

VOLUME 8

BULLETIN FACULTY OF BUSINESS AND MANAGEMENT



FBM

Insights



eISSN 2716-599X



772716 599000

e-ISSN 2716-599X

FBM INSIGHTS

Faculty of Business and Management

Universiti Teknologi MARA Cawangan Kedah

e-ISSN 2716-599X

The editorial board would like to express their heartfelt appreciation for the contributions made by the authors, co-authors and all who were involved in the publication of this bulletin.

Published by : Faculty of Business and Management,
Universiti Teknologi MARA Cawangan Kedah

Published date : 20 October 2023

All rights reserved. No part of this publication may be reproduced, copied, stored in any retrieval system or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without the prior permission from the Rector, Universiti Teknologi MARA Cawangan Kedah, Kampus Sungai Petani, 08400 Merbok, Kedah, Malaysia.

The views, opinions, and technical recommendations expressed by the contributors and authors are entirely their own and do not necessarily reflect the views of the editors, the publisher and the university.

RECTOR'S MESSAGE



I would like to extend my gratitude for your visit to FBM Insights Volume 8, a publication brought forth by the esteemed Faculty of Business and Management, UiTM Kedah Branch. This bulletin endeavours to present a concise and beneficial collection of important insights and research findings derived from the domain of social sciences.

FBM Insights aims to simplify complex social science concepts into easily digestible bullet points, making valuable knowledge more accessible to a wider audience. In this bulletin, each article provides a glimpse into the diverse and dynamic world of social sciences, including psychology, sociology, economics, finance, and other pertinent fields. Through concise and informative summaries, the intention is to promote a deeper understanding of human behaviour, societal trends and the multifarious factors that shape our world.

My heartfelt appreciation is proffered to the dedicated researchers and scholars whose works form the foundation of this bulletin, contributing significantly to the ever-changing landscape of knowledge in social sciences. In navigating the modern era's challenges and opportunities, the intrinsic value of social science research in guiding policy decisions and fostering social cohesion cannot be overstated.

I sincerely hope that this bulletin will spark readers' curiosity and inspire them to delve deeper into the myriad facets of human society and behaviour. Irrespective of whether you are a student, educator, or policymaker, I firmly believe that this publication will serve as an invaluable resource in your quest for knowledge.

Once again, thank you for embarking on this journey of discovery with us. Together, let us explore the captivating world of social sciences and its profound impact on our lives.

Thank you.

Prof. Dr. Roshima Haji Said

Rector
Universiti Teknologi MARA (UiTM)
Cawangan Kedah

FBM INSIGHTS EDITORIAL BOARD

Advisor

Dr. Yanti Aspha Ameira binti Mustapha, Universiti Teknologi MARA Cawangan Kedah

Chief Editor

Dr. Zuraidah binti Mohamed Isa, Universiti Teknologi MARA Cawangan Kedah

Dr. Norhidayah binti Ali, Universiti Teknologi MARA Cawangan Kedah

Managing Editor

Dr. Azyyati binti Anuar, Universiti Teknologi MARA Cawangan Kedah

Puan Nurul Hayani binti Abd Rahman, Universiti Teknologi MARA Cawangan Kedah

Editors

Dr. Dahlia binti Ibrahim, Universiti Teknologi MARA Cawangan Kedah

Dr. Nur Zainie binti Abd Hamid, Universiti Teknologi MARA Cawangan Kedah

Dr. Roziyana binti Jafri, Universiti Teknologi MARA Cawangan Kedah

Puan Rosliza binti Md. Zani, Universiti Teknologi MARA Cawangan Kedah

Puan Najah binti Mokhtar, Universiti Teknologi MARA Cawangan Kedah

Puan Yong Azrina binti Ali Akbar, Universiti Teknologi MARA Cawangan Kedah

Puan Hanani binti Hussin, Universiti Teknologi MARA Cawangan Kedah

Puan Shakirah binti Mohd Saad, Universiti Teknologi MARA Cawangan Kedah

Encik Mohd Radzi bin Mohd Khir, Universiti Teknologi MARA Cawangan Kedah

Puan Wan Shahrul Aziah binti Wan Mahamad, Universiti Teknologi MARA Cawangan Kedah

Puan Syukriah binti Ali, Universiti Teknologi MARA Cawangan Kedah

Dr Rabitah binti Harun, Universiti Teknologi MARA Cawangan Kedah

Manuscript Editor

Cik Nurul Izzati binti Idrus, Universiti Teknologi MARA Cawangan Kedah

Cik Nurfaznim binti Shuib, Universiti Teknologi MARA Cawangan Kedah

Secretary

Puan Intan Nazrenee binti Ahmad, Universiti Teknologi MARA Cawangan Kedah

Puan Syahrul Nadwani binti Abdul Rahman, Universiti Teknologi MARA Cawangan Kedah

Technical Board

Dr. Afida binti Ahmad, Universiti Teknologi MARA Cawangan Kedah

Graphic Designer

Dr. Shafilla binti Subri, Universiti Teknologi MARA Cawangan Kedah

14	FACTORS INFLUENCING MALAYSIAN MUSLIM TRAVELERS' DESTINATION CHOICE IN HALAL TOURISM	34
	<i>Fatihah Norazami Abdullah, Noriza Mohd Saad & Nor Edi Azhar Mohamed</i>	
15	SUSTAINABLE DEVELOPMENT GOALS (SDGs): WHAT CAN UNIVERSITIES DO ON CAMPUS?	37
	<i>Muhammad Zarunnaim Haji Wahab & Mohamad Hanif Abu Hassan</i>	
16	SEAMLESS LEARNING: UNLEASHING CLOUD COMPUTING'S POTENTIAL IN EDUCATION	41
	<i>Abd Rasyid Ramli, Burhanuddin Haji Wahab & Ahmad Fauzi Yahaya</i>	
17	THE CONCEPT OF SUSTAINABILITY FROM AN ISLAMIC PERSPECTIVE	43
	<i>Mohd Radzi Mohd Khir & Hadzli Ishak</i>	
18	LEAN MANAGEMENT DRIVING SUSTAINABILITY IN MALAYSIAN EDUCATION	48
	<i>Azyyati Anuar & Daing Maruak Sadek</i>	
19	EVALUATION OF ARTIFICIAL INTELLIGENCE'S IMPACT ON CUSTOMER SERVICE	52
	<i>Shakirah Mohd Saad</i>	
20	PARENTAL STRESS AND CHILDREN'S GAME ADDICTION: A BRIEF OVERVIEW	55
	<i>Yong Azrina Ali Akbar, Wan Shahrul Aziah Wan Mahamad & Ramli Saad</i>	
21	THE LIVING WAGE: UNDERSTANDING THE IMPORTANCE AND IMPACT	58
	<i>Nor Azira Ismail, Jamilah Laidin & Shahiszan Ismail</i>	
22	IMPACT OF SOCIAL MEDIA ON UNIVERSITY STUDENTS	61
	<i>Nurul Izzati Idrus & Nurfaznim Shuib</i>	
23	THE SIGNIFICANCE OF NOTE-TAKING SKILLS FOR OFFICE MANAGEMENT PROFESSIONALS	63
	<i>Nurfaznim Shuib & Nurul Izzati Idrus</i>	
24	THE READINESS OF RETAILERS IN MALAYSIA TO ACCEPT MOBILE PAYMENTS AS A PAYMENT ALTERNATIVE	66
	<i>Nur Syazana Mohd Nasir & Azlyantiny Mohammad</i>	

LEAN MANAGEMENT DRIVING SUSTAINABILITY IN MALAYSIAN EDUCATION

Azyyati binti Anuar
Faculty of Business and Management, Universiti Teknologi MARA Cawangan Kedah
azyyati@uitm.edu.my

Daing Maruak Sadek
Academy of Contemporary Islamic Studies, Universiti Teknologi MARA Cawangan Kedah
daing729@uitm.edu.my

INTRODUCTION

In today's ever-evolving world, lean management has emerged as a powerful approach to enhance efficiency and promote continuous improvement across various industries (Toussaint & Berry, 2013). Initially rooted in the manufacturing sector, lean management has proven its adaptability and applicability to other domains, including the educational sector. By emphasizing streamlined processes, waste reduction, and resource optimization, lean management presents a transformative opportunity for educational institutions to achieve greater operational effectiveness.

However, efficiency alone is insufficient to address the educational sector's complex challenges. The need for sustainability has become a pressing concern, not only in Malaysia but also worldwide. Sustainability goes beyond traditional environmental preservation; it encompasses economic viability and social inclusivity (Benn et al., 2013). For the educational sector, embracing sustainability means nurturing environmentally responsible practices, utilizing resources responsibly, and ensuring equitable access to quality education.

Malaysia, a country known for its vibrant cultural diversity and rapid economic growth, also faces unique sustainability challenges in its educational system. As one of the fastest-growing economies in Southeast Asia, Malaysia's educational sector must confront issues related to resource allocation, infrastructure development, and equitable education access for marginalized communities. Balancing the demand for quality education with sustainable practices becomes imperative to secure a prosperous and harmonious future for the nation.

Malaysia's educational landscape currently confronts several sustainability challenges that require immediate attention. From an environmental perspective, educational institutions contribute to energy consumption and waste generation, collectively impacting the nation's carbon footprint. Moreover, limited funding and budget constraints hinder the implementation of sustainability initiatives, making it essential to explore cost-effective solutions that foster resource efficiency. Additionally, the educational sector needs to address social concerns, such as inclusivity and community engagement, to ensure education benefits all segments of society, irrespective of background or location.

By adopting lean management principles and integrating sustainability into the fabric of educational institutions, Malaysia can pave the way for a brighter and more resilient educational landscape. The subsequent sections of this article will delve deeper into the potential synergy between lean management and sustainability, offering insights into how these two powerful concepts can collaborate to bring about positive change within Malaysia's educational sector.

Understanding Lean Management in Education

Lean management is a systematic approach focused on maximizing value and minimizing waste within processes and operations (Martinez Sanahuja, 2020). It originated in the manufacturing industry and was first introduced by Toyota as the Toyota Production System (TPS) in Japan during the post-World War II period. The primary objective of lean management is to enhance efficiency, productivity, and quality by eliminating activities that do not add value to the end product or service.

In manufacturing, lean principles revolve around reducing overproduction, unnecessary inventory, waiting times, transportation, motion, processing steps, and defects. These concepts became known as the “7 Wastes” (also called Muda in Japanese). The success of lean management in manufacturing led to its adaptation in various sectors, including healthcare, services, and, importantly, the educational sector (Klein et al., 2022; Sremcevic, 2018).

Though initially developed for manufacturing, the fundamental principles of lean management can be adapted and effectively applied to the educational sector (Nawanir et al., 2019). In education, lean management seeks to optimize processes and resources to enhance the overall learning experience for students, teachers, and staff. Some key lean principles applicable to education are:

- a. Value definition: Identifying what constitutes value in education by understanding the needs and expectations of students and other stakeholders. This helps in aligning educational practices with desired outcomes.
- b. Elimination of waste: Streamlining administrative processes, reducing paperwork, and eliminating redundant tasks are examples of how waste reduction can be applied in education. By doing so, educators and staff can focus more on providing quality education and student support.
- c. Continuous improvement: Encouraging a culture of continuous improvement among educators and students, where they regularly seek opportunities to refine and optimize their practices, ultimately leading to better learning outcomes.
- d. Pull system: Tailoring education based on individual student needs and preferences rather than adopting a one-size-fits-all approach. This approach can enhance student engagement and motivation.

The integration of lean management in education has the potential to optimize resource utilization, reduce waste, and ultimately lead to enhanced student outcomes and a more sustainable educational system.

The Synergy Between Lean Management and Sustainability

Lean management and sustainability share a common ground regarding their objectives and underlying principles. At its core, lean management seeks to optimize processes, eliminate waste, and improve efficiency. By doing so, it reduces the strain on resources and minimizes environmental impact, which aligns perfectly with the goals of sustainability. In the context of education, lean management can be applied to various aspects of educational institutions. For instance, it can help streamline administrative processes, reduce paper usage through digitization, and implement energy-efficient practices in school facilities (Klein et al., 2022; Sremcevic et al., 2018).

Meanwhile, sustainability education, also known as education for sustainable development (ESD), is a field that focuses on promoting an understanding of the connections between the environment, the economy, and society. It aims to prepare students for jobs that contribute to a more equitable and sustainable future by teaching them real-world skills they can use to improve the planet. Sustainability education encompasses all school subjects and extends far beyond the classroom. It teaches students about the interdependence between humans and the environment and the importance of respecting the planet. It also emphasizes the need for participatory teaching and learning methods that motivate and empower learners to change their behaviour and take action for sustainable development. According to UNESCO, ESD allows everyone to acquire the knowledge, skills, attitudes, and values necessary to shape a sustainable future (Education for Sustainable Development, 2022).

Several educational institutions around the world have successfully embraced lean management principles to enhance sustainability and create a positive impact on their communities. For example:

- (a) University of St Andrews: Pioneers in lean management for higher education, Robinson and Yorkstone from the University of St Andrews have updated the concept of lean management for the higher education industry, defining it as the right people continuously searching for

the simplest and smoothest process to meet customer needs perfectly. (“A beginner’s guide to lean management in higher education,” 2023).

- (b) School districts: The Lean model has its roots in manufacturing, specifically the performance and quality standards movement developed by Toyota Motor Corporation following World War II. In education, where it can be difficult to define concepts like products, customers, or even quality, the Lean method has not yet seen extensive use; its applications have been primarily in higher education and non-instructional areas such as administration and facilities. In school districts that employ the Lean approach, superintendents acknowledge that, while often overlooked, efficiency is an essential improvement goal. Yet, school administrators aren’t taught how to achieve it (“Quality improvement approaches: Lean for education,” 2018).
- (c) Academic and administrative operations: Lean management has been applied to academic processes such as course design and teaching, improving degree programs, student feedback, and handling of assignments, as well as administrative functions such as admissions, registration, human resources, and procurement (Millard, n.d).
- (d) Continuous improvement: The Carnegie Foundation for the Advancement of Teaching explains that lean management for education is an improvement approach that encourages all school and district employees to identify and solve problems that prevent students from achieving the highest quality outcomes possible (McKay, 2017). The Lean model has its roots in manufacturing, but its underlying principles can be applied to education.

By aligning lean principles with sustainability goals, educational institutions in Malaysia and beyond can create a more efficient, eco-friendly, and socially responsible environment that nurtures both present and future generations of learners. Through successful case studies and the realization of numerous benefits, it becomes evident that the integration of lean management and sustainability is a winning combination for the educational sector.

CONCLUSION

In conclusion, lean management toward sustainability is not just a theoretical concept; it is a practical and transformative approach that can shape the educational sector for the better. As a nation with a growing economy and a diverse educational landscape, sustainability must be at the core of academic development to create a thriving, eco-conscious, and inclusive educational environment. By doing so, we empower the current and future generations of learners to become conscientious global citizens capable of shaping a more sustainable and equitable world for all. The journey towards sustainability begins with each of us taking the first step today.

REFERENCES

- A beginner's guide to lean management in higher education. (2023, July 23). *Keystone education group page*. <https://www.keg.com/news/lean-management-in-higher-education>
- Benn, S., Edwards, M., & Angus-Leppan, T. (2013). Organizational learning and the sustainability community of practice. *organization & environment*, 2(26), 184-202. <https://doi.org/10.1177/1086026613489559>
- Education for sustainable development. (2022, January 1). *UNESCO’s education for sustainable development newsletter*. <https://www.unesco.org/en/education-sustainable-development>
- Klein, L. L., Alves, A. C., Abreu, M. F., & Feltrin, T. S. (2022). Lean management and sustainable practices in Higher Education Institutions of Brazil and Portugal: A cross country perspective. *Journal of Cleaner Production*, 342, 130868.
- Martínez Sanahuja, S. (2020). Towards lean teaching: non-value-added issues in education. *Education sciences*, 10(6), 160.

- McKay, S. (2017). Quality improvement approaches: Lean for education. Learning in NICs, Spreading & Scaling in NICs". *Carnegie Foundation for the Advancement of Teaching*.
- Millard, M. (n.d.). The advantages of applying lean in education. *KaiNexus Blog*. <https://blog.kainexus.com/improvement-disciplines/lean/lean-in-education/the-advantages-of-lean-thinking-in-education>
- Nawanir, G., Binalialhajj, M., Lim, K. T., & Ahmad, M. H. (2019). Becoming lean: The way towards sustainability of higher education institutions. *KnE Social Sciences*, 603-626.
- Quality improvement approaches: Lean for education. (2018, January 25). *Carnegie foundation for the advancement of teaching*. <https://www.carnegiefoundation.org/blog/quality-improvement-approaches-lean-for-education/>
- Sremcevic, N., Lazarevic, M., Krainovic, B., Mandic, J., & Medojevic, M. (2018). Improving teaching and learning process by applying Lean thinking. *Procedia Manufacturing*, 17, 595-602.
- Toussaint, J. & Berry, L. L. (2013). The promise of lean in health care. *Mayo Clinic Proceedings*, 1(88), 74-82. <https://doi.org/10.1016/j.mayocp.2012.07.025>