

Shaping Future Planners: Insights From SULAM's English Teaching for Aboriginal School Children in Kampung Putra

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ABSTRACT

Integrating Service-Learning (SULAM) into planning education, particularly in the TPR512 Regional Planning and Development course, bridges academic theory and real-world practice. Despite its recognised benefits in community development, its specific impact on regional planning education and marginalised communities remains underexplored. This study examines how SULAM enhances students' planning competencies through engagement with the Temuan community in Kampung Putra, Jelebu, Negeri Sembilan, through teaching English. The key objectives are: first, to assess how hands-on experience improves students' practical skills and regional planning knowledge, and second, to evaluate the project's role in fostering essential soft skills like communication, teamwork, and civic responsibility by incorporating English teaching activities. Using a qualitative case study approach, findings highlight key challenges, including communication barriers (42.9%) and cultural differences (35.7%), underscoring the need for cultural sensitivity. Despite this, 100% of students reported a deeper understanding of regional planning, particularly in rural contexts. The project also emphasised interactive learning methods, with 60.7% of participants favouring games and participatory approaches through group activities. Supported by the Ministry of Higher Education (MOHE) and Universiti Teknologi MARA (UiTM), the SULAM project underscores how real-world engagement can enhance academic learning. While limited by sample size and duration, it underscores the value of service-learning in equipping future planners with adaptability and stakeholder engagement skills. Future research should explore its long-term impacts for broader application.

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INTRODUCTION

Service-Learning Malaysia–University for Society (SULAM) is an initiative by the Ministry of Higher Education that seeks to bridge theoretical knowledge and real-world experience, while simultaneously addressing community needs. This program provides students with opportunities to apply their academic skills in practical settings, contributing to the well-being of marginalised communities. As Wahab (2024) notes, while SULAM effectively enhances students' personal and academic development, there remains limited research on how the community-based approach impacts specific disciplines such as regional planning, particularly in rural and indigenous contexts. Junainah et al. (2024) further highlight the importance of integrating service-learning with academic curricula to support students' holistic development, particularly in cultivating skills relevant to community engagement and local development. This gap highlights a critical area for exploration—how service-learning contributes to developing a deeper understanding of rural development, regional planning, and the unique challenges faced by indigenous populations.

The TPR512 course at UiTM addresses this gap by integrating SULAM, offering students hands-on experience through rural community projects. This course is designed to bridge theory with practice, enabling students to apply regional planning concepts in real-world settings. Through the SULAM initiative, students gain practical insights into rural development, specifically in Kampung Putra, Negeri Sembilan, while contributing to the educational needs of aboriginal school children. The course not only enhances students' academic knowledge but also nurtures essential personal skills, such as communication, cultural competence, and resource management. Inspired by the "Tuisyen Rakyat" initiative, this approach provides students with the opportunity to engage with marginalised communities, thus reinforcing SULAM's objectives of improving both student learning and community engagement in rural planning contexts. This approach resonates with the goals of both UiTM and MOHE to prepare students to contribute effectively to community well-being and regional development, ensuring that they are ready to address the diverse needs of communities in their future careers (Wahab, 2024; Ministry of Higher Education, 2015).

The aim of this study is to evaluate the effectiveness of the SULAM project in enhancing students' understanding of regional planning concepts and personal development while simultaneously contributing to the well-being of the aboriginal community in Kampung Putra. The project provides an innovative platform for bridging academic theory with practical application in real-world scenarios, where it aligns with the course learning outcome by incorporating the personal skills in community project for studying the regional issues, policy and development program. Service-learning assumes that learning does not necessarily occur because of experience itself, but rather because of reflection designed to achieve specific learning outcomes. In this sense, service learning expands on the concept of community service and voluntarism (Honnet & Poulsen, 1989). The study is guided by two key objectives. First, it seeks to assess how hands-on teaching experiences during the SULAM project contribute to improving students' practical skills and knowledge of regional planning, enabling them to apply theoretical principles in meaningful ways. Second, it examined the impact of the project on fostering essential soft skills such as communication, teamwork, and civic responsibility, which are critical for their roles as future planners and community leaders.

By addressing these objectives, this study has provided insights into how service-learning programs like SULAM can shape future planners. The expected outcomes include recommendations for improving the integration of service-learning in regional planning education and strategies to enhance the benefits for both students and communities. Ultimately, this research will highlight the importance of community-based education (Hamzah. et.al. 2023) in fostering academic and personal growth, as well as social responsibility among future regional planners.

LITERATURE REVIEW

This literature review explores four key topics that illustrate the impact and importance of service-learning in regional planning education. First, it examines the role of service-learning in bridging academic knowledge with real-world experience, enhancing students' understanding of planning while fostering essential skills. Next, it explores the Service-Learning Malaysia (SULAM) initiative, a government-backed program that encourages students to engage in community service projects. The review then highlights how service-learning projects empower marginalised communities, particularly aboriginal groups, through educational initiatives. Finally, it looks at how such projects contribute to rural development by providing students with hands-on experience in community-based planning. Together, these topics emphasise the vital role service-learning plays in preparing students for professional practice and empowering communities.

Service-Learning and Planning Education

Service-learning bridges academic knowledge with real-world application, offering students an opportunity to connect their studies to practical community projects (Levkoe et al., 2020). This approach not only enhances students' understanding of regional planning but also equips them with the skills needed to address real-world challenges. According to Jacoby (2021), integrating service-learning into planning education provides students with an experiential learning environment where theoretical concepts can be tested and refined through community engagement. This process develops essential planning skills, such as problem-solving and critical thinking, which are vital for future urban and regional planners. Moreover, service-learning projects (Selmo, 2020) allow students to engage with underserved communities, offering insights into the complexities of rural development. By learning to navigate these challenges, students are better prepared to take on the role of planners who must understand and balance social, environmental, and economic factors.

SULAM's Role in Education

SULAM (Service-Learning Malaysia) is an initiative that encourages students to participate in community service projects, fostering a deep connection between academic learning and social responsibility. As part of Malaysia's Education Blueprint (Ministry of Education Malaysia, 2013), SULAM emphasises the importance of service-learning in higher education, aiming to equip students with skills beyond traditional classroom learning. By engaging in projects such as teaching English to aboriginal schoolchildren, students develop a variety of competencies, including teamwork, communication, and leadership (Ab Halim et al., 2021). This approach not only contributes to the academic growth of students but also promotes a sense of civic responsibility. Through SULAM, students can reflect on their experiences and gain a deeper understanding of how their knowledge can be applied to solve community problems, thereby fostering social cohesion and inclusivity (Naufal et al., 2024). SULAM projects, particularly those in marginalised communities, offer a platform for students to develop 21st-century skills while making a meaningful impact on society.

Empowering Aboriginal Communities

Service-learning projects targeting indigenous communities, such as those in Kampung Putra, play a critical role in empowering marginalised groups. Educational initiatives that focus on language proficiency, like teaching English to aboriginal children, help break down barriers and open opportunities for these communities. According to Idrus et al. (2023) for indigenous students, proficiency in the national language, as well as in English, is crucial for accessing wider educational and employment opportunities, thus contributing to their social and economic mobility. Through the SULAM initiative, students can directly

contribute to these outcomes by teaching English, which not only improves the children's academic performance but also fosters a more inclusive society. According to Vygotsky (1978), such socially mediated interactions play a critical role in cognitive development, as learning occurs through guided participation within the zone of proximal development. Furthermore, these experiences enable students to develop empathy and cultural awareness, as they work closely with communities that face unique challenges. Andrews et al. (2019) highlight that by participating in such projects, students not only improve the lives of community members but also gain valuable insights into the cultural complexities and the needs of marginalised groups, which are essential aspects of planning education.

Planners in Rural Development

Students involved in service-learning projects focused on rural development, like the SULAM initiative in Kampung Putra, gain practical experience in community-based planning. According to Arato et al. (2016), community participation is central to successful planning, particularly in rural areas where local knowledge is vital to understanding development needs. The TPR512 – Regional Planning and Development course integrates this participatory approach by placing students directly into communities, allowing them to learn from real-life experiences. These projects enable students to apply planning theories, such as the participatory planning model, which emphasises collaboration and the inclusion of local voices in the planning process (Moulaert et al., 2022). By engaging with aboriginal communities, students not only contribute to regional development but also learn to navigate the complexities of community needs and cultural sensitivities. This hands-on involvement helps future planners understand the unique challenges of rural areas and prepares them to develop sustainable, inclusive solutions that reflect the needs of all community members.

SITE STUDY AND METHODOLOGY

The study area, Kampung Putra, is in the district of Jelebu, Negeri Sembilan, near Kampung Air Baniang. It is home to the Temuan tribe, an aboriginal community established in 1963 by Malaysia's first Prime Minister, Tunku Abdul Rahman. The community's primary school was originally named Sekolah Kebangsaan Air Baniang. Following an official visit by Tunku Abdul Rahman, the school was renamed Sekolah Kebangsaan Putra in his honour.

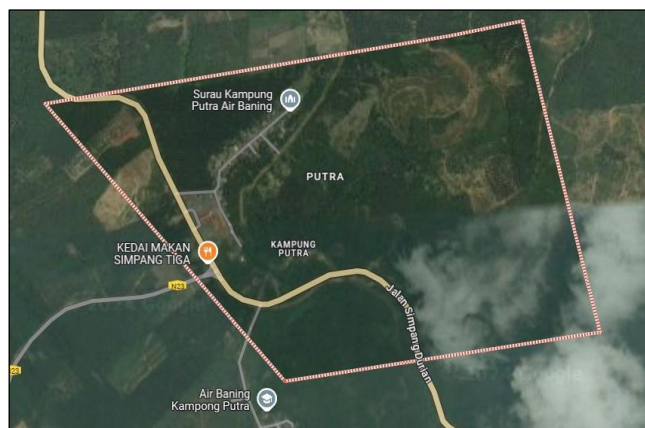


Fig. 1. Google Map Showing the Location of Kampung Putra

Source: Google Map (2023)

This study adopts a community-oriented research design inspired by the Rakyat Tuition program, which aims to support low-income communities through educational initiatives. The project focuses on enhancing English proficiency among primary school students from the Kampung Putra aboriginal community. A total of 60 students from Sekolah Kebangsaan Putra were selected from non-test classes such as standards 3, 4 and 5 in participating the program. The program was facilitated by 28 TPR512 course students who acted as facilitators during the lessons. The teaching methodology employed a variety of approaches, including storytelling, interactive games, visual aids, and practical activities. These strategies were designed to create a dynamic and engaging learning experience, benefiting the students while enabling the facilitators to develop valuable skills in leadership, communication, and cultural sensitivity.

To achieve the aim and objectives of this study, 28 TPR512 students participated by completing a structured survey shown in Table 1. The survey was designed with four distinct sections to gather comprehensive insights. These sections included:

Table 1. Survey Questionnaire

Section	Theme	Questions
A	Respondents' demographic and academic background	What is your age? What is your gender? Is your hometown in an urban or rural area? How many community projects have you participated in before this course? Do you have any prior experience working with aboriginal communities?
B	Students' perceptions of learning regional planning through experiential engagement in rural areas via SULAM.	Do you think participating in the SULAM project has enhanced your understanding of regional planning in rural areas? Which aspect of regional planning do you feel you have improved the most through the SULAM project? (can tick more than ONE) How would you rank your personal skills improvement through this project on a scale of 1 to 5? How strongly do you agree that learning in a real-world context like the SULAM project is more effective than traditional classroom learning? Do you think the SULAM project should be a mandatory part of the TPR 512 course?
C	Students' views on teaching English to aboriginal primary school children and its impact on their learning experience.	Did you find teaching English to aboriginal primary school children rewarding? Which teaching method did you find most effective? Based on your observations during the SULAM project in Kampung Putra, how would you rank the students' enthusiasm in learning English on a scale of 1 to 5?

Source: Authors (2023)

This questionnaire was designed as such provide insights into the program's effectiveness in achieving its dual objectives while highlighting the transformative impact of community-based learning experiences.

RESULTS AND DISCUSSION

Objective 1: To enhance students' knowledge of regional planning through hands-on experience in teaching English to aboriginal school children in Kampung Putra.

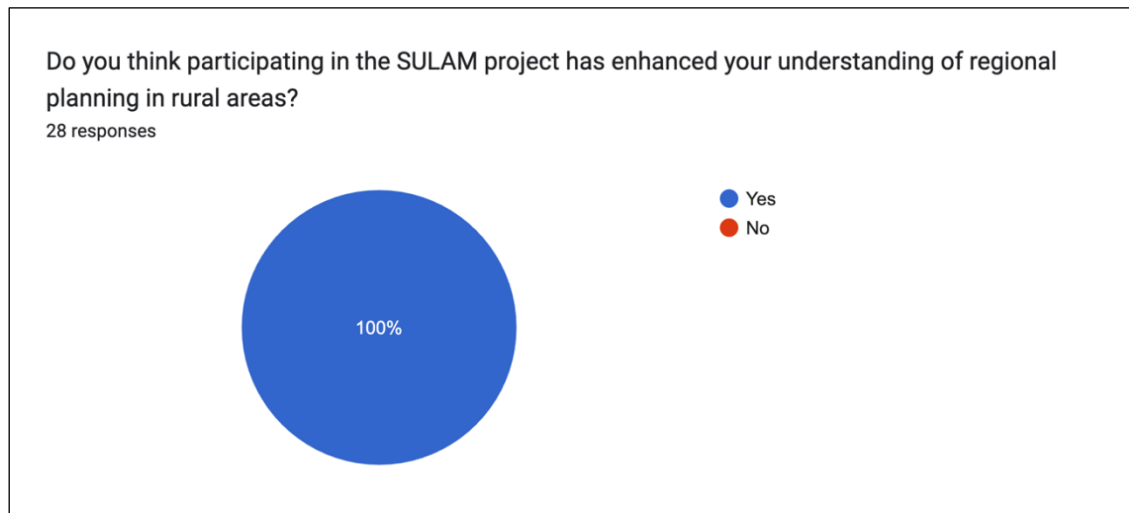


Fig. 2. Impact of SULAM project on Students' Understanding of Rural Regional Planning

Source: Authors (2023)

The TPR512 students demonstrate 100% agreement that the SULAM project enhanced their understanding of regional planning in rural areas, which aligns with experiential learning theories. As noted by Kolb (2015), hands-on experiences enable students to apply theoretical knowledge to real-world situations, deepening their understanding. The SULAM initiative allowed students to work directly within a rural context, applying regional planning principles to address community needs, thereby bridging the gap between theory and practice. This experiential approach has been shown to enhance students' learning outcomes, particularly when they are involved in community-based projects (Prasetyo et al., 2021; Jacoby, 2015). Students also agreed with the statement because they experienced for the whole process of SULAM from the beginning which is also coming from the preparation of documents and paperworks, building the network by approaching the aboriginal people and agencies related like *Jabatan Kemajuan Orang Asli (JAKOA)*. In this case, students are required to handle a meeting with the agencies to ensure the program run smoothly. This is aligned with the MQF 2.0 Students Learning Outcome domain Under the leadership, autonomy and responsibility, students have to demonstrate necessary leadership skills, such as those needed to plan, recruit, orient, train, and create budgets. Moreover, service-learning models emphasise the importance of engaging students in real-world contexts to reinforce academic learning. According to Resch & Schrittmesser (2021), such projects foster a deeper connection between theoretical knowledge and practical application, particularly in underserved areas. By participating in the SULAM project, students gained firsthand insights into the complexities of rural planning, which contributed to their professional development and sense of social responsibility. These findings reflect the value of service-learning as a tool for improving both academic knowledge and community impact.

Knowledge on Regional Planning

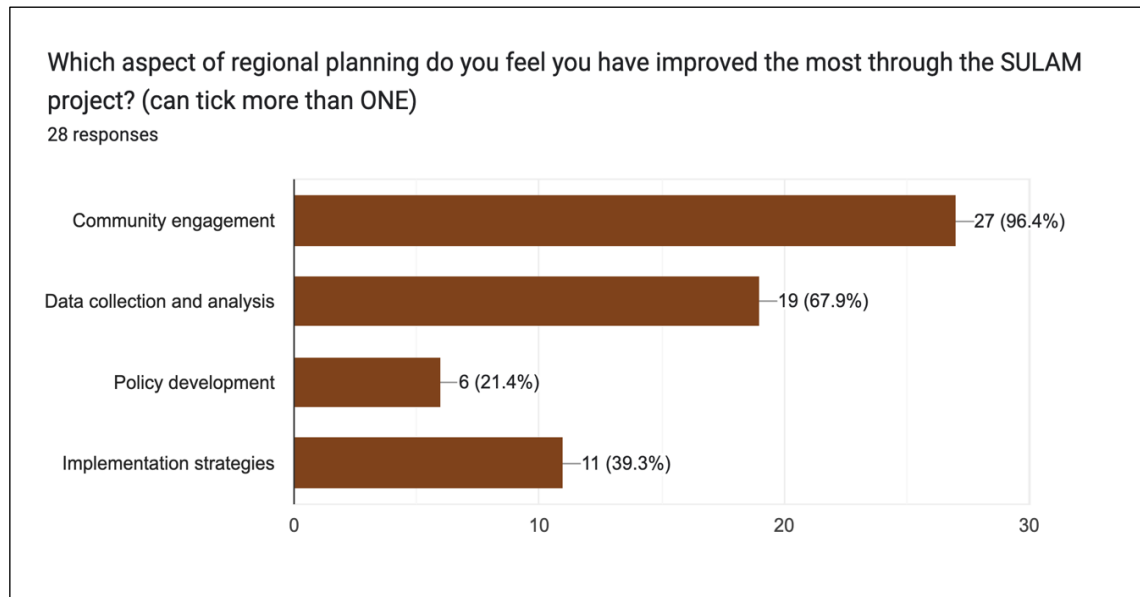


Fig. 3. Key Aspects of Regional Planning Improved Through SULAM Participation

Source: Authors (2023)

Result in the Figure 3 demonstrates community engagement emerged as the most improved aspect of regional planning through the SULAM project, with 96.4% of students identifying it as their primary area of growth. This highlights the significant role of service-learning in fostering a deeper understanding of community needs and effective stakeholder collaboration. The students' active involvement in teaching English to the Temuan aboriginal children in Kampung Putra exemplifies Drewery & Lollar (2024) emphasis on service-learning as a tool for meaningful community engagement. Through this process, students not only improved their interpersonal and cultural competencies but also gained critical insights into inclusive planning approaches essential for addressing diverse regional development challenges.

In addition to community engagement, 69.7% of students reported improvements in data collection and analysis, showcasing the project's effectiveness in equipping them with foundational skills for gathering and interpreting community data. However, fewer students, 39.3%, identified growth in implementation strategies, and only 21.4% noted advancements in policy development. This disparity suggests that while the SULAM initiative provided substantial experiential learning, opportunities to connect these insights to policymaking and strategic application were limited. These findings align with Ahmad et al. (2024) experiential learning research, which advocates iterative learning to integrate practice with theoretical concepts. Moving forward, incorporating more targeted activities related to policymaking and implementation could address these gaps, further preparing students as future planners equipped to tackle complex regional planning tasks.

Objective 2: To evaluate the project's role in fostering essential soft skills like communication, teamwork, and civic responsibility by incorporating English teaching activities.

Improvement on Personal Skills

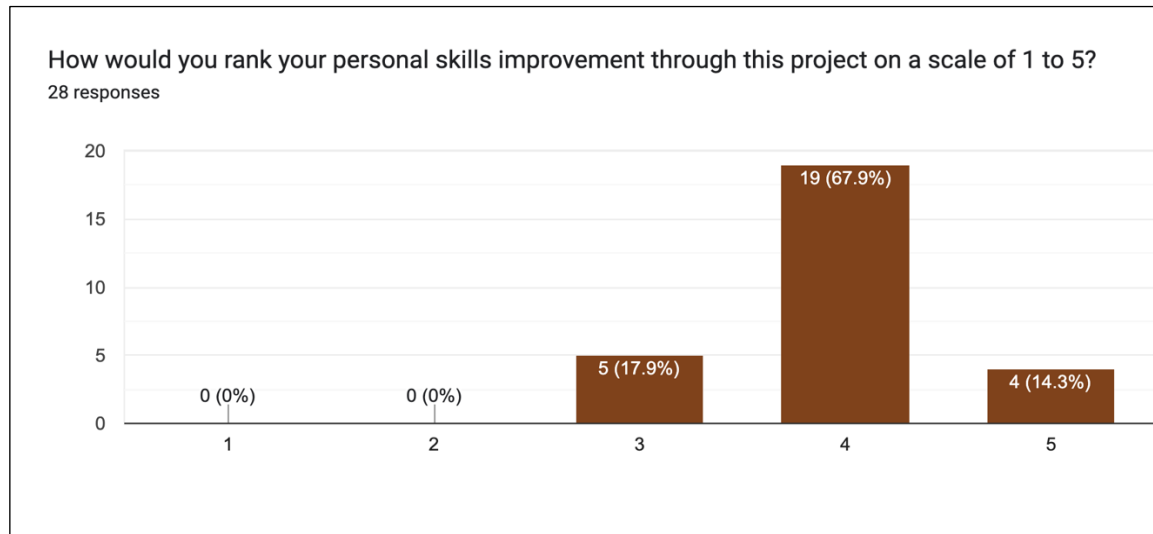


Fig. 4. The Ranking of Students' Personal Improvement

Source: Authors (2023)

The findings in Figure 4 indicate that 67.9% of students rated their improvement in personal skills at scale four (4), reflecting significant development, followed by 17.9% at scale three (3) and 14.3% at scale five (5). This suggests a notable enhancement in areas such as communication, teamwork, and problem-solving skills critical for regional planners. Personal skill development is pivotal in preparing students for practical challenges, as planners must navigate complex social dynamics and collaborate effectively with diverse stakeholders. According to Kolb's experiential learning theory (2015), active participation in real-world tasks, like those in the SULAM project, provides the practical experience necessary to develop these transferable skills. The interactive nature of activities, such as teaching English to the aboriginal school children in Kampung Putra, facilitated this growth by encouraging interpersonal engagement and adaptability.

Personal skills are vital for future planners, as they enable effective collaboration, conflict resolution, and decision-making in diverse community contexts. The emphasis on skill development through experiential learning aligns with findings by Schön (1983), who argued that reflective practice strengthens professional competence. Additionally, the SULAM project's hands-on approach underscores the role of service-learning in fostering leadership and cultural sensitivity, essential for planning professionals addressing multicultural and regional development challenges (Jacoby, 2015). These findings highlight the need to integrate similar experiential methodologies in planning education to ensure holistic professional preparedness.

Effectiveness of Real-World Learning vs. Classroom Learning

Real-world learning, as demonstrated through the SULAM project, is often more effective than conventional classroom learning due to its experiential and immersive nature. With 50% of TPR512 students strongly agreeing and 42.9% (Figure 5) agreeing on its effectiveness, this hands-on approach allowed students to directly engage with the challenges and dynamics of teaching English to aboriginal school children in Kampung Putra. Such experiences facilitate deeper learning by contextualising theoretical knowledge within practical scenarios, enhancing understanding and retention. Kolb's experiential learning theory (2015) supports this, emphasising that learning is most effective when it involves active participation and reflection. Real-world learning also cultivates critical skills such as adaptability and communication, which are essential for future planners tasked with addressing diverse community needs (Jacoby, 2015). The effectiveness also was ranked according to community participation as mentioned by Freeman (1984). From the SULAM project, majority students agreed with the effectiveness is from their experience and witnessing the strong participation not only from the local community but also from the agencies related.

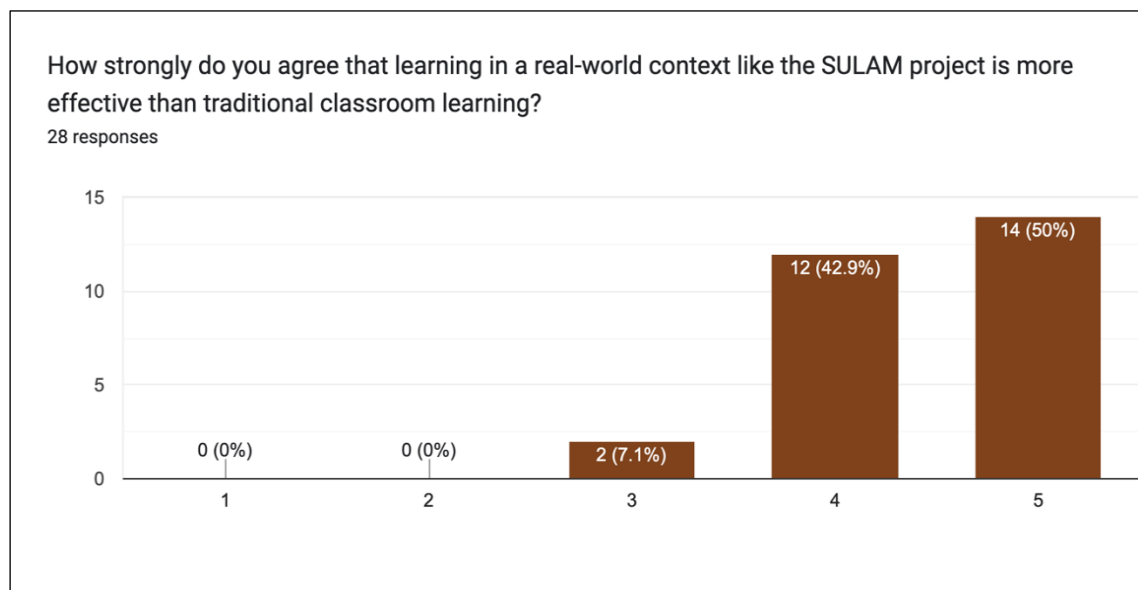


Fig. 5. Student's View on the Effectiveness of Real-world Learning

Source: Authors (2023)

For future planners, real-world learning is invaluable as it bridges the gap between academic concepts and planning practice. By teaching English to the Temuan tribe's children, TPR512 students developed interpersonal skills and cultural awareness—key competencies for stakeholder engagement and community-centered planning. This aligns with the planning profession's emphasis on inclusive and participatory approaches, as outlined in literature by Healey (1997). Moreover, such experiences prepare students for the complexities of real-world planning, where collaboration, problem-solving, and responsiveness to local contexts are crucial. The SULAM project exemplifies how applied learning fosters not only academic growth but also the practical capabilities necessary for successful regional planning.

Evaluation of the Most Effective Teaching Method in the SULAM Project

The results in Figure 6 demonstrate that interactive games were ranked as the most effective teaching method, with 60.7% of students favoring this approach. This finding reflects the intrinsic engagement and active participation that games foster among children, particularly in learning contexts. Research highlights that interactive learning methods stimulate curiosity, enhance retention, and provide immediate feedback, making them particularly effective for younger learners (Chatterton, 2020). Aboriginal school children, like many others, benefit from methods that allow them to associate learning with play, as it aligns with their natural behavior and cognitive development stages. By facilitating these sessions, TPR512 students gained hands-on experience in adapting to diverse learning needs, which is a critical skill for future planners who must engage communities effectively in participatory planning practices.

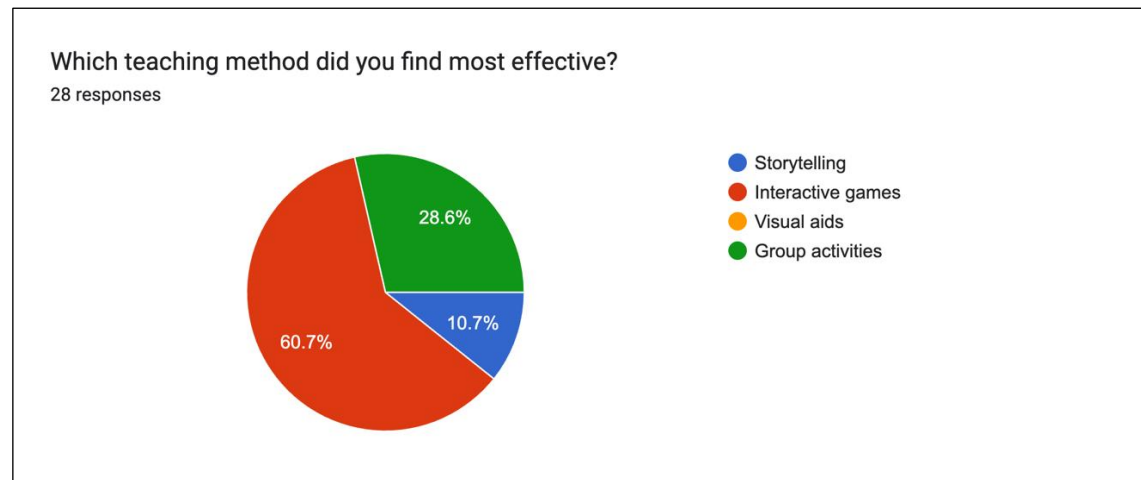


Fig. 6. Comparative methods used in teaching English

Source: Authors (2023)

Group activities, which ranked second with 28.6%, enabled the children to enhance their collaboration and communication abilities while nurturing a sense of community. This finding aligns with the work of Silvius & Schipper (2019), which highlights the importance of collaboration in planning processes. Their research underscores the critical role of consensus-building and stakeholder engagement in fostering effective planning, where the collective effort is essential for achieving successful outcomes. Storytelling, at 10.7%, offered cultural and narrative engagement but lacked the interactive elements that resonate most with children. Interestingly, visual aids received no votes, suggesting that passive methods are less effective for dynamic and experiential learning. For TPR512 students, these results underscored the importance of choosing the right strategies to foster meaningful interactions, a skill directly applicable to the inclusive and participatory processes central to regional planning.

Impact on Communication Skills

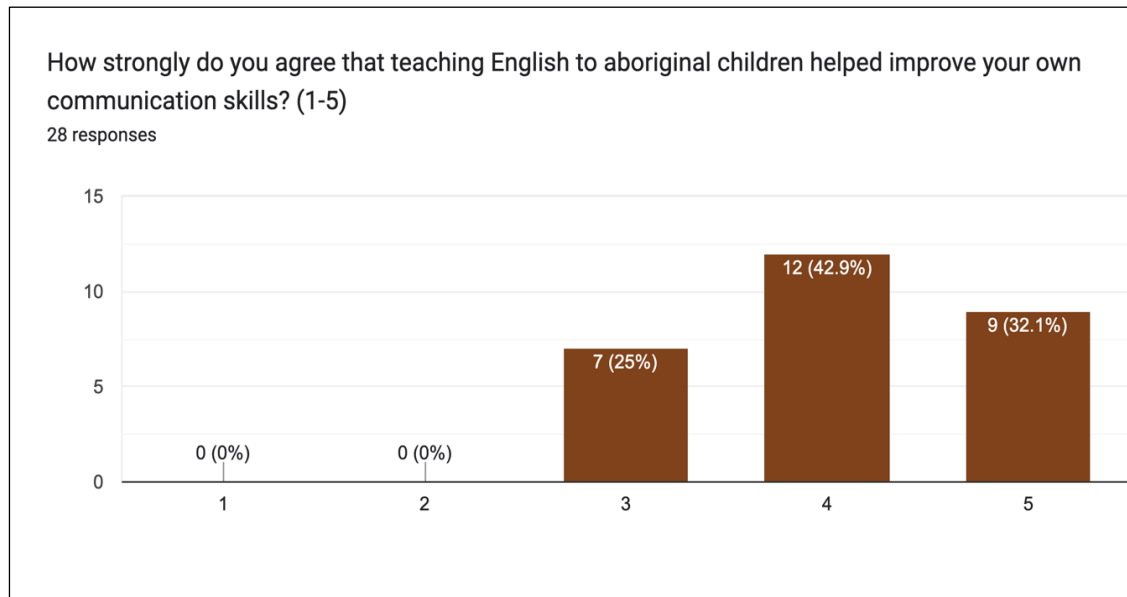


Fig. 7. Communication Skill Improvement through SULAM Project.

Source: Authors (2023)

The distribution of responses regarding the improvement of communication skills through teaching English to aboriginal children in Figure 7 indicates a notable enhancement among the TPR512 students. With 42.9% of students ranking their improvement at scale four (4), 32.1% at scale five (5), and 25% at scale three (3), this suggests a positive impact on their communication abilities, particularly in a real-world context. The combination of these results indicates that the SULAM project facilitated significant development of communication skills, especially through direct interaction with the aboriginal school children in Kampung Putra. As future planners, these students are likely to face situations that require effective communication with diverse communities. The ability to convey ideas clearly, engage in meaningful dialogue, and understand local contexts is critical in planning practice. Communication skills are essential in stakeholder engagement, decision-making, and policy development (Limani et al., 2024) all of which are core aspects of regional and urban planning

The improvement in communication skills is aligned with social constructivist theories of learning, which emphasise the importance of active, real-world learning experiences. According to Vygotsky's sociocultural theory (1978), communication is integral to the development of higher-order cognitive skills, as it facilitates shared understanding and collaborative learning. Similarly, active learning strategies, like those used in the SULAM project, encourage students to build communication skills in context, enhancing their professional preparedness. As future planners, these enhanced communication capabilities will be crucial for their involvement in projects that require close interaction with stakeholders from various backgrounds. Effective communication not only fosters collaboration but also ensures that the perspectives of diverse communities, particularly marginalised groups, are heard and incorporated into planning processes.

Challenges Faced During the SULAM Project

The results from the TPR512 students' survey in Figure 8, reveal that communication barriers and time management were the most significant challenges faced during the SULAM project, with 42.9% of students identifying these as the main issues. Effective communication is critical for planners, especially when working with diverse communities, as it directly influences the success of engagement and decision-making processes (Jenkins, 2014). Similarly, time management is a key aspect of planning practice, as adhering to deadlines and project timelines is essential for successful project delivery (Schoemaker et al., 2018). These challenges reflect real-world issues that planners must address to ensure efficient and effective planning outcomes.

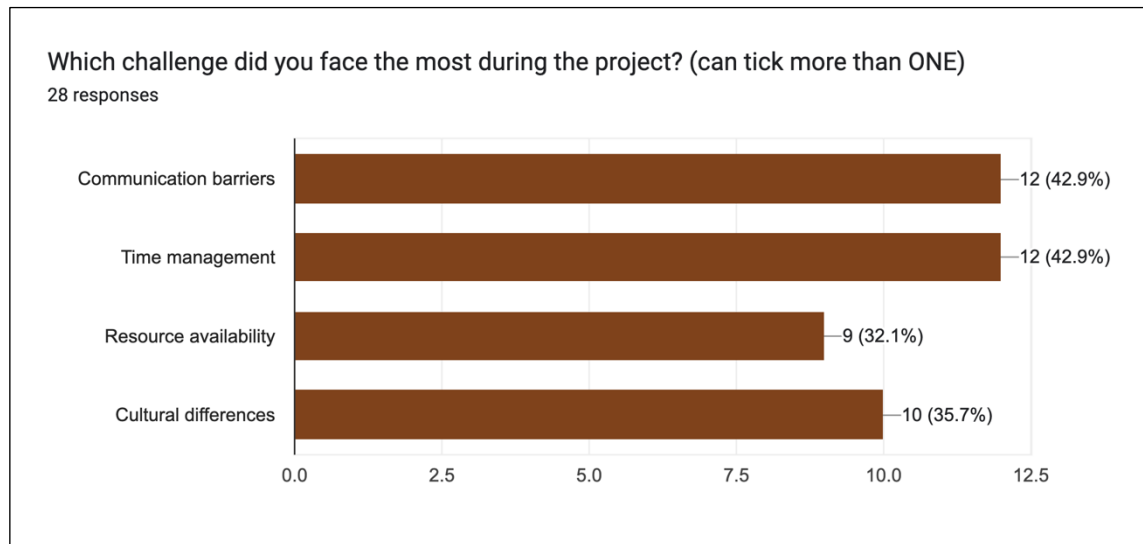


Fig. 8. Ranking of the Key Challenges Encountered During the SULAM Project

Source: Authors (2023)

Cultural differences and resource availability, ranked third and fourth, also play vital roles in planning practice. Cultural understanding is essential for planners to align projects with community needs and values, preventing misalignment or rejection of proposed plans (Othengrafen, 2014). Additionally, resource constraints often pose significant challenges in project implementation, underscoring the importance of resourcefulness in planning. Addressing these challenges helps future planners develop critical skills in communication, time management, cultural sensitivity, and resource utilisation, all of which are fundamental to their professional growth and success in regional planning practice.

Future Continuation of the SULAM Project: Students' Perspectives

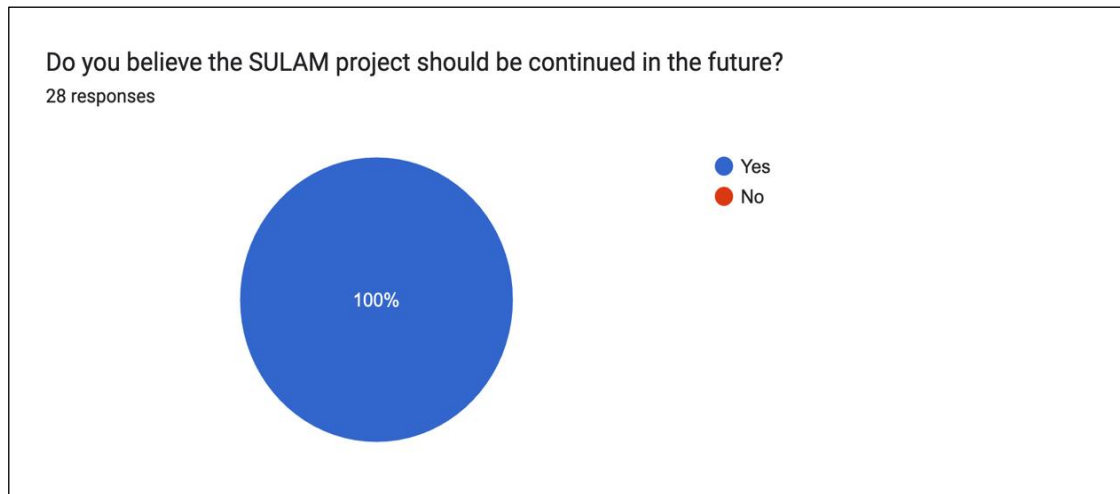


Fig. 9. Students' Perspectives on the Future Continuation of the SULAM Project

Source: Authors (2023)

The unanimous agreement of 100% of TPR512 students on the continuation of the SULAM project reflects the significant impact the program has had on their development as future planners. The integration of academic learning with real-world community engagement through the SULAM project has allowed students to gain practical insights into regional planning, particularly in rural areas. This experience enables them to understand the value of community engagement, a critical skill in regional planning practice. Service-learning models like SULAM facilitate the bridge between theoretical knowledge and practical application, essential for preparing students to tackle complex issues in real-world planning contexts (Jacoby, 2015).

The Ministry of Higher Education (MOHE) and UiTM's emphasis on service-learning underscores the importance of community-based projects for holistic student development. By connecting academic learning with societal needs, SULAM aligns with these objectives by fostering essential skills such as communication, problem-solving, and cultural awareness, all of which are vital for future planners (Snell & Lau, 2020). As future regional planners, these students gain not only technical knowledge but also develop a deeper understanding of the societal context in which planning decisions are made, reinforcing the importance of community involvement in planning processes (Rijal, 2023). Continued implementation of such projects enhances students' readiness for the professional challenges they will face in their careers.

CONCLUSION AND RECOMMENDATION

The SULAM project, guided by the Ministry of Higher Education (MOHE) and Universiti Teknologi MARA (UiTM), highlights the power of service-learning in bridging academic knowledge with real-world application. Through direct engagement with the Temuan aboriginal community in Kampung Putra, TPR512 students deepened their understanding of regional planning, communication, and cultural diversity. This initiative aligns with MOHE's mission to enhance academic-community linkages and promote socially responsible graduates. By fostering critical skills like stakeholder engagement and

adaptability, the project equips students with competencies essential for effective planning in diverse environments.

From a student development perspective, the SULAM project served as a transformative platform, cultivating both personal and professional growth. Interactive teaching methods, combined with exposure to rural community challenges, provided students with practical insights that go beyond theoretical learning. This experience reinforces the importance of real-world contexts in shaping planners who are prepared to tackle complex societal challenges. The unanimous support for continuing the SULAM project underlines its effectiveness in aligning academic objectives with community empowerment.

Nevertheless, the study faced limitations, including its focus on a single community and a relatively short duration, which constrained the exploration of long-term impacts. The small sample size and differences in students' teaching experiences may have also influenced the findings, emphasising the need for broader and more diverse case studies to enhance the reliability and generalisability of the results. Future research should build on these findings by exploring the long-term effects of service-learning on students and communities across varied contexts. Comparative studies across institutions and disciplines could offer deeper insights into the scalability and broader applicability of SULAM projects, contributing to the continuous improvement of service-learning methodologies in Malaysia.

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CONFLICT OF INTEREST STATEMENT

The authors agree that this research was conducted in the absence of any self-benefits, commercial or financial conflicts and declare the absence of conflicting interests with the funders. (Please do not type or edit anything highlighted in red)

AUTHORS' CONTRIBUTIONS

Mohamad Taufek Mohd Hanafiah emphasises the role of cultural sensitivity in curriculum design for Aboriginal school children. Drawing on qualitative findings from the English teaching initiative in Kampung Putra and explores the strategies employed to align lesson plans with the cultural contexts and learning needs of the students.

Raziah Ahmad conceptualised the central research framework, developed the core ideas, and contributed significantly to the results and discussion sections of the study.

Muhammad Adam Che Yusof contributed on site activities, collecting data and examining the program's framework. It highlights how community engagement projects, such as teaching underprivileged students, align with the principles of sustainable education and social equity.

Eugene Anyau provides a model for future planners and English Moduls to incorporate cultural awareness and adaptability into educational programs, ensuring that interventions resonate with the community's unique identity and values. This fosters meaningful learning experiences and strengthens community trust and engagement.

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