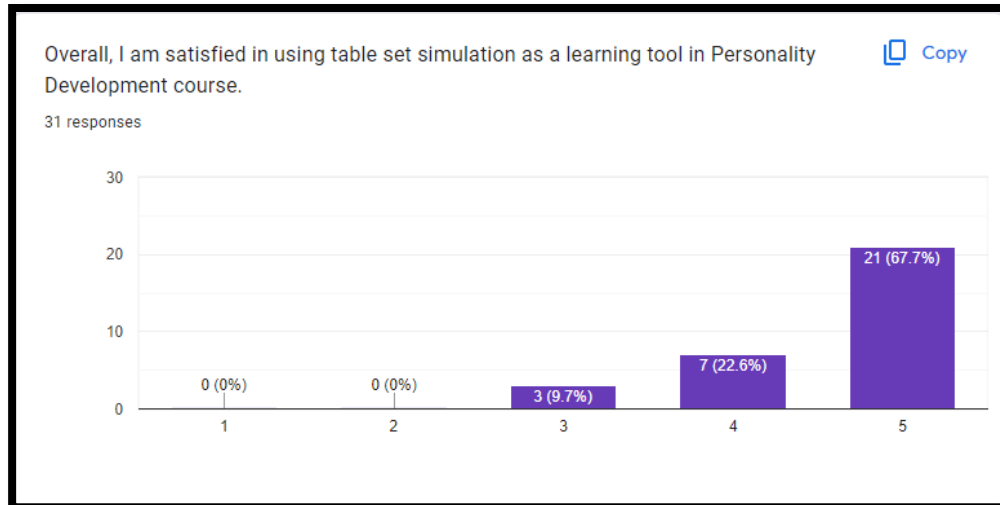


Figure 9.6 : The results of 7<sup>th</sup> question

Based on the analysis in figure 9.6, the highest response strongly agreed with the statement of overall they are satisfied using the table set simulation as a learning tool in Personality Development course which is 67.7% (21 people). While 22.6% (7 people) of the respondents also agreed with the statement and 9.7% (3 people) of the respondents chose neutral. The results of this questionnaire showed that 0% (0 person) disagreed and strongly disagreed with the statement.

#### 4.4 The Mean Score

In statistics, the mean score (also known as the arithmetic mean) is a measure of central tendency that represents the average value of a set of data. It is calculated by adding up all the values in the data set and dividing the sum by the total number of values.

<b>Instrument Section</b>	<b>Variables</b>	<b>Items</b>	<b>Means (Statistic)</b>	<b>Standard Deviation</b>
Section 2 Dependent Variable	Simulation such as table set is useful as a learning tool in Personality Development course.	1	4.7742	0.66881
	Table set simulation is helpful as it relates theory with practice in Personality Development course.	2	4.7097	0.58842
	The table set product is easy to use as a learning tool.	3	4.7097	0.69251
	The table set product recreated to represent the cutleries on the etiquette in dining table.	4	4.6452	0.66073
	The table set simulation help me to improve my understanding towards dining etiquette.	5	4.7097	0.58842
	The table set simulation help me to improve my practical skills towards dining etiquette.	6	4.6129	0.66720
	Overall, I am satisfied in using table set simulation as a learning tool in Personality Development course.	7	4.5806	0.67202
	<b>Total Average</b>			<b>4.6774</b>

Table 4 : Mean score table

From table 4, which is Section II: Dependent Variable, the highest mean for item 1 (4.7742) with standard deviation of 0.66881. While the lowest mean for item 7 (4.5806) with standard deviation of 0.67202. The mean average was 4.6774 with a standard deviation of 0.6483.

#### 4.4.1 Level of mean score range

Range of mean score	Level
1.00 – 2.33	Low
2.34 – 3.67	Moderate
3.68 – 5.00	High

Table 5 : Level of mean score range table

Items	Components	Mean	Level
1	Simulation such as table set is useful as a learning tool in Personality Development course.	4.7742	High
2	Table set simulation is helpful as it relates theory with practice in Personality Development course.	4.7097	High
3	The table set product is easy to use as a learning tool.	4.7097	High
4	The table set product recreated to represent the cutleries on the etiquette in dining table.	4.6452	High
5	The table set simulation help me to improve my understanding towards dining etiquette.	4.7097	High
6	The table set simulation help me to improve my practical skills towards dining etiquette.	4.6129	High
7	Overall, I am satisfied in using table set simulation as a learning tool in Personality Development course.	4.5806	High
	<b>Total Average</b>	<b>4.6774</b>	

Table 6 : Level of dependent variable

Table 6 shows the mean and standard deviation obtained for 7 components of dependent variable questionnaires for table set as a learning tools product. The highest score obtained was 4.7742 which measured "simulation such as table set is useful as a learning tool in Personality Development course." The lowest mean score obtained was 4.5806 which can be considered as still high (Kosnin & Lee, 2008). These results of questionnaires concluded that the overall level of dependent variables questions is high.

## **CHAPTER 5 CONCLUSION AND RECOMMENDATION**

### **5.1 Introduction**

In the previous chapter, the researchers have obtained results from the data collected. This chapter will discuss on the findings from previous chapter, and it contains four parts which are the interpretation of results, limitation, recommendation, and conclusion of the study.

### **5.2 Findings**

We develop the table set as a learning tool using the ADDIE model. In this chapter, the findings of the research on students' satisfaction level of using the table set as a learning tool are presented. The study aimed to explore the impact of table set simulator on DPM4A and DPM4B students and the challenges faced in implementation of the table set.

The research revealed that table set simulator are useful for DPM4A and DPM4B students. They got new experiences in learning Personality Development course. Instead of study using slides, they got to study using different types of learning tools such as simulation.

### **5.3 Limitations**

It is important to acknowledge the limitations of this research. Firstly, limited budget. This project has a limited budget in developing the product as it has been financed by group members only. The goods used to develop the table set such as hot glue gun, whiteboard, magnets, printed images, laminate, and decorations. The cost of those things is quite high. Secondly, the number of respondents is only restricted to students who enroll Personality Development course at Polytechnic Shah Alam only. Thus, only the students who try the table set simulator considered as a respondent and the students are consist of DPM4A and DPM4B's student. Lastly is the product design. The bases for the table set used is whiteboard so, it is hard to carry due to the size of the whiteboard and the actual does not have holder.

## **5.4 Recommendations**

Based on the findings and limitations of this research, several recommendations for future studies and practice for table set as a learning tool are proposed:

- Convert existing product to easier-to-use product that use foldable whiteboard. Foldable whiteboards are easier to store and bring because the size will become smaller than the unfolded whiteboards.
- Provide a bag or box that can be used to store the product to prevent it from dusty or damaged. Moreover, when the table set being stored in a bag or box, it can prevent the whiteboard from being lost as if dropped anywhere.

## **5.5 Conclusion**

The purpose of development of this table set was to help DPM4A and DPM4B students gain knowledge that gives better understanding on how table set as a learning tool can help in learning process of Personality Development course. Prior to this, we have developed a table set simulator to facilitate student's affair and make it easy to them in learn about how to arrange spoons and forks properly. This is done after there is a lack of learning tools used for teaching session. As a conclusion, the research has made some findings throughout the observation, measurement and survey conducted to the DPM4A and DPM4B students in order to find their satisfaction level of using the table set as a learning tool in Personality Development course.

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**APPENDIX A**

Gantt Chart of Progress in Business Project Innovation.

Activities	Month/Week													
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Title determination														
Product research														
Consultation with supervisor														
Proposal preparation														
Need Analysis/Feasibility study														
Product design and development														
Product implementation stage														
Final report														**
Final report and preparation for final presentation														

\*Proposal Presentation will be held on week 6

\*\*Final Project Presentation will be held on week 13

The google form question.

## STUDENTS' SATISFACTION LEVEL OF USING THE TABLE SET AS A LEARNING TOOL

We are students from class DPMSA session 2 2022/2023, conducting a research on 'Students satisfaction level of using the table set as a learning tool'. The purpose of conducting this survey is to enable us to gain sufficient information and data as a supporting validation in order for this research to be relevant and effective.


minienurhazwanie@gmail.com [Switch accounts](#)

\* indicates required question

Email \*

Your email address

### TABLE SET SIMULATOR



Next Clear form

## STUDENTS' SATISFACTION LEVEL OF USING THE TABLE SET AS A LEARNING TOOL

ninienuhazwanie@gmail.com [Switch accounts](#)

*\* Indicates required question*

### Section A : Demographic profile

**Instruction**  
: This section is seeking for your details regarding to get the data for our research. The data collected in this questionnaire will be used for education purposes only.

**Gender \***

Male

Female

**Age \***

18 years old

20 and above

**Class \***

DPM4A

DPM4B

**Your role \***

Student

Lecturer

**Education level \***

SPM

Undergraduate (Diploma/Degree)

Postgraduate (Master/PHD)

**Do you have any previous experience in learning tool simulation? \***

Yes

No

[Back](#) [Next](#) [Clear form](#)

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### Customer satisfaction level

**Instruction :** This section is seeking for your opinion and point of view regarding to all questions below. Please indicate the extent of you agree or disagree with all of the following statements and by circling on the 5-point likes scale.

**Simulation such as table set is useful as a learning tool in Personality Development course. \***

1      2      3      4      5

Disagree                        Agree

**Table set simulation is helpful as it relates theory with practice in Personality Development course. \***

1      2      3      4      5

Disagree                        Agree

**The table set product is easy to use as a learning tool. \***

1      2      3      4      5

Disagree                        Agree

**The table set product recreated to represent the cutleries on the etiquette in dining table. \***

1      2      3      4      5

Disagree                        Agree

**The table set simulation help me to improve my understanding towards dining etiquette. \***

1      2      3      4      5

Disagree                        Agree

**The table set simulation help me to improve my practical skills towards dining etiquette. \***

1      2      3      4      5

Disagree                        Agree

**Overall, I am satisfied in using table set simulation as a learning tool in Personality Development course. \***

1      2      3      4      5

Disagree                        Agree