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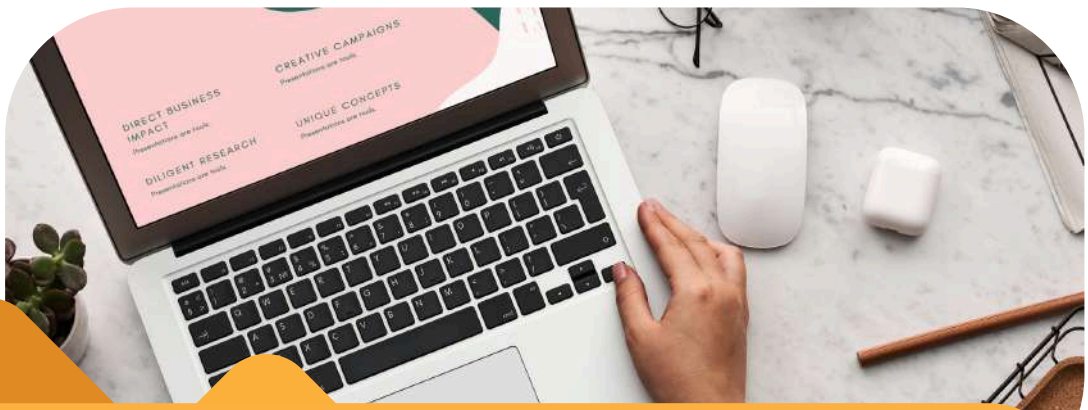
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Fun With Language

AtPB e-bulletin 16th Edition

1. **Si Bapa Rambut dan Kawan-kawan** - Ditulis oleh: Nur Aini Ariffin
2. **Piktograf: Asal-usul Aksara Cina** - Ditulis oleh: Dr Ong Woon Chuan & Norshida Hashim
3. **The Silent Teacher** - Written by: Associate Professor Dr. Soo Kum Yoke

Si Bapa Rambut dan Kawan-kawan

Ditulis oleh: Nur Aini Ariffin

Pernakah anda terfikir bahawa dua perkataan Arab yang biasa boleh digabungkan untuk menghasilkan maksud yang sama sekali berbeza? Ia seperti teka-teki bahasa; menarik, menyeronokkan dan sedikit mencabar minda! Seperti rambutan yang digabungkan daripada perkataan “أَبُو” (bapa) dan “شَعْر” (rambut), lalu lahirilah istilah “أَبُو شَعْر” yang secara harfiah bermaksud “bapa rambut”. Agak lucu bunyinya, tetapi apabila melihat kulit rambutan yang dipenuhi rambut halus, kita akan faham dan mengerti mengapakah orang Arab menamakannya sebegini. Ayuh kita kenali kawan-kawan Bapa Rambut yang lain.

1. (Kacang Walnut) عَيْنُ الْجَمَلِ

- (‘ayn) عَيْنُ: bermaksud mata
- (al-jamal) الْجَمَلُ: bermaksud unta

Walaupun secara literal bermaksud *mata unta*, frasa ini digunakan oleh orang Arab untuk merujuk kepada kacang walnut, mungkin kerana bentuknya yang seakan mata unta.

2. (Pasta Orzo) لِسَانُ الْعُصْفُورِ

- (lisān) لِسَانُ: bermaksud lidah
- (al-‘usfūr) الْعُصْفُورُ: bermaksud burung

Jika diambil maksud terus, lisān al-‘usfūr bererti *lidah burung*. Nama ini diberikan kepada sejenis pasta kecil (orzo) yang berbentuk nipis dan halus, seakan-akan menyerupai lidah burung. Sering digunakan dalam masakan Arab.

3. (Kuning Telur) قَلْبُ الْبَيْضِ

- (qalb) قَلْبُ: bermaksud hati
- (al-bayḍ) الْبَيْضُ: bermaksud telur

Dalam bentuk literal, frasa ini bermaksud *hati telur*, namun dalam penggunaan sebenar ia merujuk kepada kuning telur, iaitu bahagian penting yang berada di tengah-tengah telur, seolah-olah menjadi “hati” kepada telur tersebut.

4. (Tahun Baru) رَأْسُ السَّنَةِ

- (ra’s) رَأْسُ: bermaksud kepala
- (as-sanatt) السَّنَةُ: bermaksud tahun

Jika difahami secara terus, ra’s as-sanatt membawa maksud *kepala tahun*. Frasa ini digunakan untuk merujuk kepada Tahun Baru, iaitu permulaan sesuatu tahun. Kata *ra’s* (kepala) menjadi kiasan kerana sebagaimana kepala mendahului anggota

badan, begitulah juga Tahun Baru mendahului perjalanan tahun berikutnya.

5. (Mesir) أُمُّ الدُّنْيَا

- (umm) أُمُّ: bermaksud ibu
- (ad-dunyā) الدُّنْيَا: bermaksud dunia

Gabungan umm ad-Dunyā bermaksud *ibu dunia*, satu gelaran istimewa bagi Mesir, menandakan kedudukannya sebagai pusat tamadun dan peradaban.

6. (Lipan) أُمُّ أَرْبَعَةٍ وَأَرْبَعِينَ

- (umm) أُمُّ: bermaksud ibu
- (arba'att wa arba'in) أَرْبَعَةٍ وَأَرْبَعِينَ: bermaksud empat puluh empat

Apabila digabungkan, ungkapan ini tidak bermaksud *nombor* semata-mata, sebaliknya merujuk kepada lipan, yang terkenal dengan banyak kakinya.

7. (Landak) أَبُو الشَّوْكَ

- (abū) أَبُو: bermaksud bapa
- (ash-shawk) الشَّوْكَ: bermaksud duri

Lucunya, abū ash-shawk atau bapa duri digunakan untuk menamakan landak, kerana tubuhnya penuh dengan duri sebagai pertahanan diri.

8. (Bola Baling) كُرَّةُ الْيَدِ

- (kuratt) كُرَّةُ: bermaksud bola

- (al-yad) الْيَدِ: bermaksud tangan

Perpaduan dua kata ini membentuk istilah sukan bola baling, iaitu permainan yang menggunakan tangan untuk mengawal bola.

9. (Motosikal) الدَّرَاجَةُ النَّارِيَّةُ

- (ad-darrājatt) الدَّرَاجَةُ: bermaksud basikal
- (an-nāriyyatt) النَّارِيَّةُ: bermaksud bermotor (berkaitan api atau enjin)

Perkataan ad-darrājatt bererti basikal manakala an-nāriyyatt berkait dengan api atau enjin. Apabila digabungkan, ia merujuk kepada motosikal - kenderaan dua roda yang tidak lagi digerakkan oleh kayuhan, tetapi oleh kuasa enjin.

10. (Bendahari) أَمِينُ الصَّنْدُوقِ

- (amīn) أَمِينُ: bermaksud penjaga atau orang yang amanah
- (as-sundūq) الصَّنْدُوقِ: bermaksud peti atau kotak

Secara harfiah, istilah ini bererti *penjaga peti*. Dalam konteks organisasi, ia digunakan untuk merujuk kepada bendahari - individu yang dipertanggungjawabkan dengan amanah untuk menguruskan kewangan.

Daripada rambutan si bapa rambut, kacang walnat si mata unta, lipan si ibu empat puluh empat, hinggalah motosikal dan bendahari,

kita dapat lihat betapa kreatifnya bahasa Arab menamakan sesuatu berdasarkan rupa, fungsi atau makna tersirat. Gabungan kata ini bukan sekadar terjemahan literal, tetapi melahirkan gelaran, nama haiwan, konsep budaya, bahkan istilah moden. Melaluinya kita belajar bahawa tidak semua ungkapan boleh diterjemahkan secara terus, sebaliknya perlu difahami dari sudut budaya dan makna kiasan. Inilah yang menjadikan bahasa Arab indah, penuh kejutan serta sesuai dijadikan *brain teaser* supaya aktiviti pengajaran dan pembelajaran bahasa Arab lebih segar serta menyeronokkan.

Aktiviti Mini: Cuba Teka!

Bolehkah anda meneka maksud gabungan kata ini?

1. ؟ = (harta) الْمَال + (kepala) رَأْس
2. ؟ = (pedang) سَيْف + (bapa) أَبُ
3. ؟ = (kaki) الْقَدَم + (bola) كُرَّة

👉 Jawapan ada di ruangan bawah halaman ini.

Rujukan

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Jawapan: 1. Modal 2. Ikan todak 3. Bola sepak

Piktograf: Asal-usul Aksara Cina

Ditulis oleh: Dr Ong Woon Chuan & Norshida Hashim

Dalam proses pembelajaran bahasa Mandarin, pelajar sering berasa keliru dengan bentuk-bentuk aksara Cina kerana bentuknya kelihatan rumit dan sukar dihafal. Namun, sebenarnya banyak aksara Cina tersebut berasal daripada lukisan yang sangat ringkas. Aksara yang menyerupai gambar ini dinamakan piktograf (“象形字” Xiàngxíngzì). Dengan memahami piktograf, pelajar dapat memahami dan menguasai struktur aksara Cina dengan lebih mudah dan jelas.

1. Apa itu piktograf

Piktograf (“象形字” Xiàngxíngzì) merupakan kaedah penciptaan aksara Cina yang paling awal. Ia termasuk dalam salah satu dari enam jenis pembentukan aksara Cina (“六书” Liùshū). Perkataan “象 xiàng” bermaksud meniru atau mencontohi, manakala “形 xíng” merujuk kepada bentuk objek tersebut. Maka, piktograf ialah aksara yang dicipta melalui peniruan bentuk sesuatu benda.

Sekitar lima ribu tahun yang lalu, masyarakat Cina purba sudah mula menggunakan pisau sebagai alat tulis dan mengukir pada tulang haiwan serta tempurung kura-kura. Mereka melukis alam sekitar, unsur alam semula jadi, tubuh manusia, serta objek harian

dengan garisan ringkas tetapi tepat bentuknya. Bentuk awal ini disebut Oracle Bone Script (“甲骨文” Jiǎgǔwén). Dari masa ke masa, lukisan itu dipermudahkan dan distandardkan sehingga akhirnya berkembang menjadi asas atau komponen pembentukan sistem penulisan aksara Cina yang amat penting sekali.

2. Kategori piktograf

Bahagian ini menunjukkan tiga kategori piktograf iaitu unsur alam semula jadi, haiwan-haiwan serta manusia dan anggota badan. Kebanyakan contoh-contoh yang diberi berkait rapat dengan kosa kata yang pelajar pernah belajar atau akan belajar untuk kursus Bahasa Mandarin tahap 1, 2 dan 3.

a. Unsur alam semula jadi

Kategori ini terhasil daripada pemerhatian nenek moyang masyarakat Cina purba terhadap fenomena alam semula jadi.

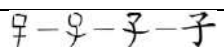
Perkataan	Aksara Cina (Pīnyīn)	Evolusi Tulisan Aksara Cina
Matahari	日 (rì)	
Penjelasan: Bentuk bulat dengan titik di tengah melambangkan matahari. Kosa kata: 生日 shēngrì (harijadi)、日期 rìqī (tarikh)、星期日 xīngqīrì (hari Ahad)		

牛奶 niúnnǎi (susu lembu)、牛排 niúpái(stik lembu)		
Ikan	鱼 (yú)	
Penjelasan: Kepala, badan, sisik dan ekor digambarkan. Kosa kata: 蒸鱼 zhēngyú (ikan stim)、鱼肉 yúròu (daging ikan)		

c. Manusia dan anggota badan

Kategori ini lahir daripada pemerhatian manusia terhadap dirinya sendiri.

Perkataan	Aksara Cina (Pīnyīn)	Evolusi Tulisan Aksara Cina
Orang	人 (rén)	
Penjelasan: Bentuk manusia sedang berjalan atau berdiri. Kosa kata: 马来人 Mǎláirén (orang Melayu)、华人 Huárén (orang Cina)、印度人 Yīndùrén (orang India)、马来西亚人 Mǎláixīyàrén (orang Malaysia)、吉隆坡人 Jílóngpōrén (orang Kuala Lumpur)、伊班人 Yībānrén (orang Iban)、沙巴人 Shābārén (orang Sabah) dan sebagainya.		
Perempuan	女(nǚ)	
Penjelasan: Gambaran wanita duduk berlutut.		

Kosa kata: 女朋友 nǚ péngyǒu (teman wanita)、女儿 nǚ'ér (anak perempuan)、女同学 nǚ tóngxué (rakan sekelas perempuan)		
Anak	子(zǐ)	
Penjelasan: Kepala besar, tubuh kecil seperti bayi. Kosa kata: 儿子 érzi(anak lelaki)、孩子 háizi(anak/kanak-kanak)		
Tangan	手 (shǒu)	
Penjelasan: Lima jari dan lengan. Kosa kata: 手机 shǒujī(telefon bimbit)、手提包 shǒutíbāo(beg tangan)		

Kesimpulan

Semua contoh piktograf yang diuraikan di atas mempunyai kait rapat dengan pembelajaran kursus Bahasa Mandarin. Walau bagaimanapun, jumlah piktograf yang wujud sebenarnya dianggarkan sekitar 300 hingga 400 aksara. Antara contohnya termasuk 火 huǒ( 火 api)、耳 ěr( 耳 telinga)、口 kǒu( 口 mulut)、目 mù( 目 mata)、马 mǎ( 马 kuda)、鸟 niǎo( 鸟 burung)、木 mù( 木 pokok/kayu)、门 mén( 门 pintu) dan lain-

lain. Bentuk aksara piktograf biasanya menyerupai rupa benda atau konsep yang dilambangkannya, justeru memudahkan pelajar untuk mengenal serta memahaminya.

Jadi bagi pelajar yang mempelajari Bahasa Mandarin, membina kefahaman bahawa “aksara Cina berasal daripada lukisan” akan memberikan satu perspektif yang baharu terhadap sistem aksara Cina. Melalui pembelajaran piktograf, pelajar akan mendapati bahawa aksara Cina bukan lagi simbol yang sukar difahami, sebaliknya menjadi pengalaman pembelajaran yang menyeronokkan.

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The Silent Teacher

Written by: Associate Professor Dr. Soo
Kum Yoke

No eyes, yet not blind,
It sees through every page,
Visions bloom within the mind,
A lantern for each age.

No ears, yet not deaf,
It hears the seeker's call,
Stories whisper left to right,
And gently teach us all.

No mouth, yet not mute,
It speaks in written song,
Children hear its quiet voice,
And carry it along.

Within its quiet frame,
A world begins to grow,
Each child who dares to open it,
Finds more than they could know.

So let the lessons guide,
And let the heart take part,
For knowledge makes life meaningful,
A poem for the heart.

About the poem

Here is a brief description of the poem I wrote, from my point of view. It's pretty subjective, but this is my take of this poem.

This poem, "*The Silent Teacher*," is a gentle and imaginative reflection on the power of books and knowledge. I began the poem with the paradoxical lines, "no eyes, yet not blind; no ears, yet not deaf; no mouth, yet not mute," to immediately capture attention with a riddle-like quality. Each stanza builds on this mystery, gradually unfolding the idea that a book, though silent and still, carries vision, sound, and voice.

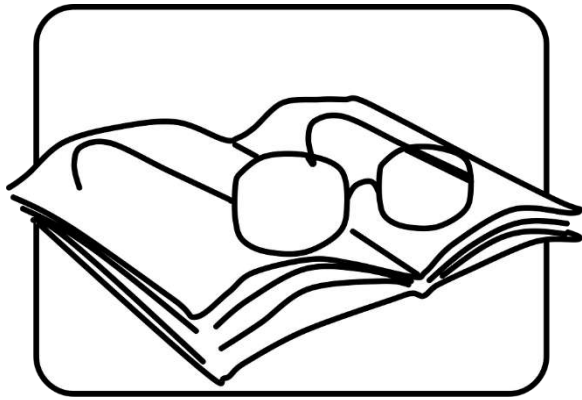
I feel that the use of rhyme gives it a musical flow, making it accessible and memorable, while the imagery of "lantern," "whisper," and "written song" paints knowledge as both illuminating and nurturing. The stanzas about children emphasize how learning transforms curiosity into wisdom, tying the abstract qualities of a book back to human growth.

The final stanza offers a clear life lesson: knowledge is not just information but meaning that enriches the heart. This makes the poem uplifting, with a balance of mystery, beauty, and moral insight.

Conclusion

Doing some research, I found that this riddle-like poem with paradoxical terms has an Anglo-Saxon traditional touch, leaving the reader to guess the answer. This poetic style mimics the famous

Emily Dickinson's paradoxical imagery.
But I guess it's a crossroad between a
modern riddle and a moral lesson. In the
end, it invites readers not only to solve
the riddle but also to reflect on the
enduring power of knowledge to guide,
inspire, and give meaning to life.



Articles

AtPB e-bulletin 16th Edition

1. **Deepfake and AI Challenges in Malaysia**
By: Muhammad Nabihan Abu Bakar & Masliya Yahya
2. **IoT and Communication in Malaysia: New Frontiers**
By: Muhammad Nabihan Abu Bakar & Masliya Yahya
3. **Unmasking The 'Pro Bodoh' Mindset: Escaping The Nerakazen Trap**
By: Muhammad Azril Bin Roslan
4. **Before The Verdict: The Hidden Cost Of Stigmatising The Accused**
By: Muhammad Azril Bin Roslan
5. **Watching, Not Helping: The Danger of the Bystander Effect**
By Assoc. Prof. Dr. Carolyn Soo Kum Yoke
6. **UiTMCNS dan SMKA SHAMS Bersinergi Dalam Memperkasa Pendidikan STEM**
By: Ts. Siti Nafisah Md Rashid, Dr. Nur Azimah Osman, Dr. Amin Aadenan, Ts. Dr. Wan Syazehan Ruznan, Nur Rabiatal Adawiah Mohammad Noor dan Zuraida Jaafar
7. **Genggam Telefon, Genggam Ilmu: Poket Ajaib Semua Golongan**
By: Normaziah Abdul Rahman, Rozianiwati Yusof, Nor Azlina Aziz Fadzillah, Norhafizah Hashim, Sri Yusmawati Mohd Yunus
8. **Jawi dan Bahasa Arab: Nampak Serupa Tapi Tidak Sama**
By: Mashitah Nordin, Norshida Hashim dan Syahirah Almuddin
9. **Creativity Beyond the Classroom: How Hobbies Boost Mental Health**
By: Noorie Haryaniee Hj Moulton

10. **Isu dan Cabaran dalam Pengurusan Pangkalan Data Era Digital: Satu Tinjauan**
By: Nor Azlina Aziz Fadzillah, Normaziah Abdul Rahman, Rozianiwati Yusof, Sri Yusmawati Mohd Yunus, Norhafizah Hashim
11. **Kad Kredit: Jadikan Ia Sebagai Kemudahan, Bukan Beban**
By: Azila Sahrim, Dr. Ahmad Farouk Zulkifli, Dr. Asiah Ali, Dr. Asma' Rashidah Idris, Masrul Hayati Kamarulzaman, Nurain Farahana Zainal Abidin dan Zuliana Zoolkefli
12. **DISRUPTIONS OF REALITY**
By: Nur Amirah Nabihah binti Zainal Abidin
13. **Analyzing China's Hybrid Warfare Methods in the South China Sea Dispute.**
By: Noor Hilmi Mohd Johan & Ts Nurul Aishah Ab Raman
14. **From Floppy Disks to AI Tutors: Technology Changes, Human Guidance Endures**
By: Norhafizah Hashim, Normaziah Abdul Rahman, Nor Azlina Aziz Fadzillah, Rozianiwati Yusof dan Sri Yusmawati Mohd Yunus
15. **From Floppy Disks to AI Tutors: Technology Changes, Human Guidance Endures**
By: Norhafizah Hashim, Normaziah Abdul Rahman, Nor Azlina Aziz Fadzillah, Rozianiwati Yusof dan Sri Yusmawati Mohd Yunus
16. ***Micromanage Vs Macromanage: Mencari Imbangan Untuk Pengurusan Komunikasi Organisasi Sihat***
By: Nurul Nisha Binti Mohd Shah dan Mohd Radzman Bin Basinon
17. **Incorporating LinkedIn Preparation in the Classroom for Graduating Students**
By: Mazliyana binti Zainal Arifin, Dr Irma binti Ahmad
18. **Ai And Emerging Technologies: Revolutionising Education**
By: Dr. Hazira Mohd NasirAini Hayati Musa & Noor Azila Mohd Zaid & *Nadia Mohd Nasir*

19. Investigating the Effectiveness of Workshops in Improving MUET Achievement

By: Rafidah Kamarudin, Dzeelfa Zainal Abidin, Mazliana Zainal Arifin, Siti Nur Dina Mohd Ali, Syahirah Almuddin, Ong Woon Chuan

20. CORETAN PENGALAMAN MENYERTAI ACARA LARIAN DI KARNIVAL SUKAN STAF UiTM (KARiSTA) 2025

By: Ahmad Azman bin Mohamad Ramli

21. Uncovering the Secrets of the Terracotta Warriors: AURORA Team's Exciting Visit to Xi'an, China

By: Masilah Mohamad, Dr Nordayana Zulkifli, Dr Siti Norazura Jamal, Dr Aslizah Mohd Aris, Dr Aidil Ibrahim, Dr Hasif Jaafar, Dr Mohd Asyran Safwan Kamaruzaman, Dr Ong Wee Chuan

22. Menghayati Kemerdekaan: Menyemai Semangat Patriotisme dalam Jiwa Generasi Muda

By: Masilah Mohamad, Dr Sazlin Suhalmie Mohd Shariff, Dr Siti Norazura Jamal, Mumtaz Ahmad

23. PENGURUSAN SUMBER MANUSIA DALAM ERA AI: CABARAN DAN CARA MENGATASI

By: Dr Asiah Ali, Masrul Hayati Kamarulzaman, Zuliana Zoolkefli, Dr. Asma' Rashidah Idris, Nurain Farahana Zainal Abidin, Dr. Ahmad Farouk Zulkifli, Azila Binti Sahrim

24. EMBRACING AI IN HIGHER EDUCATION: REDEFINING THE ROLE OF LECTURERS

By: Abd Malik Mohd Rick, Haslinda Noradzan, Wan Aryati Wan Ghani, and Zaidatulhusna Mohd Isnani

25. Dare to Try: Stepping Out of Your Comfort Zone

By: Dr Sazlin Suhalmie binti Mohd Shariff

- 26. Menilai Impak Penubuhan Suruhanjaya Halal Terhadap Kelestarian ekonomi dan Pembangunan Pasaran Tenaga Kerja**
By: Nur Humairaa Azmi & Nuruul Hidayah Mansor
- 27. Peeragogy is a Shared Experience**
By: Najwa Amanina Bizami, Nurliyana Mohamad, Nur Syafiqah Athirah Mohd Sihar, & Nurul Natasha
- 28. AKAL BUDI DALAM MENDEPANI ERA KECERDASAN BUATAN**
By: Siti Nur Dina Haji Mohd Ali dan Mohd Hafizul Ismail
- 29. Unlocking Gen Z: The Power of Compassionate Teaching**
By: Nor Haniza Hasan & Khairon Nisa Shafeei
- 30. Artificial Intelligence Literacy in Language Classroom in Malaysia**
By: Najwa Amanina Bizami & Nurul Atiqah Johar
- 31. AI in Special Education: Opportunities and Challenges for Autism and ADHD**
By: Sri Yusmawati Mohd Yunus, Norhafizah Hashim, Rozianiwati Yusof, Nor Azlina Aziz Fadzillah, Normaziah Abdul Rahman
- 32. Backstage at SUSED2025**
By: Anis Shahira Bazlan, Nur'Ain Zuraimi & Nurulnabilah Abdul Aziz

Deepfake and AI Challenges in Malaysia

By: Muhammad Nabihan Abu Bakar & Masliya Yahya

As artificial intelligence (AI) evolves, there are growing concerns around the world and in Malaysia concerning its misuse, notably in the form of deepfake technology. Deepfakes employ deep learning to create hyper-realistic fake images or movies that are often indistinguishable from the genuine thing. While this technology provides potential in domains such as entertainment and education, it also poses significant risks, particularly on social media platforms. In Malaysia, the presence and implications of deepfake technology are tremendous, sparking debates about misinformation, cybersecurity, and ethical consequences.

The phrase 'deepfake' refers to synthetic media that manipulates reality with artificial intelligence, frequently producing videos that deceive viewers about real events or statements made by individuals. This technology, initially suggested in a Reddit post in 2017, has acquired attention due to its potential for abuse in a variety of industries, including political campaigning and media manipulation (Dasilva et al., 2021). One of the most significant worries in Malaysia is the damage that deepfakes can do to businesses. A phoney film of a company's CEO making provocative remarks, for example, might spark public

outrage, a loss of trust, and substantial financial implications. In a market that is increasingly reliant on digital branding and online presence, such reputational issues cannot be neglected.

Deepfake identities on social media present serious privacy and safety concerns. Fake photos can be used in extortion, harassment, and even scams. Malaysians, particularly public figures and women, are vulnerable to their images being exploited without permission. These concerns about digital safety are especially pertinent in a country with one of Southeast Asia's highest social media consumption rates (Godulla, Hoffman & Seibert, 2021).

The political implications of deepfakes were highlighted during the 2018 elections in several nations, where misinformation was carefully propagated over social media, contributing to voter manipulation. Deepfake technology's accessibility worsened misinformation difficulties, allowing for the quick distribution of manipulated media that damaged public trust. During these electoral cycles, the concept of 'political deepfakes' gained traction, resulting in increased government and media attention (Momeni, 2024). Vividly, deepfake content could affect voters' impressions of candidates, raising ethical and legal concerns about election integrity.

Combating deepfakes demands a multifaceted approach. Researchers and

technology companies must collaborate to develop more effective detection tools that utilise AI to distinguish between genuine and fraudulent transactions (Hu et al., 2022). Public education is also important. Malaysians must be aware of the methods used to verify information and report suspicious things. Furthermore, more stringent legislation and increased regulatory oversight are necessary to hold abusers accountable and safeguard digital spaces.

While detection approaches have advanced significantly, they must continue to evolve to combat increasingly sophisticated synthetic media. Rapid developments in machine learning also democratise access to deepfake generation tools, prompting concerns that people with limited technical abilities may create damaging content, influencing public discourse (Mehta et al., 2023).

The growing challenges require robust mitigation strategies involving technological evolution, regulatory frameworks, and public education to navigate the complexities introduced by deepfakes effectively. In conclusion, while AI brings innovation, Malaysia must confront the darker side of deepfake technology. By prioritising awareness, regulation, and technological safeguards, the country can ensure a safer digital future.

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IoT and Communication in Malaysia: New Frontiers

*By: Muhammad Nabihan Abu Bakar &
Masliya Yahya*

The development of the Internet of Things (IoT) has drastically changed communication perspectives around the world, especially in Malaysia. IoT is an interconnected network of devices, detectors, and software programs that interact and exchange data over the internet. IoT improves not just human-to-human interaction, but also machine-to-machine (M2M) and human-to-machine (H2M) communication. This evolution marks a change away from conventional linear communication models and towards dynamic, real-time, data-driven interaction.

Recognising the revolutionary potential of IoT, the Malaysian government launched the National Internet of Things Strategic Road Map in 2015, with the goal of improving IoT integration into smart city frameworks and promoting economic growth (Norjanah, 2021). This plan outlines a methodical strategy for using IoT technology for development with a focus on contemporary infrastructures that address urbanisation concerns (Lim et al., 2021).

In Malaysia, the integration of IoT and communication is becoming more noticeable in industries such as urban planning, education, healthcare, and business. For example, the Malaysian government's efforts demonstrate a strong commitment to incorporating IoT into daily

interactions and service delivery. In smart city projects such as Cyberjaya and Putrajaya, IoT enables continuous communication between traffic monitors, surveillance systems, and government administration, allowing authorities to provide timely information to residents and simultaneously solicit comments. This creates a reciprocal interaction flow, which improves engagement and efficiency.

In education, IoT tools such as smart classes and digital learning platforms enhance the relationship between instructors and learners by adding interactive devices and real-time information sharing. During the COVID-19 pandemic, connected device technology bridged communication gaps by allowing remote learning and ensuring continuing education (Lim et al., 2021).

The usage of IoT in education encourages more tailored learning experiences. It enables the construction of education systems tailored to pupils' unique needs (Alhumaid et al., 2025). Such systems analyse data to determine trends in student performance and adjust instructional material accordingly, resulting in a more efficient and interesting learning experience. The intriguing applications of IoT extend beyond traditional classroom settings, where it might boost extracurricular activities by continuously monitoring student engagement and well-being.

Likewise, in healthcare, IoT devices such as smartwatches for health monitoring enable continuous communication between patients and medical workers, promoting proactive treatment while developing trust through transparent data interchange.

Overall, IoT is altering Malaysia's business communications. Companies employ IoT-enabled customer service, artificial intelligence (AI), and data insights to provide tailored communication to their customers. This not only increases service quality but also enhances brand-customer relationships.

However, issues such as technology gaps, data security, and infrastructure availability keep hampering the full integration of IoT in communication. Collaboration among the government, academia, and the commercial sector is required to create a cohesive IoT ecosystem capable of resolving systemic issues and maximising the advantages of collaborative advancements for Malaysian society (Jamalut et al., 2022).

To summarise, IoT is transforming communication in Malaysia by expanding contact across human interactions to include intelligent devices and systems. While there are several opportunities for efficiency, customisation, and engagement, constant investment in educational institutions, infrastructure, and digital literacy is required to fully realise

IoT's promise in transforming Malaysia's communication landscape.

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UNMASKING THE 'PRO BODOH' MINDSET: ESCAPING THE NERAKAZEN TRAP

Written by: Muhammad Azril Bin Roslan

Recently, Malaysia was shaken by the tragic news of a death in a school in Sabah. I will not mention the specific case here, as most readers are already well aware of it. My purpose in writing this article is not to revisit the incident itself. Instead, it is to highlight something equally disturbing: the disappointing level of legal ignorance on display among many netizens.

It is one thing not to know, but it is another to display that lack of knowledge with such confidence on social media. A little effort in reading and understanding before typing would not hurt. The adage, "You are what you eat," applies here. In reality, what you choose to write often reveals even more. It shows what you know and what kind of person you are: careless and loud, or thoughtful and informed.

“Aren’t lawyers afraid to defend bullies, murderers, or criminals?”

It is the lawyer’s duty to defend the accused. Guilt or innocence is not determined by the lawyer or by netizens, but by the judge. The same question could easily be thrown back at prosecutors. Are they not afraid of charging someone who may later be proven innocent? Do they not fear sin? Judges, too, could be asked the same. Should they be accused of wrongdoing if they convict the innocent or

release someone whom netizens claim is guilty?

Malaysian criminal law is human made. This approach guarantees legal representation to all defendants. If you were accused, would you go to court with only your "Google knowledge" of the law? It maybe you, your sibling, your parents, or relatives on the dock tomorrow. Only then will lawyers become important. Can you promise you'll never need a criminal lawyer?

“Pro bono? Must be for publicity.”

Lawyers are human too. They feel empathy, compassion, and the desire to help. Many also seek spiritual reward, and this goal is not limited to Muslim lawyers. Non-Muslim lawyers also hold values of charity and service within their beliefs. It is often the successful lawyers who are most willing to take pro bono cases. For them, money is no longer the issue. The real reward lies in helping those who cannot afford representation and in giving back to society by using their knowledge to protect the vulnerable.

To my knowledge, I have never come across a lawyer who handled a case for free simply to gain fame. In fact, the opposite is usually true. They fight harder, even when they know they will not receive a single cent. That kind of dedication reflects sincerity, not publicity. Since their early training, lawyers have been taught that service to society is part of their

professional duty. Providing free help when necessary is one way of fulfilling that responsibility. Netizens should realise that pro bono work is not a publicity stunt but a commitment to justice.

“Double Standard” and the Forgotten Protection of Children

The identity and image of a child accused, victim, or witness cannot be broadcast in any medium under Section 15(1) of the Child Act 2001. Names, addresses, photos, school information, and parents' information are included. Any breach is a crime punishable by five years in prison, an RM10,000 fine, or both. This law protects children's wellbeing and future by allowing rehabilitation and preventing societal shame.

Many minors' identities have been revealed by the media. This displays ignorance or disrespect for the legislation protecting minors. In law, ignorance is never a defence; therefore, whether the media knows about this rule is irrelevant. In the recent viral case in Sabah, people were astonished and upset when youngsters' identities were suppressed. There was no evidence of bias or partiality. Only the law is being administered properly.

“When is a post-mortem compulsory in Malaysia?”

A post-mortem is compulsory when the cause of death is uncertain or when there is suspicion that the death may be linked to a criminal act. In such cases, the hospital

will not release a burial permit until a pathologist has carried out a full examination and confirmed the cause of death. This ensures that no foul play is overlooked and that justice can be properly pursued.

However, when a person dies in hospital under the supervision of doctors, and the cause of death has already been established through medical treatment and observation, a post-mortem is not required. The death certificate can then be issued by the National Registration Department based on the certified cause of death.

This distinction exists because not every death needs to be subjected to an autopsy. Where the cause is already clear, the process respects the dignity of the deceased and avoids unnecessary procedures. Where doubt or suspicion exists, the law makes it compulsory to protect truth and justice.

“Bail means freedom?”

Many netizens believe that when someone is granted bail, they are automatically “set free” and no longer under the law. Bail is not an acquittal. It is a temporary release with strict conditions while awaiting trial. The person remains an accused and is still bound to return to court. Granting bail is about balancing the right to liberty with ensuring the accused attends trial, not about declaring innocence.

“Justice is not Fast Food”

Upon an arrest, the netizens frequently want swift retribution. The importance of due process, investigation, and evidence collection in the legal process is lost on them. Premature conclusions can lead to the wrongfully convicted. The innocent and the accused are both protected by the length of time it takes for trials to conclude. Without rules, justice would be run by the crowd.

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BEFORE THE VERDICT: THE HIDDEN COST OF STIGMATISING THE ACCUSED

Written by: Muhammad Azril Bin Roslan

In every modern legal system, one principle stands as the bedrock of justice: the presumption of innocence. This principle affirms that an individual who has been accused of a crime is not guilty until a court of law, through due process, proves otherwise. Yet in Malaysia, as in many other societies, public perception often runs contrary to this legal safeguard. The moment someone is arrested or charged, the public rushes to judgement, branding the accused as guilty. This stigma undermines not only the rights of the accused but also the integrity of the justice system as a whole.

Accused, Not Convicted: The Role of Police and Courts

The term *Orang Kena Tuduh* (OKT), literally meaning “the accused person”, is a legal designation. It does not signify guilt but rather identifies an individual who is facing charges based on an investigation. The role of the police in this context is investigatory. They gather evidence, record statements, and piece together facts. However, the final decision on guilt rests not with the police but with the judiciary. The phrase “police investigate, courts decide” captures the essential separation of powers that ensures fairness. Ignoring this separation fosters an environment

where public opinion unfairly prejudices individuals before their court appearance.

The presumption of innocence is enshrined in Malaysia’s legal framework. Article 5 of the Federal Constitution safeguards personal liberty, while the Criminal Procedure Code (CPC) outlines the rights of the accused during investigation and trial. These provisions are in line with international human rights standards, including Article 11 of the Universal Declaration of Human Rights. Despite these robust protections, societal attitudes often run counter to the law.

Trial by Media: How Perceptions Turn Toxic

What is the reason for the persistence of this disparity? One reason lies in the role of the media. News reports, especially those written with sensationalist language, often portray arrests as equivalent to convictions. Social media amplifies this effect, where a single headline or viral post can cement an impression of guilt in the public mind. In addition, limited public awareness about legal procedures means many Malaysians do not fully grasp the distinction between being charged and being convicted. Cultural tendencies towards stigma also play a role when society is quick to judge, especially when the alleged offence touches on sensitive issues such as morality, politics, or religion.

The consequences of premature judgement are severe. Individuals branded

as guilty by society may face social isolation, employment loss, and irreparable damage to their reputation. Families of the accused suffer alongside them, enduring humiliation and community ostracism. Even if the court later acquits the accused, the stain of suspicion often lingers. This reality demonstrates that the presumption of innocence is not only a legal doctrine but also a social necessity. Without public respect for it, the law's protection becomes hollow.

Changing Mindsets: From Stigma to Fairness

It is also important to recognise the limits of police investigations. While law enforcement agencies play a vital role in upholding security, investigations are not infallible. Errors may occur due to insufficient evidence, misidentification, or even procedural flaws. In some cases, accusations are made in poor faith, leading to wrongful arrests. The judicial process exists to subject evidence to rigorous scrutiny, to test credibility, and to safeguard individuals from miscarriages of justice. Treating an accused as guilty during the investigation stage undermines the very function of the courts.

Breaking the stigma surrounding OKT requires a multi-faceted approach. First, there must be greater legal literacy among the public. Schools, universities, and civic organisations should provide education based on basic legal principles, particularly

the presumption of innocence. Second, media organisations must exercise ethical responsibility in their reporting. Headlines should avoid language that prejudices outcomes, and coverage should consistently remind readers that charges are not proof of guilt.

Third, lawyers, judges, academicians in the field of law, and civil society groups should take a more proactive role in public education, using accessible platforms to communicate the importance of due process. For my part, I write and share through forums like this bulletin to bring the law out of the courtroom and classroom and into the public sphere where it truly matters.

Ultimately, safeguarding the presumption of innocence strengthens democracy and justice. A society that respects this principle acknowledges that justice is not served by mob opinion but by the careful deliberation of evidence before an impartial court. The phrase "police investigate, courts decide" should not remain an abstract ideal but should guide how citizens, media, and institutions respond to accusations. Until this mindset is widely embraced, the rights of the accused will remain at risk of being overshadowed by prejudice.

Conclusion

The presumption of innocence transcends a mere legal protection. It constitutes a fundamental principle of equity, dignity, and human rights. When society hastily

condemns without awaiting judicial proceedings, it subverts justice itself. The police may conduct an investigation, but only the judiciary has the authority to render a decision. To guarantee that justice is administered and perceived as such, this separation must be upheld. Respecting this principle is crucial not only to shield the accused from premature stigma but also to preserve public trust in the legitimacy of the justice system. Ultimately, safeguarding the presumption of innocence ensures that justice remains fair, balanced, and anchored in the rule of law, rather than swayed by prejudice or public opinion.



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Watching, Not Helping: The Danger of the Bystander Effect

By Assoc. Prof. Dr. Carolyn Soo Kum Yoke

These days, it is not hard to imagine a scenario where someone is crying for help, but no one steps forward except to take out their cameras to video shoot the situation and post it on social media before leaving the scene. This unsettling reality is a classical psychological phenomenon known as **the bystander effect**.

How did it originate?

Honestly, could it have originated with social media and people so self-absorbed with sharing the incident on social media rather than lending a helping hand?

Digging and researching helped uncover how *the bystander effect* surfaced. In 1964, an American woman was viciously attacked and sexually assaulted for over half an hour, while over 38 people saw the attack and did nothing. This incident led to research on why people fail to offer help in emergencies, and the situation was later coined as **the bystander effect** (Blagg, n.d.).

Why don't people react?

I ask myself this question, "Why don't people react by helping?", but I guess most people don't really want to get involved because they don't want to trouble themselves. So, is it true we live in a cold-hearted, self-centred society?

Psychologists categorised the phenomenon into three mechanisms. First, **diffusion of responsibility**. People feel less accountable in a crowd and assume that someone else will act. Second, **pluralistic ignorance**. When other people do not react, the situation must be less serious. This assumption makes a person feel less obligated or even less guilty to lend a helping hand. Thirdly, **evaluation apprehension**. Some people fear what others will say if they offer help. They fear

being judged or making mistakes, and so they refrain from giving help.



The danger of such behaviour

The danger is that the outcomes can be tragic. Imagine you are pleading for help, and everyone is staring at you or taking pictures, or ignoring you. Blagg (n.d.) noted that the absence of intervention could result in lost lives. This culture of silence, passivity, and normalising of the situation could traumatise situations like bullying, harassment, and violent acts for the victims. Inaction can perpetuate cycles of harm. Thus, the bystander effect is a dangerous social dynamic with profound consequences.

Conclusion

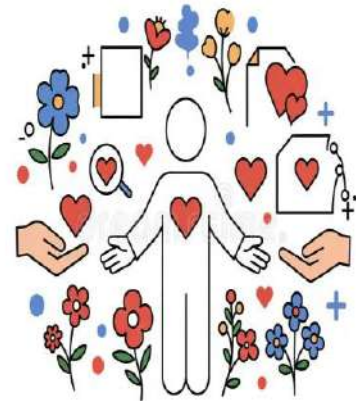
The dangers of adopting a bystander effect culture are real. Positive actions should be taken, such as awareness campaigns, practising the first-mover effect (where one person steps in and others follow), learning to foster empathy, and encouraging intervention. This is a psychological wake-up call. It is our moral responsibility and what makes us human! What we should do is act on **the Five-Step Decision Model**:

1. Notice the event
2. Interpret it as an emergency
3. Accept personal responsibility
4. Decide how to help
5. Act

Albert Einstein once said, “*The world will not be destroyed by those who do evil, but by those who watch them without doing anything.*”

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UiTMCNS dan SMKA SHAMS Bersinergi Dalam Memperkasa Pendidikan STEM

Ditulis oleh : Ts. Siti Nafisah Md Rashid, Dr. Nur Azimah Osman, Dr. Amin Aadenan, Ts. Dr. Wan Syazehan Ruznan, Nur Rabiatul Adawiah Mohammad Noor dan Zuraida Jaafar

Pendidikan Sains, Teknologi, Kejuruteraan, dan Matematik (STEM) semakin mendapat perhatian sebagai bidang penting dalam membentuk generasi muda yang berdaya saing. Dalam usaha memperkenalkan konsep-konsep STEM kepada pelajar-pelajar sekolah, UiTM Cawangan Negeri Sembilan Kampus Kuala Pilah telah mengambil inisiatif untuk melibatkan diri dalam program Karnival S.T.E.A.M yang dianjurkan oleh pihak SMKA Sheikh Haji Mohd Said (SMKA SHAMS). Karnival ini telah pun berlangsung pada 23 April 2025, melibatkan penyertaan daripada beberapa buah pusat pengajian di UiTM Cawangan Negeri Sembilan (UiTMCNS) Kampus Kuala Pilah. Antaranya adalah pameran oleh Pusat Pengajian Biologi (PPBIO), Pusat Pengajian Fizik dan Bahan (PPFB), Pusat Pengajian Teknologi Industri (PPTI) dan Pengajian Sains Pengkomputeran dan Matematik (PSPM). Melalui aktiviti STEM yang dijalankan, ia dapat menggalakkan para pelajar untuk lebih terlibat dalam bidang sains dan teknologi melalui pengalaman praktikal. Aktiviti yang disediakan bukan sahaja interaktif, malah ia juga membolehkan para pelajar

berinteraksi secara langsung bersama dengan barisan fasilitator yang merupakan pensyarah dalam bidang sains dan matematik, selain dapat mempelajari prinsip-prinsip sains dengan cara yang lebih menarik.



Gambar 1 : Barisan pensyarah UiTMCNS yang terlibat sebagai fasilitator aktiviti STEM.



Gambar 2 : Para pelajar mencuba pelbagai aktiviti STEM di reruai UiTM.

Sebagai contoh, di reruai PPBIO, para pelajar telah dibawa untuk meneroka dan mengenali organisma yang hidup di laut serta darat melalui model organisma terawet yang dipamerkan. Antaranya adalah kepelbagaian diversiti serangga, artropoda, annelida, fungi, alga serta

tumbuhan berbunga. Pelajar dapat mengenali dan memahami pengelasan organisma ini dengan lebih baik melalui pemerhatian morfologi serta penerangan yang disampaikan oleh barisan fasilitator. Selain itu, terdapat juga model anatomi fisiologi organ - organ tubuh manusia serta model tengkorak haiwan dipamerkan. Pelajar dapat mempelajari struktur tubuh manusia serta dapat membandingkan tengkorak haiwan karnivor dan herbivor. Pelajar juga dibimbing untuk menjalankan pemerhatian slaid spesimen menggunakan mikroskop. Pelajar telah diajar cara penggunaan mikroskop dengan betul seterusnya dapat melihat struktur sel otot haiwan serta sel tumbuhan.

Sementara itu, reruai PPFB pula membawakan aktiviti *Electric-fun*. Aktiviti ini bertujuan untuk memperkenalkan pelajar kepada asas litar elektrik secara praktikal yang menarik dan interaktif. Aktiviti ini berjaya menarik minat pelajar serta menyediakan pengalaman langsung dalam membina asas untuk memahami litar elektrik, sekaligus mengaitkan aplikasi fizik dalam kehidupan seharian. Para pelajar yang terlibat sangat teruja dengan aktiviti tersebut kerana mereka bukan sahaja dapat melihat demonstrasi yang dijalankan, bahkan mereka juga diberi peluang untuk mencuba sendiri penyambungan litar elektrik ini.

Bagi reruai PPTI pula, Jabatan Teknologi Makanan telah melakukan demonstrasi *Homemade Ice Cream*. Melalui aktiviti ini,

para pelajar berpeluang untuk mempelajari teknik penyediaan aiskrim menggunakan bahan-bahan ringkas seperti susu penuh krim, ais dan garam. Pendekatan ini memberikan pendedahan langsung kepada pelajar tentang aplikasi sains dalam kehidupan seharian, khususnya konsep penurunan takat beku air apabila dicampur dengan garam yang seterusnya mempercepatkan proses pembekuan aiskrim. Fasilitator juga turut menerangkan aplikasi penggunaan konsep ini dalam situasi sebenar terutamanya ketika tiada kemudahan penyejukan seperti di asrama, dalam perjalanan atau semasa menjalani aktiviti perkhemahan. Di samping itu, pelajar aliran agama dari sekolah ini turut mempunyai kelebihan tersendiri memandangkan bidang sains dan teknologi makanan memerlukan kefahaman yang kukuh bukan sahaja dalam ilmu sains, tetapi juga dalam prinsip halal dan pematuhan syariah berkaitan makanan. Gabungan asas dua cabang ilmu ini secara seimbang dapat melahirkan tenaga pakar yang mampu memahami dan mengintegrasikan kedua-dua bidang secara holistik. Hal ini seterusnya dapat memperkukuh pembangunan industri makanan halal yang bukan sahaja menepati piawaian keselamatan dan kualiti, tetapi juga berlandaskan syariat Islam.

Di reruai Jabatan Teknologi Tekstil pula, para pelajar berpeluang untuk melakukan beberapa aktiviti berkaitan dengan tekstil

dan pakaian seperti ujian identifikasi serat tekstil. Ujian ini melibatkan proses pembakaran serat secara minima, di mana penerangan tentang kepentingan ujian tersebut telah dikaitkan dengan bidang forensik tekstil. Pelajar-pelajar yang meminati siri penyiasatan menunjukkan keterujaan ketika membuat aktiviti ini. Pelajar sendiri dapat membuat kesimpulan tentang kepentingan ujian identifikasi serat apabila diberi pendedahan tentang perkara yang mereka minati. Para pelajar juga berpeluang mempelajari proses mengait dengan menggunakan mesin kait bersaiz kecil, selain melihat pameran hasil projek pelajar UTM CNS seperti pewarnaan bahan tekstil menggunakan bahan pewarna asli seperti biji kopi dan tumbuh-tumbuhan. Warna-warna asli yang ditunjukkan memberi inspirasi baharu kepada pelajar tentang projek-projek asas yang boleh dijalankan di sekolah.

Di karnival ini juga, para pelajar SMKA SHAMS boleh menguji minda masing-masing melalui aktiviti yang disediakan di reruai PSPM, di mana PSPM membawakan pendekatan menarik dan berinovatif dalam menghubungkan matematik dengan elemen permainan, strategi dan kreativiti. Sebagai contoh permainan *metal-puzzle*, *equation solving* dan *geometry-shape puzzle* di mana ianya dirancang untuk mengasah kemahiran kognitif serta memupuk minat pelajar terhadap subjek matematik dengan cara yang menyeronokkan dan mudah dihayati.

Permainan *metal-puzzle* melibatkan teka-teki logam yang mencabar daya tumpuan, logik dan strategi pelajar dalam memisahkan serta menyambungkan kepingan logam yang bersilang, sekali gus meningkatkan ketekunan, kesabaran, serta koordinasi tangan-mata, dan menjadikan matematik sesuatu yang boleh dialami secara fizikal dan menyeronokkan.



Gambar 3 : Pelajar turut mengambil peluang bergambar di sudut bergambar yang disediakan.

Sementara itu, permainan *equation solving* pula memberi peluang kepada pelajar menyelesaikan masalah berasaskan situasi harian melalui persamaan matematik, menggalakkan pemikiran abstrak, pengukuhan konsep asas serta menghubungkan ilmu matematik dengan dunia sebenar secara langsung. Aktiviti *geometry-shape puzzle* pula menampilkan pelbagai bentuk geometri yang perlu

disusun bagi membentuk corak tertentu, merangsang kreativiti, kemahiran visualisasi, pemahaman konsep bentuk dan ruang serta kerjasama dalam kalangan pelajar apabila dijalankan secara berkumpulan.

Secara keseluruhannya, pameran STEM ini mampu menyuntik minat pelajar untuk menerokai dunia sains dan teknologi dalam kehidupan seharian. Ia bukan sahaja berjaya menarik minat pelajar, malah turut membantu para guru dan pendidik untuk terus bereksperimen dengan kaedah pengajaran yang inovatif dan berimpak tinggi. Semoga usaha murni ini menjadi pemangkin dan terus diperkasakan dalam melahirkan generasi yang celik teknologi, inovatif dan bersedia menghadapi cabaran masa hadapan.

Genggam Telefon, Genggam Ilmu: Poket Ajaib Semua Golongan

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Pada masa kini, telefon pintar bukan sahaja sekadar digunakan untuk membuat panggilan atau menghantar mesej, tetapi dengan kehadirannya telah mengubah cara manusia belajar, bekerja, berhubung, dan mencari maklumat. Jika dahulu kita perlu membuka buku tebal atau pergi ke perpustakaan, kini hanya dengan menggenggam telefon, pelbagai ilmu boleh dicapai di hujung jari. Telefon pintar boleh dianggap sebagai poket ajaib yang memuatkan ribuan aplikasi untuk membantu manusia dalam pelbagai aspek kehidupan. Ungkapan ***Genggam Telefon, Genggam Ilmu*** amat sesuai untuk menggambarkan betapa luasnya manfaat yang dibawa oleh teknologi telefon pintar. Namun begitu, penggunaan telefon pintar berbeza mengikut usia dan keperluan: Kanak-kanak menggunakannya sebagai alat pembelajaran yang menyeronokkan. Golongan remaja pula, menggunakannya untuk memperkukuh pelajaran dan orang dewasa menjadikannya ia sebagai pejabat mini. Manakala warga emas memanfaatkannya untuk menjaga kesihatan serta kekal berhubung dengan orang tersayang.



Gambar 1 : Pelbagai Aplikasi Dalam Satu Genggaman.

Aplikasi bagi Kanak-Kanak: Belajar Sambil Bermain

Kanak-kanak generasi masa kini membesar bersama teknologi. Aplikasi pendidikan memberi peluang mereka belajar sambil bermain. Contohnya, aplikasi *YouTube Kids*, *Duolingo Kids*, dan *Marble Math Junior* menawarkan video interaktif, permainan pendidikan, serta bacaan bergambar yang menyeronokkan. Melalui aplikasi ini, kanak-kanak dapat mempelajari asas membaca, menulis, mengira, dan mengenal warna. Tambahan pula, mereka dapat melatih daya tumpuan, kreativiti, serta kemahiran berfikir kritis. Dengan bimbingan ibu bapa, kawalan masa skrin yang seimbang, serta pemilihan aplikasi yang sesuai, teknologi ini dapat dimanfaatkan sepenuhnya untuk perkembangan anak-anak.

Aplikasi bagi Remaja dan Pelajar : Rakan Pembelajaran dan Hiburan Sihat

Bagi golongan remaja dan pelajar, telefon pintar menjadi teman rapat dalam pembelajaran dan perkembangan diri. Aplikasi seperti *Quizlet* dan *Google Classroom* memudahkan mereka mengulang kaji pelajaran serta berhubung dengan guru. Sementara itu, aplikasi nota seperti *Notion* atau *Evernote* membantu mereka mengurus jadual belajar dengan lebih teratur. Namun begitu, ibu bapa perlu memastikan mereka tidak terlalu leka dengan media sosial sehingga menjejaskan pelajaran. Dengan kawalan yang seimbang, aplikasi telefon pintar menjadi alat penting yang menggabungkan pembelajaran, hiburan sihat, dan gaya hidup moden.



Gambar 2 : Contoh Aplikasi Untuk Kegunaan Pelajar

Aplikasi bagi Golongan Dewasa: Pejabat Mini di Hujung Jari

Golongan dewasa sering terikat dengan kerjaya dan urusan harian yang padat.

Keperluan mereka terhadap telefon pintar juga semakin luas. Orang dewasa menggunakan pelbagai aplikasi produktiviti untuk meningkatkan kecekapan. Aplikasi seperti *Google Drive*, *Dropbox*, dan *OneNote* memudahkan urusan menyimpan serta berkongsi dokumen. Selain itu, aplikasi komunikasi seperti *Zoom*, *Slack*, dan *Microsoft Teams* membantu pekerja bekerjasama walaupun berada di lokasi berbeza. Aplikasi e-dagang seperti *Shopee*, *Lazada*, dan *TikTok Shop* membuka peluang untuk berniaga secara dalam talian tanpa memerlukan modal besar. Hanya dengan beberapa klik, produk boleh dipromosikan kepada ramai pelanggan. Bagi golongan dewasa, telefon pintar ibarat pejabat mini yang sentiasa berada di tangan.

Aplikasi bagi Warga Emas: Kekal Sihat dan Bersilaturahmi

Warga emas juga tidak ketinggalan dalam memanfaatkan teknologi ini. Telefon pintar membantu mereka menjaga kesihatan dengan aplikasi seperti *Blood Pressure Monitor* dan *Google Fit* yang memantau tekanan darah, kadar denyutan jantung, serta tahap aktiviti harian. Selain itu, aplikasi komunikasi seperti *WhatsApp* dan *Facebook Messenger* memudahkan mereka berhubung dengan anak cucu, sekali gus mengurangkan rasa kesunyian. Malah, ada aplikasi khusus yang menyediakan panduan ibadah, bacaan al-Quran digital, serta ceramah agama bagi pengisian rohani mereka seperti *YouTube*

dan *TikTok*. Dengan penggunaan yang sesuai, telefon pintar menjadi penghubung antara warga emas dengan dunia moden bagi menjalani kehidupan yang lebih sihat, bermakna, dan berkualiti.

Aplikasi untuk Kehidupan Harian Semua Golongan: Peneman Gaya Hidup Moden

Selain aplikasi khusus mengikut peringkat umur, terdapat juga aplikasi umum yang memberi manfaat kepada semua lapisan masyarakat. Kehidupan moden menuntut masyarakat menjaga kesihatan dengan lebih sistematik, dan telefon pintar menjadi pembantu setia melalui aplikasi kesihatan seperti *MyFitnessPal* dan *Samsung Health*. Aplikasi ini membolehkan pengguna merekod pemakanan, memantau tahap aktiviti harian, serta menjejak kalori yang dibakar. Jika disambungkan dengan jam pintar, data kesihatan seperti kadar denyutan jantung, pola tidur, dan jumlah langkah setiap hari juga boleh dipantau dengan mudah. Selain aspek kesihatan, telefon pintar turut memastikan pengguna sentiasa peka terhadap isu semasa. Aplikasi berita seperti *Berita Harian*, *Astro Awani*, dan *The Star* memudahkan masyarakat mengikuti perkembangan dalam dan luar negara di hujung jari.

Dari sudut kewangan pula, urusan harian menjadi lebih ringkas dengan aplikasi perbankan mudah alih seperti *Maybank2u*

dan *CIMB Clicks* yang membolehkan pembayaran bil, pemindahan wang, dan semakan baki dilakukan pada bila-bila masa. Malah, aplikasi seperti THIJARI dan pelbagai e-dompet membantu menguruskan simpanan serta pembayaran secara lebih teratur dan efisien. Jelaslah bahawa aplikasi dalam telefon pintar bukan sahaja memudahkan urusan, malah melengkapi hampir setiap aspek kehidupan seharian tanpa mengira usia atau latar belakang.



Gambar 3 : Aplikasi untuk Kegunaan Harian Bagi Semua Golongan

Kesimpulan

Telefon pintar dengan pelbagai aplikasi boleh diibaratkan sebagai *poket ajaib* di hujung jari yang menghimpunkan fungsi penting untuk menambah pengetahuan, menyokong akademik, mengukuhkan kerjaya, menjaga kesihatan dan

mengeratkan kekeluargaan. Namun, manfaat ini perlu diseimbangkan dengan disiplin sendiri, pengurusan masa dan kesedaran terhadap risiko ketagihan, maklumat palsu serta implikasi kesihatan. Dengan penggunaan berhemah, telefon pintar mampu menjadi jambatan ilmu, instrumen produktiviti dan pemacu kejayaan dalam zaman teknologi masa kini.

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Jawi dan Bahasa Arab: Nampak Serupa Tapi Tidak Sama

Ditulis oleh: Mashitah Nordin, Norshida Hashim dan Syahirah Almuddin

Pengenalan

Tulisan merupakan medium penting dalam penyebaran ilmu, budaya, dan agama. Dalam konteks masyarakat Melayu, tulisan Jawi mempunyai kedudukan yang sangat signifikan kerana ia menjadi wahana utama dalam penulisan karya sastera, undang-undang, keagamaan, dan pendidikan sebelum kedatangan tulisan Rumi (Hashim, 2018). Tulisan Jawi lahir daripada adaptasi huruf Arab yang dibawa bersama dengan penyebaran Islam ke Alam Melayu sejak abad ke-13 (Omar, 2004). Perkara ini menunjukkan bahawa bahasa Arab dan Islam merupakan asas kemunculan tulisan Jawi. Kedua-dua aspek ini tidak dapat dipisahkan kerana sumber utama agama Islam ialah al-Quran yang ditulis dalam bahasa Arab. Bagi tujuan dakwah dan pendidikan, para pendakwah terpaksa menulis dan menterjemahkan al-Quran dan buku-buku agama daripada bahasa Arab ke bahasa Melayu (Yahya, 2016). Buktinya dapat dilihat dalam manuskrip dan inskripsi yang menggunakan tulisan Jawi seperti manuskrip Undang-undang Melaka (Hukum Kanun Melaka), Kitab *Fiqh* (*Arkān al-Ṣolāt*), Kitab agama (*Umdah al-Muhtajin*) dan Batu Bersurat Terengganu. Walaupun Jawi dan bahasa Arab berkongsi asas aksara yang sama, terdapat perbezaan dari segi bentuk huruf, sistem bunyi, fungsi linguistik, serta konteks penggunaannya dalam masyarakat.

Makalah ini membincangkan perbezaan utama antara tulisan Jawi dan tulisan Arab berdasarkan sorotan literatur, meliputi aspek sejarah perkembangan, sistem fonologi, ortografi, serta penggunaannya dalam konteks budaya dan pendidikan.

Sorotan Literatur

Kajian tentang Jawi sering dikaitkan dengan sejarah Islamisasi Alam Melayu. Menurut Teuku Iskandar (1995), Jawi muncul hasil keperluan untuk menulis bahasa Melayu menggunakan huruf Arab dengan penyesuaian fonem tertentu. Tambahan beberapa huruf baharu dicipta seperti چ (cha), غ (nga), ف (pa), ك (ga), و (va) dan ن (nya) bagi menampung bunyi yang tiada dalam bahasa Arab.

Omar (2004) menegaskan bahawa walaupun Jawi berasaskan aksara Arab, ia bukanlah bahasa Arab, sebaliknya sebuah sistem tulisan bagi bahasa Melayu. Hal ini penting kerana sering berlaku kekeliruan antara tulisan dengan bahasa. Jawi ialah tulisan, manakala bahasa Melayu adalah linguistiknya. Bahasa Arab pula merupakan bahasa yang lengkap dengan struktur fonologi, morfologi, sintaksis, dan semantik tersendiri.

Dalam konteks pendidikan, kajian oleh Hashim (2018) menunjukkan bahawa Jawi berperanan besar dalam membentuk identiti Islam dan Melayu, namun penggunaannya semakin menurun selepas kolonialisme Barat yang memperkenalkan tulisan Rumi. Berbeza dengan bahasa Arab, penggunaannya masih utuh di negara-negara Arab kerana ia bukan sahaja sistem tulisan, tetapi juga bahasa komunikasi seharian.

Menurut Haron (2015), dari aspek fonologi, bahasa Arab mempunyai 28 huruf asas yang mewakili bunyi unik seperti ح (ḥa'), خ (kha') dan ع ('ain) yang tiada dalam bahasa Melayu. Manakala Jawi menyesuaikan huruf-huruf Arab untuk mewakili bunyi bahasa Melayu, misalnya huruf ك (kaf) digunakan untuk bunyi /k/, tetapi dalam bahasa Arab ia juga mewakili bunyi /k/ dengan fungsi morfologi yang berbeza.

Perbezaan Antara Jawi dan Arab

1. Aspek Sejarah

Tulisan Arab berasal dari keluarga Semitik dengan asal-usul sejarah yang panjang sejak zaman Aramaik dan Nabataean

(Daniels, 1996). Manakala Jawi muncul sekitar abad ke-13 seiring dengan kedatangan Islam di Alam Melayu, khususnya melalui pedagang Arab dan Parsi. Dengan kata lain, Jawi ialah adaptasi huruf Arab untuk menulis bahasa Melayu (Iskandar, 1995).

2. Aspek Ortografi (Sistem Tulisan)

Bahasa Arab mempunyai 28 huruf asas, manakala Jawi menambahkan huruf-huruf baharu bagi fonem Melayu, antaranya:

- چ (cha) untuk bunyi /tʃ/
- ف (pa) untuk bunyi /p/
- ك (ga) untuk bunyi /g/
- غ (nga) untuk bunyi /ŋ/
- و (va) untuk bunyi /v/
- ن (nya) untuk bunyi /n/

Sistem vokal juga berbeza. Tulisan Arab bergantung pada baris (*harakat*) untuk menandakan vokal pendek (َ ِ ُ), manakala dalam tulisan Jawi, vokal bahasa Melayu (a, e, i, o, u) lebih jelas dengan penggunaan kombinasi huruf seperti ا (*alif*), و (*wau*) dan ي (*ya*) (Omar, 2004).

3. Aspek Fonologi

Bahasa Arab mempunyai bunyi khusus yang tidak terdapat dalam bahasa Melayu seperti /ʔ/ ('ain), /ħ/ (ḥa'), dan /x/ (kha'). Dalam Jawi, huruf-huruf ini tetap digunakan tetapi bunyinya disesuaikan dengan lidah Melayu, misalnya ح dibaca sebagai /h/ biasa.

4. Aspek Bahasa dan Fungsi

Tulisan Arab digunakan untuk menulis bahasa Arab yang lengkap dengan sistem tatabahasa tersendiri. Jawi pula hanyalah sistem tulisan untuk bahasa Melayu. Oleh itu, tatabahasa dan kosa katanya kekal dalam kerangka bahasa Melayu. Sebagai contoh:

- Arab: كِتَاب (kitāb) bermaksud "buku".
- Jawi: كتاب digunakan untuk perkataan Melayu "kitab", tetapi dari segi linguistiknya tetap bahasa Melayu.

5. Aspek Sosio-Budaya

Bahasa Arab merupakan bahasa ibadah dan lingua franca dunia Islam. Jawi pula berfungsi sebagai medium kebudayaan dan identiti Melayu-Islam. Penggunaan Jawi lebih terhad kepada kawasan Nusantara, berbanding Arab yang bersifat global.

Kesimpulan

Secara keseluruhannya, pengetahuan tentang perbezaan Jawi dan bahasa Arab penting bagi mengelakkan kekeliruan antara bahasa dan tulisan, serta memperkukuh usaha menghidupkan kembali peranan Jawi dalam pendidikan dan budaya Melayu.

Kefahaman terhadap perbezaan antara Jawi dan bahasa Arab bukan sahaja penting dari sudut linguistik, malah memberi asas yang kukuh dalam perkembangan penyelidikan Jawi masa kini. Dalam bidang paleografi, perbezaan bentuk huruf, gaya tulisan, dan struktur ortografi menjadi petunjuk penting dalam menentukan asal usul dan kronologi manuskrip Melayu. Melalui kajian paleografi, penyelidik dapat mengesan pengaruh Arab dalam tulisan Jawi awal serta evolusi gaya tulisan di pelbagai wilayah seperti Aceh, Melaka, atau Patani.

Selain itu, kajian terhadap pengaruh bahasa Arab dalam Jawi membuka ruang untuk memahami bagaimana kosa kata, sistem fonologi, dan struktur ayat bahasa Arab diadaptasi ke dalam bahasa Melayu. Ini bukan sahaja membantu dalam proses transliterasi dan dokumentasi manuskrip lama, malah memperkukuh usaha digitalisasi dan pengajaran semula Jawi dalam konteks moden. Oleh itu,

pengetahuan yang jelas tentang hubungan dan perbezaan antara Jawi dan bahasa Arab amat penting dalam menyokong penyelidikan akademik serta memelihara warisan tulisan Melayu-Islam yang unik dan bersejarah ini.

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Creativity Beyond the Classroom: How Hobbies Boost Mental Health

Written by: Noorie Haryaniee Hj Moulton

Introduction



“Picture 1: Overwhelmed life”

Life at university or in the workplace can be overwhelming. Between lectures, assignments, and professional responsibilities, it is easy to feel mentally exhausted. For many such as stress, anxiety, and burnout have become daily challenges. Among this busyness, hobbies are activities that pursued for pleasure or relaxation, and it offer a simple yet powerful solution. Engaging in creative or recreational activities outside the classroom or office can enhance mental health, improve focus, and foster social connections. This article explores how hobbies contribute to wellbeing and provides practical tips for integrating them into daily life.

The Link Between Hobbies and Mental Health

Numerous studies have highlighted the positive effects of hobbies on mental health. Activities such as painting, playing music, gardening, or practicing sports not only provide a break from routine but also stimulate cognitive function and emotional regulation. Engaging in hobbies activates the brain’s reward system, boosting feel good hormones which improves mood and reduces stress levels (Cleary, Le Lagadec, Thapa, Kornhaber, 2025).

Hobbies also encourage mindfulness of the practice for being present in the moment which has been proven to reduce symptoms of anxiety and depression. For instance, focusing on the painting brush while painting or searching food recipe of cooking can help individuals temporarily detach from worries and feel more relaxed. Furthermore, physical hobbies such as Quran reciting, cycling, or jogging support the release of good feeling, boosting energy and lessening tension.

In addition, hobbies provide an opportunity for self-expression. Students or staff may find it difficult to express emotions through words, but through drawing, writing, or crafting, they can process feelings in a safe and constructive way. This emotional outlet is particularly beneficial in high pressure environments where stress is common.

Benefits of Hobbies

Emotional Benefits



“Picture 2: Recite Quran”

Hobbies serve as stress relievers and mood enhancers. Engaging in enjoyable activities reduces stress levels and promotes relaxation. An individual who taking part in a weekly *usrah* program for example may find themselves calmer and more patient in workplace interactions. Similarly, a student who dedicates time to recite Quran or playing a musical instrument or actively engaged with sport may notice improved emotional balance during exam periods.

Cognitive Benefits

Certain hobbies stimulate the brain, enhancing focus, problem solving skills, and creativity. The activities such as Chess, puzzle solving, and strategy-based games challenge mental abilities, while creative arts encourage different thinking. These cognitive benefits are transferable to academic or professional settings and improving performance and adaptability.

Social Benefits



“Picture 3: *Usrah* Group”

Hobbies often provide opportunities to meet like minded individuals and can foster social support networks. Joining a book club, *usrah* event, sports team or hobby group creates a sense of belonging and community, which is crucial for mental health. Social interaction through shared interests reduces feelings of isolation and enhances overall wellbeing.

Practical Tips to Incorporate Hobbies

There are several tips to attach the hobbies to our daily routines:

1. Schedule “*Me Time*”. Dedicate at least 30 minutes consistently in a day to a hobby will strengthens the positive impact.
2. Try New Activities. Explore hobbies that you have never tried before. This can increase excitement and engagement, stimulating both mind and body.
3. Balance Work and Play. Avoid overloading yourself with tasks.

Incorporating hobbies acts as a reset button for productivity and creativity.

4. Combine Hobbies with Mindfulness. Focus fully on the activity, whether recite Quran, playing music or brisk walk to maximize stress relief benefits.

By intentionally integrating hobbies into daily routines, individuals can build flexibility, boost mental health and achieve a better work life balance.

Conclusion

Hobbies are more than a pastime which they are essential tools for mental wellbeing. From emotional relief and cognitive stimulation to social connection, creative and recreational activities provide comprehensive benefits for both students and staff. In today's fast paced academic and professional environments, dedicating time to hobbies is not a luxury but a necessity. Even a few minutes of creativity each day can help individuals recharge, refocus, and flourish. So, recite the Quran, go for a brisk walk, enjoy a cycling session, pick up that paintbrush, play that guitar, or tend that garden where your mind deserves it.

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Isu dan Cabaran dalam Pengurusan Pangkalan Data Era Digital: Satu Tinjauan

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Dalam era digital masa kini, pangkalan data merupakan komponen utama yang menyokong hampir setiap organisasi. Sistem penyimpanan data di Malaysia seperti Pangkalan Data Utama (PADU), E-Kasih dan Sistem Pengurusan Aduan Awam (SISPAA) telah meningkatkan jumlah pengguna serta kepelbagaian data yang perlu diuruskan. Maklumat pelanggan, transaksi kewangan, rekod pekerja, inventori dan komunikasi harian bergantung kepada kecekapan sistem pangkalan data.

Pengurusan pangkalan data ini melibatkan isu teknikal, integriti, prestasi, aspek keselamatan, dan pematuhan undang-undang. Hal ini turut dipengaruhi oleh perkembangan teknologi digital seperti Internet of Things (*IoT*), data raya (*Big*

Data), dan Kecerdasan Buatan (*AI*). Oleh itu, adalah penting untuk meneliti isu dan cabaran yang dihadapi dalam pengurusan pangkalan data di era digital, di samping mengenal pasti strategi terbaik untuk menanganinya.

Berikut adalah antara isu utama di dalam pengurusan pangkalan data era digital:

1. Keselamatan dan Privasi Data

Keselamatan data menjadi isu paling kritikal dalam era digital kerana peningkatan serangan siber, *malware*, dan kebocoran maklumat sensitif. Data pelanggan seperti nombor kad kredit, rekod kesihatan, atau maklumat peribadi mudah disalahgunakan jika tidak dilindungi dengan baik. Justeru itu, aspek privasi juga perlu diberi perhatian kerana undang-undang seperti *Personal Data Protection Act* (PDPA) di Malaysia dan *General Data Protection Regulation* (GDPR) di Eropah telah menetapkan garis panduan ketat dalam pengurusan data peribadi pengguna.

2. Integriti dan Kualiti Data

Integriti data merujuk kepada ketepatan, konsistensi, dan kebolehpercayaan data yang disimpan. Dalam sistem yang melibatkan jutaan rekod, masalah seperti data berganda, rekod yang tidak lengkap dan data yang tidak konsisten boleh menjejaskan keputusan organisasi. Data yang salah akan menjadikan analisis data

tidak tepat dan mempengaruhi perancangan strategik organisasi. Sebagai contoh, data tidak lengkap di mana borang pelanggan tidak diisi sepenuhnya (tiada alamat dan nombor telefon), menyebabkan pihak organisasi tidak dapat menghubungi pelanggan.

3. Prestasi dan Skalabiliti Sistem

Pertambahan mendadak jumlah data akibat penggunaan media sosial, *IoT*, dan platform e-dagang menyebabkan sistem tidak dapat menampung beban capaian pengguna serentak atau saiz data yang terlalu besar. Contohnya, e-dagang seperti Shopee, Lazada, atau Amazon menerima jutaan transaksi semasa promosi besar (*flash sale*) berlaku. Pangkalan data perlu menampung pesanan, pengemaskinian stok secara serentak, dan transaksi pembayaran yang banyak, yang mungkin mengakibatkan sistem tergendala, transaksi gagal, atau pelanggan lari ke pesaing. Tanpa strategi skalabiliti, prestasi sistem boleh merosot dan mengganggu operasi organisasi.

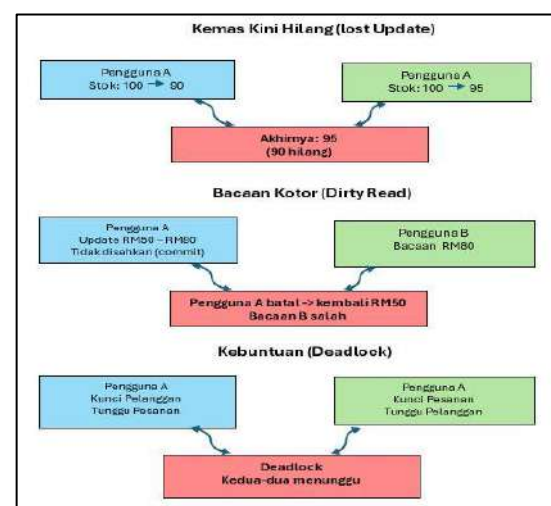
4. Ketersediaan Data dan Pemulihan Sistem

Organisasi moden memerlukan akses data 24/7 tanpa gangguan. Namun, masalah seperti kegagalan perkakasan, bencana alam, atau serangan siber boleh mengakibatkan sistem tergendala (*downtime*). Tanpa plan sandaran (*backup*) dan pemulihan (*recovery*) yang

baik, organisasi berisiko kehilangan data penting.

5. Kawalan Akses Serentak (*Concurrency Control*)

Dalam persekitaran berasaskan internet dan teknologi awan, ramai pengguna boleh mengakses atau mengubah data pada masa yang sama. Hal ini boleh menyebabkan konflik transaksi seperti kemas kini hilang (*lost update*), bacaan kotor (*dirty read*), dan kebuntuan (*deadlock*).



Gambar 1: Situasi Kawalan Akses Serentak

Berdasarkan gambar 1, situasi ini berlaku dalam tiga keadaan berikut:

Situasi 1 Kemas kini hilang: Berlaku apabila dua pengguna mengemas kini data yang sama serentak. Contoh: pengguna A mengubah stok 100 kepada 90, manakala pengguna B mengubah stok kepada 95, di mana akhirnya stok disimpan adalah 95 (90 hilang) kerana kemas kini pengguna pertama hilang kerana ditindih oleh pengguna kedua.

Situasi 2 Bacaan kotor: Pengguna A mengemas kini baki stok, tetapi transaksi tersebut belum disahkan. Pengguna B kemudian membaca baki stok pengguna A yang telah dikemas kini. Jika pengguna A membatalkan transaksi, pengguna B akan membaca jumlah yang salah kerana data itu tidak disahkan secara rasmi.

Situasi 3 Kebuntuan: Transaksi pengguna A mengunci jadual "Stok" untuk menukar baki. Pada masa yang sama, transaksi pengguna B mengunci jadual "Pesanan" untuk membuat pesanan. Pengguna A kemudian memerlukan jadual "Pelanggan" untuk disiapkan, tetapi pengguna B sudah menguncinya. Kebuntuan berlaku kerana kedua-dua transaksi menunggu antara satu sama lain untuk melepaskan kunci.

Secara rumusannya, tanpa mekanisme kawalan transaksi yang kukuh, data mudah menjadi tidak konsisten.

Di samping itu, terdapat beberapa cabaran dalam pengurusan pangkalan data era digital iaitu:

1. Ledakan data raya di mana kadar pertambahan data dan kepelbagaian format data (teks, imej dan video), menimbulkan cabaran dari segi penyimpanan, pemprosesan, dan penganalisan data.
2. Migrasi ke teknologi awan menyebabkan banyak organisasi beralih daripada pangkalan data tradisional ke pangkalan data

berasaskan awan. Walaupun menawarkan kelebihan dari segi kos dan skalabiliti, migrasi ini menimbulkan cabaran berkaitan keserasian sistem, keselamatan data, dan pergantungan kepada penyedia perkhidmatan awan.

3. Kepatuhan Undang-undang dan etika. Era digital menuntut organisasi mematuhi undang-undang tempatan dan antarabangsa berkaitan pengurusan data. Pematuhan kepada PDPA, GDPR, dan polisi privasi lain memerlukan organisasi melabur dalam dasar keselamatan, audit, dan latihan pekerja.
4. Integrasi teknologi baharu seperti AI, *blockchain*, dan automasi menawarkan potensi besar untuk meningkatkan kecekapan pengurusan pangkalan data. Namun, integrasi teknologi ini memerlukan kos yang tinggi, kemahiran khusus, serta perubahan dalam infrastruktur sedia ada.

Bagi menguruskan pangkalan data dengan lebih efektif dalam era digital, beberapa strategi boleh dilaksanakan:

1. Penggunaan sistem pangkalan data moden (DBMS) dengan sokongan platform awan, pemecahan data, dan sistem teragih. Penyimpanan dan pengurusan pangkalan data dijalankan di platform awan seperti *Amazon Web Services*, *Google Cloud*, atau *Microsoft Azure*. Pemecahan data bermaksud pangkalan data pelanggan dibahagikan

kepada bahagian kecil atau mengikut lokasi agar transaksi mudah dicapai dengan lebih cepat. Manakala, sistem teragih bermaksud data dan pemprosesan tidak bergantung pada satu komputer, tetapi diagihkan ke beberapa komputer yang berhubung antara satu sama lain. Jika satu komputer gagal, sistem masih berjalan dengan komputer lain. Contoh *Google Search*, *Netflix*, dan *Facebook* menggunakan sistem teragih untuk mengurus berjuta-juta data pengguna secara serentak.

2. Keselamatan menyeluruh melalui enkripsi, pengesahan dua faktor, dan kawalan akses pengguna.
3. Penggunaan tadbir urus data (*data governance*) yang cekap untuk memastikan kualiti, integriti, dan konsistensi data.
4. Sandaran (*backup*) dan pemulihan automatik (*automatic recovery*) bagi mengurangkan risiko kehilangan data.
5. Audit dan pemantauan berterusan untuk mengesan kelemahan serta mencegah serangan siber.
6. Latihan sumber manusia secara berkala agar pekerja sedar kepentingan keselamatan dan pengurusan data.

Secara keseluruhannya, pengurusan pangkalan data dalam era digital

membawa pelbagai isu dan cabaran, terutamanya dari aspek keselamatan, integriti, prestasi, dan kepatuhan undang-undang. Ledakan data raya, penggunaan teknologi awan, serta integrasi teknologi baharu menambahkan lagi kesukaran dalam pengurusan data. Namun begitu, cabaran ini boleh diatasi melalui penerapan teknologi moden, dasar keselamatan yang kukuh, dan amalan pengurusan data yang baik. Dengan strategi yang betul, pangkalan data bukan sahaja dapat diurus secara berkesan, tetapi juga mampu menjadi aset berharga yang menyumbang kepada daya saing organisasi dalam dunia digital yang semakin mencabar.

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KAD KREDIT: JADIKAN IA SEBAGAI KEMUDAHAN, BUKAN BEBAN

Ditulis oleh: Azila Sahrim, Dr. Ahmad Farouk Zulkifli, Dr. Asiah Ali, Dr. Asma' Rashidah Idris, Masrul Hayati Kamarulzaman, Nurain Farahana Zainal Abidin dan Zuliana Zoolkefli



Apakah yang dimaksudkan dengan kad kredit? Menurut definisi dari Agensi Kaunseling & Pengurusan Kredit (AKPK), kad kredit ialah alat pembayaran secara elektronik yang membolehkan pemiliknya membeli barangan atau mendapatkan perkhidmatan tanpa menggunakan wang tunai. Kad kredit merupakan salah satu peralatan kewangan moden yang semakin popular dalam kalangan masyarakat pada masa kini, khususnya golongan belia. Tidak dapat disangkal penggunaan kad kredit memudahkan urusan pembelian, terutama ketika dalam situasi yang mendesak. Namun begitu, penggunaan kad kredit secara tidak berhemah mampu menjebak pengguna ke lubuk hutang yang tidak berkesudahan.

Kad kredit mempunyai pelbagai kebaikan. Antaranya penggunaan kad kredit sangat

mudah dan praktikal. Pemilik kad tidak perlu membawa wang tunai dalam jumlah yang besar, sekali gus mengurangkan risiko kehilangan atau kecurian. Kad kredit juga sesuai digunakan dalam keadaan kecemasan seperti kerosakan kenderaan atau masalah kesihatan, selain menjadi medium utama untuk pembelian dalam talian yang kini semakin menjadi pilihan pengguna.

Selain daripada itu, kad kredit berperanan penting dalam membina rekod kredit seseorang. Rekod kredit yang baik akan memudahkan individu membuat permohonan pinjaman pada masa hadapan, sama ada untuk pembelian rumah, kereta, atau memulakan perniagaan. Dengan pengurusan yang bijak dan berhemah, kad kredit sebenarnya mampu menjadi aset dalam merancang masa depan kewangan.

Kad kredit juga menawarkan pelbagai ganjaran dan faedah menarik seperti pulangan tunai, diskaun pembelian, mata ganjaran yang boleh ditebus, serta insurans perjalanan percuma. Ganjaran ini bukan sahaja memberi nilai tambah, malah dapat menjimatkan kos harian pengguna jika digunakan dengan strategi yang betul.

Tambahan lagi, kad kredit memberikan akses segera kepada dana. Seseorang tidak perlu melalui proses rumit seperti permohonan pinjaman bank apabila memerlukan wang diwaktu kecemasan

atau darurat. Kemudahan ini sangat membantu dalam keadaan kecemasan atau ketika berhadapan dengan perbelanjaan tidak dijangka.

Namun begitu, penggunaan kad kredit tidak lari daripada sisi gelapnya. Risiko utama penggunaan kad kredit adalah hutang yang tinggi sekiranya seseorang berbelanja melebihi kemampuan. Kadar faedah yang dikenakan juga sangat tinggi apabila baki tidak dibayar sepenuhnya, mengakibatkan nilai hutang menjadi berlipat kali ganti dibanding dengan nilai asal, sekali gus membebankan kewangan pengguna.

Kad kredit juga boleh mendorong sikap boros dalam kalangan pengguna. Tawaran promosi, kemudahan ansuran, dan ganjaran menarik sering kali mempengaruhi pengguna untuk berbelanja lebih daripada yang diperlukan. Hal ini boleh menyebabkan pengguna hilang kawalan dalam menguruskan kewangan mereka.

Selain daripada itu, tekanan kewangan merupakan kesan besar penggunaan kad kredit yang tidak terkawal. Ramai yang terjerat dengan hutang sehingga gagal membayar balik, lalu berhadapan risiko mufliis pada usia muda. Situasi ini bukan sahaja menjejaskan kehidupan peribadi, malah boleh memberi kesan negatif kepada masa depan kerjaya dan keluarga.

Akhir sekali, risiko keselamatan juga wujud apabila menggunakan kad kredit, terutamanya dalam pembelian atas talian. Kecurian data, penipuan siber, dan transaksi tidak sah merupakan ancaman yang semakin berleluasa. Oleh itu, pengguna perlu sentiasa berwaspada dan mengamalkan langkah keselamatan digital.

Kesimpulannya, kad kredit mempunyai kebaikan dan keburukan tersendiri. Ia boleh menjadi alat kewangan yang bermanfaat sekiranya digunakan dengan berhemah, namun mampu menjadi beban jika disalahgunakan. Justeru, pengguna perlu berdisiplin dalam mengurus kewangan, berbelanja mengikut kemampuan, dan sentiasa peka terhadap risiko yang ada. Dengan cara ini, kad kredit akan benar-benar berfungsi sebagai kemudahan dan bukan menambah beban di kemudian hari.

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DISRUPTIONS OF REALITY

Written by: **Nur Amirah Nabihah binti
Zainal Abidin**

In today's digital age, social media has become a powerful space for self-expression, communication, and connection. However, while it allows individuals to share their lives with a wider audience, it also challenges the meaning of authenticity. Carefully curated posts, filtered images, and the pursuit of likes often blur the line between genuine identity and constructed persona. As a result, the idea of being "real" is increasingly disrupted, raising important questions about how social media shapes self-perception, relationships, and the way we present ourselves to the world.

Through social media, individuals tend to share carefully selected aspects of their lives. Filmscore80 (2018) mentioned that curating images is to influence how others perceive and this often leads to an idealized version of the self that can be used for professional, social or personal benefits. Consequently, audiences may mistake these curated snapshots for an accurate reflection of someone's entire life, leading to unrealistic perceptions of success, happiness, or beauty. This idea may disrupt ones from being real and loss themselves through the use of social media.

Next, social media platforms are designed to reward engagement, and this often leads

individuals to link their sense of self-worth to the number of likes, comments, or shares they receive. Being validated by strangers in online platform is one source of happiness that one may gain in increasing their self-worth (Iyer, 2024). Instead of reflecting on whether they are being true to themselves, many users start questioning whether their posts will attract enough attention or positive reactions. This cycle of seeking constant affirmation not only disrupts the idea of being real but it also causes people to rely on others' opinion to feel valuable.



While social media makes it easy to connect with large numbers of people, many of these interactions remain surface-level. Simple actions such as liking a post, dropping an emoji, or leaving a short comment can give the impression of closeness, yet they often lack the depth of meaningful conversation. *Shallow connectedness* (n.d.) in the article mentioned that the feeling of an isolated connectedness is a huge form of feeling developed through her time in social media. What may appear to be genuine connection is, in many cases, just

performance-based visibility, where people acknowledge each other publicly without engaging in real understanding or support. As result, authentic human connection is far essential in ensuring ones to feel connect.

In summary, social media disrupts the idea of being real by encouraging curated identities, trapping users in validation loops, and fostering shallow connections. While these platforms provide opportunities for communication and self-expression, they also blur the line between authenticity and performance. Therefore, it is important as an individual to balance themselves through reality and their digital presence.

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Analyzing China's Hybrid Warfare Methods in the South China Sea Dispute.

Written by: Noor Hilmi Mohd Johan & Ts Nurul Aishah Ab Raman

China's hybrid warfare strategy in the South China Sea involves a multifaceted approach that leverages disinformation, salami slice tactics, and gray zone activities to assert its territorial claims and expand its influence. Disinformation campaigns are used to shape international perceptions and obscure the realities of China's actions, creating a narrative that supports its claims while undermining those of other nations (Chen et al., 2024; Cooper & Shearer, 2017).

Aside from this, China also swiftly craft their way through Salami slice tactics involve incremental advances that cumulatively alter the status quo, allowing China to gain control over disputed areas without provoking a significant military response (Chauhan, 2024; Wang & Siebens, 2023). These tactics has been deployed to various front that where China is currently facing with border dispute. The gray zone strategy, characterized by actions that fall below the threshold of open warfare, includes the use of coast guard, naval forces, and maritime militia to exert control and influence in contested waters (Chen et al., 2024; Arif et al., 2024; Martison, 2022).

China's approach to asserting its claims in the South China Sea (SCS) involves a combination of hybrid warfare tactics, including disinformation, salami slice tactics, and gray zone strategies. This literature review synthesizes the current understanding of these methods based on recent academic studies.

China's salami slicing technique focus on Beijing's incremental and strategic maneuver to gradually and systematically gain control over disputed territories. China use small, incremental steps to assert control over disputed areas. This method avoids large-scale confrontations and makes it difficult for other nations to respond effectively thus triggering the alarm on military responses. This tactic has been notably employed in the South China Sea, where China incrementally asserts its claims by building artificial islands and expanding its maritime presence (Chauhan, 2024; Wang & Siebens, 2023). The effectiveness of this approach lies in its ability to avoid large-scale confrontations while steadily altering the status quo in China's favour by using non-military and incremental policies to maintain strategic ambiguity, thereby avoiding direct confrontations with other regional players (Lanteigne, 2016).

The approach for gray zone strategies are characterized by actions that remain below the threshold of open warfare but are coercive and aggressive. In the South China Sea, China employs a combination

of its law enforcement agencies such as coast guard and maritime militia and People's Liberation Army Navy (PLAN) force to assert control and influence over disputed areas (Chen et al., 2024; Martison, 2022). These forces work synergistically to create a persistent presence that complicates the responses of other claimant states and avoids direct military conflict but effectively expands China's influence and control (Martison, 2022; Frassinetti, 2023).

The hybrid warfare tactics have significantly impacted the regional balance of power in the South China Sea. The rapid modernization of the PLAN and the strategic use of gray zone tactics have allowed China to challenge the presence and influence of other regional powers, including the United States. Beijing's utilization of law enforcement agencies to patrol disputed territorial waters have served as a limitation response by United States and her allies in deterrent strategies without provoking an all-out escalation (Takahashi, 2018; Fravel & Glaser, 2022; Hemmings, 2011).

China's hybrid warfare methods in the South China Sea dispute are multifaceted and strategically nuanced, reflecting a blend of military and non-military tactics designed to assert control without provoking outright conflict. It represents a sophisticated and calculated approach to achieving its strategic objectives. By blending economic, political, and military

tools, China is able to assert its claims and expand its influence while minimizing the risk of direct conflict. This strategy not only reshapes the regional security dynamics but also poses a challenge to the existing international order, necessitating a coordinated and multifaceted response from the international community.

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From Floppy Disks to AI Tutors: Technology Changes, Human Guidance Endures

Written by: Norhafizah Hashim, Normaziah Abdul Rahman, Nor Azlina Aziz Fadzillah, Rozianiwati Yusof dan Sri Yusmawati Mohd Yunus

In late 1990s, learning programming was a very different experience from now. Students relied on bulky desktop computers, CRT monitors, and often installed compilers from floppy disks or CDs. The most common language taught then was C as the first programming language. Internet access was limited and could only be accessed from the computer lab. Most help came from the textbooks, printed manuals, or peers who maybe had the same level of skill as you.

Today, technology has advanced to a new level. Artificial Intelligence (AI) tools such as ChatGPT, GitHub Copilot, and other platforms can suggest, debug, optimize or even upgrade code rapidly. Learning has become much more personalised. Many learning platforms such as Coursera and Udemy offer a variety of learning courses that enable students to engage in self-paced study.

With the advent of the VUCA environment, teaching and learning are facing atypical challenges. The term VUCA, which denotes volatility, uncertainty, complexity, and ambiguity, refers to conditions that are

inherently difficult to interpret, manage, or anticipate in planning (Wright & Wigmore, 2023). In the context of learning programming, new tools and platforms are emerging at lightning speed. A tool that is widely used this year may become outdated next year. Students face uncertain career skills, complex technologies, and an overwhelming number of online resources. While these changes bring exciting opportunities, they can also make the students feel lost in the fast-moving digital landscape.

This is where the human element shows its importance. Despite the rise of AI tools, online platforms, and immersive technologies, nothing can truly replace the value of direct interaction with lecturers and educators. Students cannot rely solely on AI tools in their learning. They need to develop the conceptual, critical, and logical thinking skills that are important in programming. The ability to analyze, interpret, and gather essential data and information from a problem is vital in producing the best solution. The foundations of these skills are best developed through the guidance, knowledge, and experience of lecturers. Then, the AI tools and the learning platforms can complement this learning process.

For example, when students ask the AI tool such as ChatGPT to suggest a program, the response may sometimes be too complex or does not address the specific

context. Occasionally, the program may produce logic errors when updating the prompts. Without a lecturer's guidance, students who are still building their understanding of programming may believe that the program suggested by AI is already complete and applicable.

A recent study by Vieriu and Petrea (2025) highlights how Artificial Intelligence (AI) brings many benefits to students. It also warns of challenges such as over-reliance on AI, reduced critical thinking, and issues of academic honesty. This shows why the role of lecturers remains important. When students consult a lecturer, they are not just receiving technical explanations, but also encouragement and relevant feedback. As highlighted in a University Canada West blog (2025), students can acquire critical thinking, emotional intelligence, and social skills from educators, qualities that remain irreplaceable by AI tools.

In today's VUCA world, lecturers remain steady guide for students. Their expertise helps balance the volatility of changing tools, reduce uncertainty about career paths, simplify complex coding tasks, and clarify ambiguous online resources. With their guidance, learning stays focused and meaningful. Technology in education has advanced rapidly from floppy disks to AI tutors and VR classrooms. Students may feel more comfortable asking AI the 'silly' questions. However, if the same questions are asked to lecturers, they can provide

answers that align with the students' progress and support real understanding.

Technology will continue to shape programming education with faster and smarter tools and staying up to date with AI is important. Nevertheless, meaningful learning also requires the human connection that educators provide. Lecturer guidance, whether online or in person, remains essential, with face-to-face interaction often having the greatest impact.

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Digital Literacy: The New Survival Skill for Malaysians

Written by: Mohd Faizal Mohd Ramsi,
Sufy Rabea Adawiya Idris & Siti Khairiyah Nordin

In today's interconnected world, digital literacy is no longer a luxury but it's a necessity. Much like reading and writing, digital literacy is the ability to navigate, evaluate, and create content using digital technology to full participation in modern society. Digital literacy isn't just about knowing how to use a smartphone or post on social media, it's about possessing a set of core skills that empower individuals to learn, work, and engage safely and effectively online. It more like technical competence such as operating devices or using apps to encompass the critical evaluation of information, ethical communication, and proactive self-protection in digital spaces.

Yet, being surrounded by technology does not automatically make us skilled at using it wisely or effectively. In Malaysia, where nearly 97% of households have internet access (DOSM, 2024), digital literacy has become just as essential as reading and writing. This is where digital literacy becomes crucial. Digital literacy is more than knowing how to scroll through TikTok or send an email, it is the ability to find reliable information, evaluate its truthfulness, use digital tools to solve problems, and communicate safely online.

In fast-evolving digital economy, almost every industry from banking to agriculture now relies on digital tools for daily operations.



Figure 1: It's crucial to master digital literacy and cybersecurity skills to succeed nowadays.

Farmers are using Internet of Things (IoT) solutions to monitor crop

health and

weather conditions, while SMEs are leveraging e-commerce platforms like Shopee and Lazada to reach customers nationwide. Even more Malaysians have Internet access and use computers, but most employers now expect workers to know how to collaborate using cloud platforms, interpret data, and even understand basic cybersecurity practices. According to the MyDIGITAL Blueprint forecast that Malaysia's digital economy will creating nearly 500,000 new jobs in high-tech areas such as AI, cybersecurity, and digital marketing. Malaysia need to heavily investing in digital talent and if we not prioritise digital literacy training, we risk a "digital divide" in the workforce where some Malaysians are equipped for the future while others remain stuck in outdated roles. Digital literacy also gives impacts to entrepreneurship and innovation. Platforms like Grab and Foodpanda, allows thousands to earn income flexibly. But this gig workers need to have strong digital skills to manage profiles, respond to customers, and handle e-payments securely. A digitally literate

workforce attracts foreign investors, enhances national productivity, and positions Malaysia as a competitive player in the global economy.

Today, most government services are moving online, from renewing road tax to paying utility bills. A digitally literate citizen can check government portals, apply for subsidies, or participate in online consultations about public policy. During the COVID-19 pandemic, the MySejahtera app was central for contact tracing and vaccine registration. While it streamlined processes for millions, many older and rural citizens struggled to download the app, register, or scan QR codes leaving them frustrated and dependent on others. Expanding access is important, but so is training. Pusat Ekonomi Digital Keluarga Malaysia (PEDi) centres provide free internet and digital training to rural communities, helping parents, farmers, and small business owners learn how to use e-services. When everyone can engage digitally, society becomes more inclusive and resilient.

The internet is not just a place for entertainment, it is also full of misleading or harmful information. Malaysians regularly receive unverified messages on WhatsApp about politics, fake health miracle cures, or fake job offers. Forwarding such messages without verification can cause unnecessary panic or even financial loss. Digital literacy can overcome that. It equips citizens with

the ability to fact-check using trusted sources, understand how algorithms effect what they see online, and think twice before sharing. Hence, Malaysian Communications and Multimedia Commission (MCMC) reported removing over 40,000 harmful online posts in 2024 alone, ranging from scams to disinformation. Teaching digital literacy from a young age helps build a generation of critical thinkers who can distinguish facts from falsehoods. This is crucial to help users identify potentially misleading, manipulative or inaccurate content, in line with efforts to reduce the risk of misinformation or harmful content spreading online.

Equipping the next generation with digital literacy is about more than teaching them to use computers. it is about preparing them to thrive in a future shaped by technology.



Figure 2: Digital Literacy can enhance student learning and prepare them for success in the 21st century.

Children entering school today will graduate into a workforce dominated by automation, artificial intelligence, and jobs that do not yet exist. Therefore, digital literacy must be embedded in education as early as possible and not treated as an optional skill. However, digital literacy education must go beyond basic skills such

as coding, digital content creation, cybersecurity awareness, and responsible online communication. These skills not only prepare them for existing jobs but also equip them for future careers in artificial intelligence, robotics, and data science. Collaboration between schools, parents, and industry is also essential. Tech companies can offer mentorship, hackathons, and internship opportunities, giving students hands-on experience. When students see how digital skills apply to real-world problems they are more motivated to learn and innovate.

To conclude, digital literacy is no longer just a skill. It is the passport to participate fully in today's world. It determines who gets the best jobs, who can access government services with ease, and who can separate facts from fake news in online environment. The future belongs to nations that are digitally ready. By making digital literacy a national priority, the responsible parties need to focus on expanding internet access, training teachers, empowering rural communities, and educating citizens about online safety to ensure that no one is left behind.

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MICROMANAGE VS MACROMANAGE: MENCARI IMBANGAN UNTUK PENGURUSAN KOMUNIKASI ORGANISASI SIHAT

Ditulis oleh: Nurul Nisha Binti Mohd Shah
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Dalam dunia kerja moden, pemimpin sering terperangkap dalam dilema sama ada perlu mengurus secara *micromanage* atau *macromanage*.

Micromanage merujuk kepada gaya kepimpinan yang menekankan kawalan terperinci terhadap tugas, proses dan keputusan staf. Teknik pengurusan ini memberi tumpuan kepada aspek kecil dan teknikal bagi memastikan hasil kerja menepati standard yang ditetapkan.

Sebaliknya, *macromanage* ialah pendekatan kepimpinan yang lebih longgar, di mana pemimpin memberi kepercayaan serta autonomi kepada staf untuk membuat keputusan, dengan fokus kepada visi besar, matlamat strategik dan hala tuju organisasi. Kedua-dua pendekatan ini sering dilihat sebagai bertentangan, sedangkan hakikatnya ia saling melengkapi.

Dalam era VUCA (*Volatility, Uncertainty, Complexity, Ambiguity*), keupayaan pemimpin untuk menyeimbangkan kawalan mikro dan kebebasan makro menjadi kunci kepada pembinaan ekosistem komunikasi yang sihat, fleksibel dan lestari dalam organisasi. Gabungan antara ketelitian *micromanage* dan

keluwesan *macromanage* membolehkan organisasi lebih tangkas menghadapi perubahan pantas, lebih jelas dalam komunikasi, dan lebih bersedia untuk mengurus risiko serta peluang secara berkesan.

Micromanagement sering menjadi subjek kritikan kerana dianggap mengongkong pekerja dan menyekat kebebasan mereka. Namun, dalam konteks tertentu, teknik ini tetap relevan. Dalam sektor berisiko tinggi seperti penerbangan atau perubatan, kawalan ketat amat diperlukan bagi memastikan piawaian keselamatan dipatuhi dan kesilapan diminimumkan. *Micromanage* juga sesuai digunakan ketika melatih staf baharu atau mengendalikan projek kritikal yang tidak boleh gagal.

Walau bagaimanapun, keterlaluan dalam pengaplikasian teknik ini boleh membawa kesan negatif. Kajian psikologi menunjukkan bahawa *micromanagement* menurunkan motivasi intrinsik, menekan kreativiti, serta meningkatkan kadar pertukaran staf. Lebih membimbangkan, ia mewujudkan budaya komunikasi satu hala, di mana mesyuarat dipenuhi arahan tanpa ruang dialog, sekali gus menjejaskan kesihatan ekosistem kerja.

Sebaliknya, *macromanagement* menekankan kepercayaan dan autonomi, dengan memberi ruang kepada staf untuk membuat keputusan serta melaksanakan tugas mengikut kreativiti dan kepakaran mereka. Gaya ini mampu merangsang

inovasi, memupuk rasa tanggungjawab, dan mewujudkan komunikasi dua hala yang lebih inklusif. Apabila pemimpin memberi ruang sebegini, staf akan lebih berani berkongsi idea, mencuba pendekatan baharu, dan mengambil risiko yang boleh menghasilkan pembaharuan. Namun, jika terlalu longgar, *macromanagement* boleh menimbulkan kekaburan peranan, kekeliruan hala tuju, serta komunikasi yang bercelaru. Keadaan ini akhirnya boleh menjejaskan fokus organisasi dan melambatkan penyelesaian projek.

Oleh itu, bagi mencipta iklim komunikasi yang kondusif dalam organisasi, pihak pengurusan tidak wajar memilih antara hanya satu pendekatan. Sebaliknya, pemimpin perlu mengadun *micromanage* dan *macromanage* secara seimbang mengikut konteks. Pemimpin mesti tahu bila masa yang tepat untuk “zoom in” dengan kawalan mikro, dan bila masa sesuai untuk “zoom out” dengan memberikan ruang makro.

Antara strategi yang boleh diamalkan ialah:

1. **Komunikasi jelas & fleksibel** – menetapkan garis panduan serta SOP (mikro) yang terperinci supaya operasi terkawal, namun dalam masa yang sama memberi ruang inovasi (makro) dalam cara pelaksanaannya.
2. **Dialog dua hala** – mengaktifkan ruang komunikasi terbuka melalui

mesyuarat reflektif, sesi town hall atau platform digital supaya suara pekerja turut didengari, bukan sekadar menerima arahan.

3. **Situational leadership** – menyesuaikan gaya pengurusan berdasarkan tahap kematangan dan pengalaman staf. Projek baharu mungkin memerlukan kawalan rapat, manakala pasukan berpengalaman boleh diberi autonomi lebih besar.
4. **Empati & kepercayaan** – kawalan tanpa empati boleh melahirkan suasana toksik, manakala kepercayaan tanpa bimbingan pula membawa kekeliruan. Gabungan kedua-duanya melahirkan keseimbangan antara disiplin dan motivasi.

Dalam dunia **VUCA** yang merangkumi *volatility*, *uncertainty*, *complexity* dan *ambiguity*, keseimbangan antara *micromanage* dan *macromanage* menjadi tunjang utama kepada komunikasi organisasi yang sihat. Dalam keadaan *volatility* atau perubahan pantas, pengurus perlu mengamalkan teknik *micromanage* pada aspek kritikal seperti penguatkuasaan pematuan dan keselamatan, sambil menggunakan *macromanage* untuk memberi ruang eksperimen serta inovasi.

Apabila berdepan *uncertainty* atau ketidakpastian, komunikasi mestilah telus dengan menjelaskan risiko dan kebarangkalian yang mungkin berlaku, diiringi kompromi strategik agar tiada salah tafsir serta seluruh pasukan memahami rasional setiap keputusan.

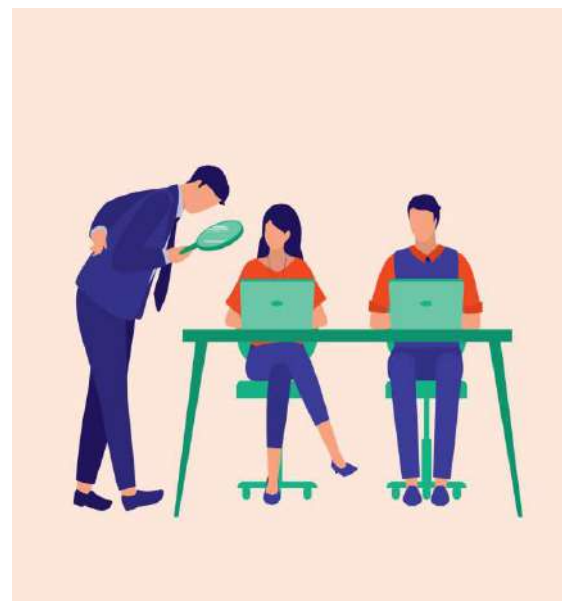
Bagi elemen *complexity* atau kerumitan, butiran mikro seperti SOP, aliran serah tugas dan metrik input mesti jelas. Namun, semua ini perlu sentiasa disandarkan pada hala tuju makro seperti visi dan misi organisasi supaya setiap ahli pasukan sedar mengapa sesuatu kerja dilakukan, apakah keutamaan yang perlu dijaga, dan bagaimana kejayaan diukur.

Dalam keadaan *ambiguity* atau kekaburan pula, organisasi perlu mempraktikkan ritual komunikasi konsisten seperti sesi retrospektif, mesyuarat town hall atau platform digital kolaboratif untuk menjernihkan makna, menyelaraskan istilah kerja, serta mempercepat proses *sensemaking* dalam kalangan staf.

Kesimpulannya, *micromanage* dan *macromanage* bukanlah musuh kepada pekerja, sebaliknya alat komunikasi yang saling melengkapi. Dalam organisasi yang sihat, komunikasi berfungsi sebagai jambatan antara ketelitian mikro dan visi makro. Pemimpin yang berjaya ialah mereka yang tahu mengatur “tali seimbang” iaitu mengawal bila perlu, mempercayai bila sesuai, dan sentiasa

mengekalkan komunikasi yang jelas, telus serta bermakna.

Akhirnya, organisasi yang mampu mengimbangi mikro–makro bukan sahaja lebih berdaya tahan menghadapi cabaran era VUCA, tetapi juga berupaya membina budaya komunikasi yang segar dan inklusif iaitu di mana pekerja bukan sekadar melaksanakan kerja, tetapi turut terlibat, didengari, dan dihargai.



Incorporating LinkedIn Preparation in the Classroom for Graduating Students

Mazliyana binti Zainal Arifin, Dr Irma binti Ahmad

After teaching for more than a decade as educators in higher learning institutions, from pre-diploma level to degree level, preparing students to face the working world is a more challenging task now compared to before. One of the challenges is the use of social media. Many are not aware that before recruitment, many organizations perform preemployment background screenings on job candidates (Cotriss, 2025).

This screening is done on the candidates' activities on social media including what they post, like or comment on various platforms such as Instagram, Facebook, X, or the latest one, Thread. However, this does not mean that students should avoid using social media altogether. Instead, they should leverage on one of the platforms that they can benefit from while searching for jobs, which is LinkedIn.



What is LinkedIn?

LinkedIn is a professional networking platform that is designed to connect organizations, employers, or individuals for the purposes of knowledge sharing, recruitment, as well as career development. As opposed to other social media platforms, it focuses on the construction of professional identity and the establishment of career-related connections (Kietzmann et al., 2011).

Lately, LinkedIn has obtained stature in higher education and employment contexts. This is because it provides both graduates and students opportunities to magnify their visibility to employers as well as improve their employability prospects. In many cases, human resource practitioners are starting to use LinkedIn increasingly for the purpose of acquiring talent and engaging with candidates proactively (Weatherly, 2024). Therefore, it is essential that students, especially graduates, are taught how to leverage LinkedIn to increase their chances of getting hired.

Preparing Students for the Workplace

As mentioned earlier, approaching graduation, one of the most critical challenges students experience is preparing to transition into the professional world. To bridge this gap, UiTM offers mandatory courses such as *English for Job Interview* and *English for Oral Reporting*. These courses are specifically designed to

develop essential skills for the workplace, such as:

- Preparing and performing effectively in job interviews.
- Mastering oral and written communication in professional settings.
- Developing confidence in both face-to-face and online presentations.
- Learning how to write email cover letters, design e-resumes, and answer job interview questions using structured methods like **STAR** (Situation, Task, Action, Result).

In today's competitive job market, employers often conduct pre-employment background checks, not only through resumes but also through candidates' online presence. This highlights the importance of integrating LinkedIn training into the curriculum alongside traditional job application skills such as resume and cover letter writing. By doing so, students can be equipped with:

- Up-to-date digital skills that reflect current hiring practices.
- A strong professional online presence that complements their academic qualifications.
- The ability to network with industry professionals and discover hidden job opportunities

For example, courses could include assignments where students are required to build a professional LinkedIn profile, engage with industry-related content, and connect with alumni or professionals in their chosen field. This would help students understand how LinkedIn functions not only as a job search platform but also as a lifelong career development tool.

Although traditional resume writing and interview preparation have been incorporated in higher education for a long time, the emergence of professional social networking platforms has reconstructed the way employers and graduates connect. Here, LinkedIn has emerged as the prime tool for career development, professional identity building, as well as networking (Kietzmann et al., 2011). This is why incorporating preparation of LinkedIn into classroom teaching is increasingly vital to ensure graduates are equipped with the necessary digital literacy skills for employability.

Benefits of Introducing LinkedIn in Class

Some of the advantages that graduating students will obtain when they learn to prepare their resume on LinkedIn are:

1. Increasing Employability and Career Readiness

LinkedIn is not a normal online resume. It is a digital resume that allows students to accentuate their education, experiences, skills, and recommendations. Before making hiring decisions, employers can screen candidates through LinkedIn which makes it critical for the candidates to have a polished and complete profile. Thus, it is important to integrate LinkedIn training in class to help students learn to craft impactful professional profiles.

2. Improving Visibility to Employers

With LinkedIn, graduating students are more visible to recruiters and organizations across industries and geographical boundaries, unlike traditional job search strategies. This visibility is not only for local potential employers, but also for those overseas. This increases these students' chances of being hired both locally and internationally.

3. Building Professional Networks

In career advancement, networking plays a crucial role. When students use LinkedIn, they are able to connect with alumni, industry professionals, and potential

mentors, which helps to create opportunities for collaboration and career guidance. Having professional networks not only expands career options but also provides learning opportunities via the exchange of knowledge and digital scholarship. Thus, educators can assist students in understanding the importance of building long-term career success through networking.

4. Developing a Professional Presence Online

In this day and age, it is common for employers to evaluate candidates' online presence. A LinkedIn profile that is professional and well-managed indicates credibility and commitment to one's career path. Thus, preparing students to manage their digital footprint decreases the risks of online presentations that are unprofessional and prepares them to strategically present their personal brand.

5. Developing Lifelong Career

Last but not least, LinkedIn is not only beneficial for securing a first job after graduation, but it also supports lifelong career growth. By using the platform, students are allowed to continuously learn

through webinars, articles, and professional groups. Teaching them to take advantage of these features inculcates habits of lifelong learning and adaptability. It is essential for graduating students to possess these qualities as they are highly valued in the ever-changing job market.

While traditional resume writing and interview preparation remain vital, the modern job market demands that graduates also excel in their digital presence. A well-prepared graduate is not just someone who can perform well in an interview, but also someone who can showcase their skills, experience, and professionalism on platforms like LinkedIn. Integrating LinkedIn preparation into classroom instruction provides graduating students with countless advantages. The benefits include improved employability, enhanced visibility to recruiters, broader professional networks, and greater digital presence. Considering that employers rely on LinkedIn increasingly for the purposes of recruitment and professional evaluation, educators at higher learning institutions should prioritize training that is LinkedIn-related as part of career preparation. By combining communication-focused courses with LinkedIn integration, universities like UiTM can ensure their graduates enter the workforce with both the confidence and the tools needed to succeed.

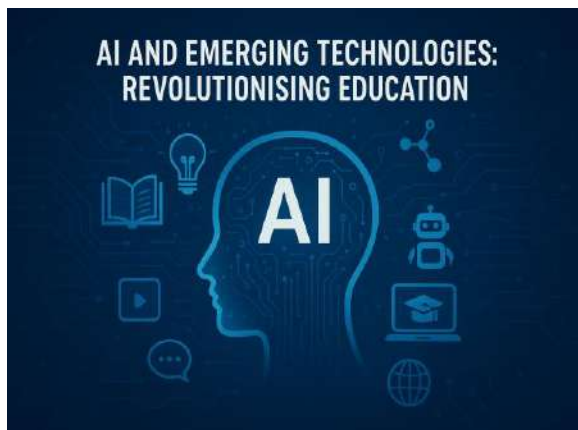
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AI AND EMERGING TECHNOLOGIES: REVOLUTIONISING EDUCATION

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*Image 1:
AI and Emerging Technologies in
Education*

The conventional classroom layout, with a teacher standing at the front of the classroom, a classroom full of rows, with a fully standardised curriculum, has not changed much over the centuries. While this system has educated generations, it often struggles to meet the diverse needs of every learner. Today, we stand at the precipice of a fundamental transformation. Artificial Intelligence (AI) and a suite of emerging technologies are not merely adding new tools to the old system; they are revolutionising the very fabric of education, promising a future of personalised, immersive, and human-centred learning.

The Imperative for Change

Why a necessity of this revolution? The industrial model of education that fits everybody is no longer very young. There is an enormous range of learning styles, rates and interests among students present in any specific classroom. Even the most hardworking individual educators find it virtually impossible to differentiate teaching for thirty different individuals at a time. This causes some students to feel underutilized, as others are not challenging enough (Zhang & Aslan, 2021).

Moreover, teachers are drowned in a mass of management tasks they have to go through with the regards to marking and attendance, and paperwork, being stolen of their most crucial work, which concerned mentoring and introducing ideas into young minds. At the same time, the global economy demands skills like critical thinking, creativity, and digital literacy, which are difficult to foster through rote memorisation and standardised testing. These challenges create an urgent imperative for a new approach, and technology is providing the answer.

The Technological Toolkit Reshaping Learning

The revolution is being powered by a convergence of several key technologies:

- **Artificial Intelligence (AI & Generative AI)**

The brain of the operation. AI refers to systems that can learn, adapt, and perform tasks that typically require human intelligence. This includes everything from machine learning algorithms that power adaptive software to Generative AI (like ChatGPT), which can create new content.

- **Virtual and Augmented Reality (VR/AR):**

The portal to new experiences. VR creates fully immersive digital worlds, while AR overlays digital information onto our physical environment. Both transform abstract concepts into tangible, interactive experiences.

- **Data Analytics:**

The nervous system. This involves collecting and analysing data on student performance to generate actionable insights, predict outcomes, and personalise the learning journey.

- **Cloud Computing:**

The foundation. The cloud enables all these technologies to work together seamlessly, allowing students and teachers to access

resources, software, and their work from any device, anywhere.

The AI-Powered Classroom: Personalisation at Scale

The most immediate impact of this revolution is the ability to personalise learning for every student. AI-powered adaptive learning platforms act like personal tutors for each child. These systems analyse a student's responses in real-time, identifying strengths and knowledge gaps. If a student struggles with a math concept, the platform automatically provides additional practice and explanatory resources. If they ace it, they are pushed forward to more challenging material. This ensures that no student is left behind and none are held back, allowing them to learn at their own optimal pace (Zawacki-Richter et al., 2019).

Beyond personalisation, AI is a powerful engine for efficiency. Teachers are leveraging AI to automate time-consuming tasks like grading multiple-choice and fill-in-the-blank assessments. More advanced systems are even beginning to provide feedback on the structure and grammar of essays, freeing educators from hours of drudgery. This gift of time allows teachers to redirect their energy towards what truly matters: facilitating lively class discussions, providing one-on-one mentorship, and fostering social-emotional skills.

Generative AI is also becoming a valuable assistant for educators. Teachers can use

it to generate lesson plan ideas, create differentiated reading materials, design practice quizzes, and even simplify complex texts for various reading levels (Kasneci et al., 2023). This helps them become more effective curators of educational content.

Beyond AI: The Immersive Learning Experience

While AI personalises the *pace* of learning, VR and AR transform the *experience*. Imagine a history lesson where students don VR headsets to not just read about Ancient Rome, but to walk through its bustling forums. Or a biology class where they can shrink down to travel through the human bloodstream. These immersive "virtual field trips" eliminate geographical and financial barriers, providing experiential learning that was once impossible.

For skills-based training, the applications are even more profound. Medical students can practice complex surgical procedures in a risk-free VR simulation. Engineering students can take apart and reassemble a virtual engine. AR apps can bring textbook diagrams to life—point a tablet at a picture of a heart, and a 3D, beating model appears on the screen. This learning through experience dramatically improves engagement and knowledge retention (Papanastasiou et al., 2020).

The Evolved Role of the Educator

A common fear is that technology will replace teachers. This could not be further from the truth. The role of the educator is not diminishing; it is evolving and elevating.

With AI handling differentiation and administrative tasks, the teacher's role shifts from the "sage on the stage" to the "guide on the side" (Selwyn, 2022). They become learning facilitators, mentors, and coaches. Their focus moves from dispensing information to fostering critical thinking, creativity, collaboration, and empathy—uniquely human skills that machines cannot replicate. Teachers will spend more time interpreting the data provided by AI analytics to make informed, compassionate interventions for students who need extra support. Their value will lie in their ability to inspire, motivate, and build meaningful relationships with their students.

Navigating the Challenges

This exciting future is not without its significant challenges. To ensure an equitable revolution, we must confront:

- **The Digital Divide:** Access to reliable devices and high-speed internet is not universal. We must invest in infrastructure and provide resources to ensure technology acts as a bridge, not a barrier, widening the gap between socio-economic groups.

- **Data Privacy and Security:** Student data is incredibly sensitive. Robust policies, transparent practices, and secure systems are non-negotiable to protect student information.
- **Algorithmic Bias:** AI systems are trained on existing data, which can contain human biases. We must actively audit and design these systems to be fair and equitable for all students, regardless of their background (UNESCO, 2023).
- **Teacher Training:** Effective integration requires comprehensive and ongoing professional development. Teachers need support and training to confidently use these new tools to enhance their pedagogy.

Conclusion: A Human-Centred Future

The revolution in education is not about replacing human interaction with cold, sterile technology. It is about creating a powerful partnership between human intuition and machine intelligence. AI and emerging technologies offer the tools to overcome the limitations of the traditional classroom: they can personalise learning, eliminate administrative burden, and create breathtaking educational experiences.

The ultimate goal remains unchanged: to unlock the full potential of every learner. By thoughtfully and ethically harnessing these technologies, we can build a future where

education is more engaging, accessible, and effective than ever before—a future where technology empowers teachers to do what they do best: inspire the next generation of thinkers, creators, and leaders. The classroom of the future is not a fully automated one; it is a human-centred, deeply connected, and infinitely more personalised learning environment.

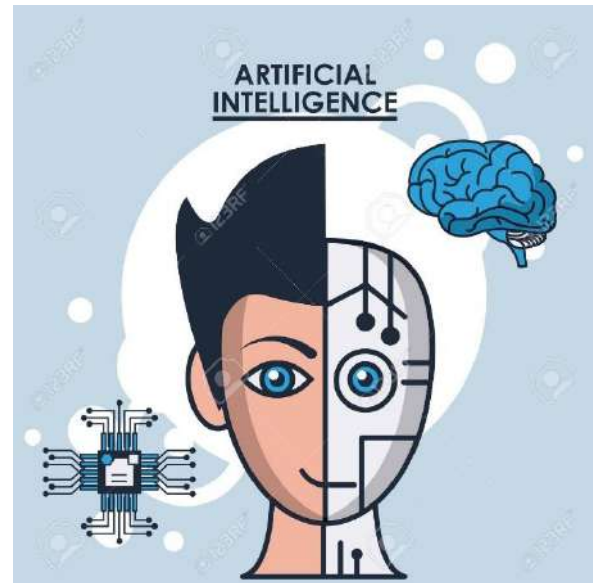
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Investigating the Effectiveness of Workshops in Improving MUET Achievement

Rafidah Kamarudin, Dzeelfa Zainal Abidin, Mazliyana Zainal Arifin, Siti Nur Dina Mohd Ali, Syahirah Almuddin, Ong Woon Chuan

Introduction

Malaysian University English Test (MUET) is an English language proficiency test designed to assess the English skills of students seeking to enter Malaysian public universities. The test is a prerequisite for admissions into all public universities and colleges in Malaysia. Achievement in MUET is indicated using bands ranging from Band 1 to Band 6. According to Kaur and Nordin (2006), MUET is an indicator of the student's proficiency level in the English language, which allows the pre-degree students to enroll on their desired course. MUET covers all four skills of speaking, reading, writing, and listening, which are essential skills in the process of language learning.

Several studies related to MUET have revealed that many students who sit for the exam achieved an incredibly low band due to a number of challenges including difficulties in preparation, lack of knowledge in vocabulary, grammar, and time constraints in answering the question (Seeni Mehraj Begam bt V. K. S. Vyzul Karnine et. al, 2022). Realizing this issue,

and to ensure students particularly those in UiTM Negeri Sembilan are well informed and prepared to sit for the test, a study was conducted by a team from the Academy of Language Studies (APB) Kuala Pilah Campus to find out whether conducting a workshop is effective in improving students' achievement in MUET. The workshop was designed to provide students with a comprehensive overview of MUET and to offer techniques and strategies in answering all four components of MUET. It was held in two separate sessions – Session 1 for the Listening & Speaking, while Session 2 for the Reading & Writing component.

Methodology

A total of 160 students who registered for the workshop were involved in the study. They are students from UiTM Kuala Pilah campus doing various programs at the Diploma level – Diploma in Microbiology, Diploma in Halal Management, Diploma in Food Technology and Diploma in Textile. The workshop was conducted at two different sessions - the Listening & Speaking workshop was held online on the 17th March 2025; and a face-to-face session was conducted at the lecture hall (LT200) on the 12th April 2025 for the Reading & Writing component.

During the workshop, students received valuable input related to MUET, as well as useful exam tips and strategies, with engaging hands-on practices from two

experienced speakers who are also APB lecturers. The speakers are also MUET examiners and have undergone relevant training courses pertaining to MUET. At the end of the workshop session, a set of questionnaires consisting of questions related to the MUET workshop were distributed to all the participants. The data was analyzed, and the results are presented qualitatively.

Results and Findings

Overall, responses from the survey indicated that majority of the students agreed that the workshop improved their understanding of MUET test formats and enhanced their exam-taking strategies. Table 1 below summarizes students' perspectives on the effectiveness of the workshop.

Aspect of Workshop	Strongly Agree (%)	Agree (%)	Neutral (%)	Disagree (%)	Strongly Disagree (%)
Improved understanding of MUET format	60%	34%	6%	0%	0%
Increased confidence in answering tasks	54%	38%	6%	2%	0%
Enhanced vocabulary and language use	48%	40%	10%	2%	0%
Helped improve time management skills	44%	42%	12%	2%	0%
Provided useful exam strategies	58%	36%	6%	0%	0%
Motivated me to study more effectively	52%	38%	8%	2%	0%

Table 1: Results of the survey

In addition, open-ended responses also revealed positive results. Students reported feeling less anxious about MUET after the workshop. Many appreciated the hands-on practice, especially in the

Speaking and Writing components. Apart from that, group activities conducted during the workshop encouraged collaborative learning, which students felt improved their speaking fluency. In terms of time management, several students mentioned that timed exercises during the workshop helped them manage pressure during practice tests. Below are some of the students' written feedback on the program.

Figure 1: Students' written feedback

Students Feedback
<i>everything is good</i> <i>it's good!</i> <i>very clear i love it</i> <i>nice/and thank you, pray for us 🍀</i> <i>I understand it very well!</i> <i>Everything's great!</i> <i>everything is good,</i> <i>interesting,</i> <i>great speakers</i>

Overall, the workshop was effective in addressing students' challenges in MUET preparation. Most students perceived it as an engaging and useful intervention that not only improved their language skills but also enhanced their test-taking strategies and motivation. Many are hoping that such program will continue in the future so that more students on the campus will get the opportunity to attend the workshop and ace in the MUET examination.

Figure 2: Sharing session by one of the MUET speakers.



Figure 3 : A group photo of students attending the MUET workshop.



Figure 4 : Students consulting the speaker after the workshop session.



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CORETAN PENGALAMAN MENYERTAI ACARA LARIAN DI KARNIVAL SUKAN STAF UiTM (KARiSTA) 2025

*Ditulis oleh: Ahmad Azman bin Mohamad
Ramli*

KARiSTA ialah acara sukan dwitahunan yang diadakan istimewa untuk kakitangan dan pesara UiTM. Pada tarikh 24 Ogos 2025 sehingga 30 Ogos 2025, telah berlangsung KARiSTA edisi ke VIII, tahun 2025 di UiTM Cawangan Perlis.

Sebanyak 22 acara sukan dipertandingkan dan 15 kontinjen dari UiTM seluruh Malaysia menyertainya. Buat pertama kalinya di KARiSTA edisi kali ini, para pesara daripada Persatuan Pesara UiTM dijemput menyertai acara sukan yang gilang-gemilang ini.



Gambar 1: Logo karnival sukan

Penulis yang mewakili kontinjen UiTM Cawangan Negeri Sembilan menyertai acara larian. Acara larian di KARiSTA edisi kali ini terbahagi kepada tiga kategori iaitu kategori peserta lelaki senior (umur 39 tahun dan ke bawah), kategori peserta lelaki veteran (umur 40 tahun dan ke atas) dan kategori peserta wanita (umur terbuka). Penulis menyertai kategori peserta lelaki veteran.



**Gambar 2: Kasut larian yang digunakan
oleh penulis ketika
pertandingan**

Acara larian ini diadakan pada tarikh 29 Ogos 2025. Peserta-peserta dilepaskan pada lebih kurang pukul 8 pagi di garisan permulaan di Kompleks Sukan, UiTM Cawangan Perlis. Jarak larian ialah lebih kurang 7 kilometer dan trek larian ialah di sekitar dalam kawasan kampus UiTM Cawangan Perlis.



**Gambar 3: Penulis bergambar sebelum
acara larian bermula**

Semasa pertandingan, penulis telah mencuba bersungguh-sungguh untuk memenangi pingat kemenangan, sama ada emas, perak atau gangsa. Bagaimanapun ramai peserta-peserta lain lebih bertenaga berlari dibandingkan

dengan penulis. Oleh itu penulis terpaksa berpuas hati dengan pingat *Finisher* sahaja. Pingat ini dianugerah kepada peserta-peserta yang berjaya menamatkan larian di garisan penamat.



Gambar 4: Pingat yang diperolehi penulis

Walaupun tidak memenangi pingat kemenangan emas, perak atau gangsa, penulis tidak akan berputus asa dan akan terus gigih berlatih. Semoga di acara KARiSTA akan datang, penulis akan memperolehi pingat kemenangan. Berjumpa lagi di KARiSTA edisi ke IX, tahun 2027!

Uncovering the Secrets of the Terracotta Warriors: AURORA Team's Exciting Visit to Xi'an, China

Written by: AURORA Collective Team (Masilah Mohamad, Dr Nordayana Zulkifli, Dr Siti Norazura Jamal, Dr Aslizah Mohd Aris, Dr Aidil Ibrahim, Dr Hasif Jaafar, Dr Mohd Asyran Safwan Kamaruzaman, Dr Ong Wee Chuan)

When history comes alive, it leaves you in awe. That was exactly how the AURORA Team felt when we set foot in Xi'an, China, the ancient capital and home of the world-famous Terracotta Warriors. This was not just a visit, it was an adventure that blended culture, history, and pure excitement!

Stepping into the vast archaeological site, we were immediately struck by the grandeur of Emperor Qin Shi Huang's vision. Imagine thousands of life-sized clay soldiers standing in silent formation, each with unique facial features, hairstyles, and armor—almost as if they were frozen in time, ready for battle.

We couldn't help but marvel: How could something so detailed, so massive, have been built more than 2,000 years ago? The feeling was surreal, like walking into a real-life time machine.

Of course, the trip wasn't all serious history—fun was everywhere! Some of us tried to mimic the fierce poses of the warriors (spoiler: not as intimidating).

Others went camera-crazy, capturing every angle of the rows of soldiers, while a few whispered dramatic lines like, "For the Emperor!"

The laughter and playful moments made the tour even more memorable. We even managed a group photo in front of the iconic Pit 1, smiling as wide as the warriors were stoic.

Beyond the sightseeing, the experience bonded us as a team. Exploring Xi'an together reminded us that culture and history are powerful teachers—they show us resilience, creativity, and unity.

We left the site not only with hundreds of photos but also with hearts full of appreciation for one of the greatest archaeological discoveries in the world.

The Terracotta Warriors are more than just clay figures—they are symbols of human ambition and artistry. For the AURORA Team, this visit was a once-in-a-lifetime opportunity to witness history while sharing laughter, wonder, and inspiration.

Xi'an, you were unforgettable. And to our AURORA family, thank you for making this trip a journey we will cherish forever.



Gambar 1: A memorable moment—AURORA Team standing side by side with Emperor Qin Shi Huang's army.



Gambar 2: Rows of warriors at Pit 1 – each with a unique expression



Gambar 3: The intricate details of the Terracotta Warriors—each crafted with unique expressions.



Gambar 4: Heritage meets happiness—AURORA Team at the UNESCO World Heritage emblem

Menghayati Kemerdekaan: Menyemai Semangat Patriotisme dalam Jiwa Generasi Muda

Ditulis oleh: Masilah Mohamad, Dr Sazlin Suhalmie Mohd Shariff, Dr Siti Norazura Jamal, Mumtaz Ahmad

Setiap kali menjelang bulan Ogos dan September, hati rakyat Malaysia pasti dipenuhi dengan rasa bangga dan syukur. Tarikh keramat 31 Ogos bukan sekadar cuti umum, tetapi mengingatkan kita pada perjuangan dan pengorbanan pejuang terdahulu dalam menuntut kebebasan. Kemerdekaan adalah hadiah termahal untuk generasi hari ini—suatu nikmat yang perlu dihargai dan dipertahankan.

Patriotisme adalah roh yang menyatukan rakyat tanpa mengira agama, bangsa, atau budaya. Tanpa semangat cintakan tanah air, kita mudah terjebak dalam perpecahan dan lupa pada nilai perpaduan yang menjadi tunjang kemakmuran negara. Menghayati kemerdekaan bererti memahami bahawa keamanan yang kita nikmati hari ini dibina atas darah, air mata, dan pengorbanan generasi terdahulu.

Menghayati kemerdekaan tidak hanya dengan mengibarkan jalur gemilang atau menyanyikan lagu patriotik, tetapi juga melalui:

- Mengamalkan nilai murni dalam kehidupan seharian seperti hormat-menghormati dan tolong-menolong.
- Menjadi warganegara bertanggungjawab dengan menjaga keamanan, mematuhi

undang-undang, dan menolak budaya negatif.

- Menguasai ilmu dan kemahiran demi membina negara yang lebih maju, selari dengan cabaran global.
- Menyemai rasa syukur dengan menghargai nikmat keamanan dan kemerdekaan yang tidak ternilai.

Generasi muda merupakan pewaris negara. Mereka bukan sekadar penonton sejarah, tetapi penulis bab seterusnya dalam perjuangan bangsa. Dengan semangat patriotisme yang tinggi, generasi kini mampu mengekalkan keamanan, memelihara perpaduan, dan mengangkat martabat negara di mata dunia.

Kemerdekaan bukanlah noktah, tetapi permulaan kepada tanggungjawab yang lebih besar. Cinta kepada tanah air harus diterjemahkan melalui tindakan, bukan sekadar kata-kata. Mari kita hayati kemerdekaan dengan rasa bangga, syukur, dan tekad untuk terus menjaga kedaulatan negara agar Malaysia kekal merdeka, maju, dan sejahtera untuk generasi akan datang.



Gambar 1: Sambutan kemerdekaan

sebagai simbol kesyukuran dan semangat patriotism



Gambar 2: Hadiah kemenangan untuk pertandingan Gemersik Bakat Merdeka 2025



Gambar 3: Pertandingan Gemersik Bakat Merdeka 2025

PENGURUSAN SUMBER MANUSIA DALAM ERA AI: CABARAN DAN CARA MENGATASI

Ditulis oleh: Dr Asiah Ali, Masrul Hayati Kamarulzaman, Zuliana Zoolkefli, Dr. Asma' Rashidah Idris, Nurain Farahana Zainal Abidin, Dr. Ahmad Farouk Zulkifli, Azila Binti Sahrim

Dalam era digital masa kini, kecerdasan buatan atau Artificial Intelligence (AI) semakin mendapat tempat dalam pelbagai sektor termasuk pengurusan sumber manusia. Peranan AI yang dulunya hanya dilihat dalam bidang teknologi kini telah berkembang sehingga mampu mempengaruhi cara organisasi mengurus pekerja, menilai prestasi, menjalankan latihan, serta mengurus data yang begitu besar. Kewujudan teknologi ini sememangnya memberikan banyak kemudahan dan peluang kepada organisasi untuk menjadi lebih cekap dan berdaya saing, namun dalam masa yang sama ia turut menimbulkan cabaran besar yang perlu ditangani secara bijak oleh pengurusan sumber manusia.

Antara cabaran utama yang sering dibincangkan ialah kebimbangan mengenai penggantian tenaga kerja manusia oleh automasi. Banyak tugas yang bersifat rutin, contohnya saringan resume, pengurusan cuti, atau penilaian awal prestasi, kini boleh dilakukan oleh mesin dengan lebih pantas. Hal ini

menimbulkan keresahan dalam kalangan pekerja yang bimbang peluang pekerjaan mereka akan berkurangan. Selain itu, isu jurang kemahiran juga menjadi cabaran yang besar. Ramai pekerja masih ketinggalan dalam kemahiran digital dan literasi data yang kini menjadi keperluan penting di tempat kerja moden. Jika perkara ini tidak ditangani segera, ia akan menyebabkan organisasi kehilangan daya saing.

Isu etika dan privasi data turut menjadi perhatian serius. Penggunaan AI dalam HR melibatkan pengumpulan dan penganalisan data peribadi pekerja. Risiko kebocoran maklumat serta salah guna data boleh menjejaskan kepercayaan pekerja terhadap organisasi. Lebih mencabar lagi, keputusan yang dibuat oleh sistem AI sering kali sukar difahami kerana prosesnya bersifat "kotak hitam" atau black box. Ini boleh menimbulkan ketidakadilan dalam pemilihan calon pekerja mahupun penilaian prestasi jika tidak dipantau secara telus. Selain itu, faktor budaya organisasi juga memainkan peranan. Sesetengah majikan dan pekerja masih berpegang kepada cara tradisional, lalu menolak penggunaan teknologi baharu kerana kurang kefahaman tentang manfaatnya.

Walaupun pelbagai cabaran wujud, pengurusan sumber manusia mempunyai jalan penyelesaian untuk mengatasinya. Langkah yang paling penting ialah menyediakan latihan peningkatan

kemahiran atau program upskilling dan reskilling kepada pekerja. Pekerja perlu didedahkan dengan kemahiran baharu seperti analisis data, literasi digital, dan pemahaman asas AI agar mereka kekal relevan. Dalam masa yang sama, AI harus dilihat sebagai alat sokongan yang membantu manusia membuat keputusan, bukannya pengganti mutlak. Sentuhan manusia tetap penting dalam membuat pertimbangan yang melibatkan nilai, emosi, dan empati.

Selain itu, dasar perlindungan data yang kukuh perlu diwujudkan. Organisasi harus memastikan segala maklumat pekerja disimpan dengan selamat, mengikut garis panduan undang-undang seperti Akta Perlindungan Data Peribadi Malaysia 2010. Di samping itu, ketelusan sistem AI juga perlu diberi perhatian. Audit berkala terhadap algoritma adalah penting bagi memastikan ia tidak menghasilkan keputusan yang berat sebelah atau menindas mana-mana pihak. Pengurusan perubahan turut memainkan peranan utama. HR harus mendidik pekerja tentang manfaat penggunaan AI serta melibatkan mereka dalam proses transformasi agar wujud rasa kepunyaan bersama.

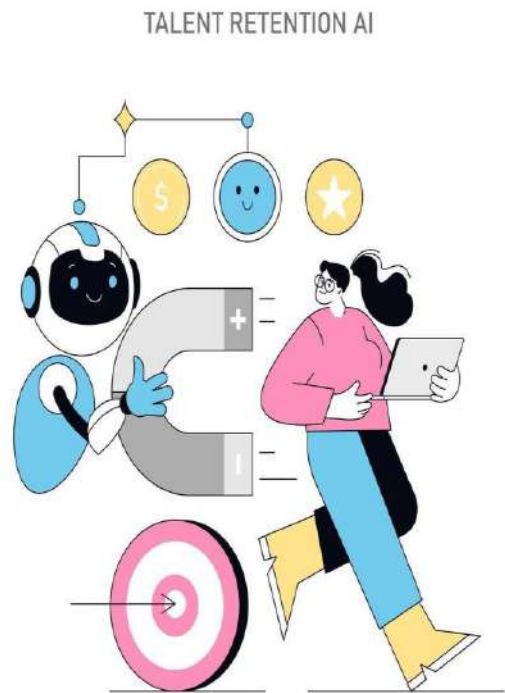
Dalam menghadapi era ini, pengurusan sumber manusia perlu mengambil peranan lebih proaktif. Mereka bukan sahaja menjadi pengurus pekerja, tetapi juga pemimpin perubahan yang mampu membawa organisasi ke tahap baharu. HR perlu memberi penekanan kepada

pembangunan kemahiran insaniah seperti komunikasi, kreativiti, kepimpinan, dan empati kerana kemahiran ini tidak boleh digantikan oleh mesin. Selain itu, strategi jangka panjang mengenai tenaga kerja masa depan harus dirangka dengan teliti. Ini termasuk mengenal pasti pekerjaan baharu yang akan wujud, kemahiran baharu yang perlu dipelajari, serta model kerja yang sesuai sama ada secara fizikal, maya, atau hibrid.

Lebih penting lagi, HR harus memastikan pekerja tetap berasa dihargai dan dilibatkan dalam setiap perubahan. Walaupun AI boleh mengurus banyak proses teknikal, faktor keterlibatan pekerja atau employee engagement tidak boleh dipandang ringan. Pekerja yang merasakan diri mereka penting akan lebih bermotivasi dan setia kepada organisasi. Dalam hal ini, HR juga perlu menjadi penjaga etika teknologi dengan memastikan penggunaan AI sentiasa adil, bertanggungjawab, dan telus.

Kesimpulannya, pengurusan sumber manusia dalam era AI memerlukan pendekatan yang seimbang antara teknologi dan sentuhan manusia. Walaupun cabaran yang timbul tidak kecil, seperti isu kehilangan pekerjaan, jurang kemahiran, privasi data, dan ketelusan sistem, semua ini boleh ditangani melalui strategi yang jelas dan berkesan. Dengan latihan kemahiran, dasar etika yang kukuh, serta kepimpinan HR yang berwawasan, AI dapat dijadikan rakan strategik untuk

membentuk masa depan dunia pekerjaan. Justeru, HR bukan sahaja perlu mengurus perubahan, tetapi juga menjadi penggerak utama dalam memastikan pekerja dan organisasi sama-sama berkembang dalam era digital yang penuh dinamik ini.



EMBRACING AI IN HIGHER EDUCATION: REDEFINING THE ROLE OF LECTURERS

Written by: Abd Malik Mohd Rick, Haslinda Noradzan, Wan Aryati Wan Ghani, and Zaidatulhusna Mohd Isnani
Universiti Teknologi MARA Cawangan Negeri Sembilan, Kampus Seremban.

Artificial Intelligence (AI) is dominating industries big time today, especially in academia. University students, in particular, increasingly rely on AI for writing, presentations, coding, and problem-solving. In contrast, for lecturers, it has become a challenging task to make sure students use AI responsibly, in ways that promote meaningful learning and skill development. AI should not be treated as a shortcut that eventually weakens learning. Instead, it should be seen as a tool for growth.

Although most AI tools feature human-like communication capabilities, they cannot replace the experience, pedagogical wisdom, and values that lecturers bring to the classroom. Thus, the university and lecturers play a key role in introducing students to AI in educational settings and helping them appreciate the technology while incorporating it ethically in their tasks (Black and Tomlinson, 2025).



Picture 1: Lecturers guiding students towards future-ready learning (AI-generated image).

Why Accepting AI Matters?

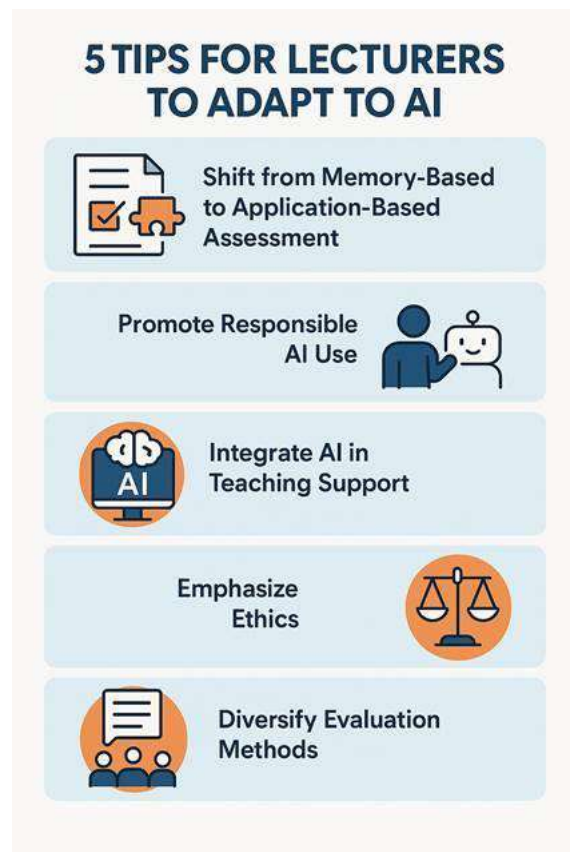
1. AI in Practice

Students and lecturers are progressively exploring and embedding AI tools in the teaching and learning environments. Some use it to generate summaries and simplify academic materials, such as long reading journals, theses, and textbooks. Others turn to AI to help draft essays, create worksheets, or practice solving equations through intelligent tutoring systems.

“AI is not the enemy of education. It is a partner in learning.” Dr. Dan Kreiness, 2025

2. Preparing Graduates for the Future

Malaysia's higher education system is strategically designed to align with employability goals. Employers seek graduates who can use both technology and AI responsibly and ethically. For example, employers in Malaysia increasingly value these qualities, and they consider them essential for graduate success. Integrating AI into teaching helps prepare students to meet real industry demands and ensures graduates stay relevant in a fast-changing global job market.



Practical Ways for Lecturers to Adapt

1. Rethinking Assessment

Let's redesign the way assessments are conducted. Instead of asking students to recall theories and definitions, assessments can emphasise applying selected concepts to specific case studies or real-world contexts. Since AI is likely to get things wrong at times, but more often than not will get things right, lecturers can use this as a teaching opportunity. Students can be asked to critique an AI-generated essay, considering its strengths and weaknesses. In doing so, students learn to think for themselves, sharpen their judgment, and see AI as a tool to engage with rather than something that does the work for them.

“The instructional process will be more successful as more of the learners achieve mastery of the objectives taught.” — Benjamin Bloom

2. Encouraging Responsible Use

Banning AI in education is neither practical nor desirable. To effectively integrate AI in the current teaching and learning process, it should come with ethical guidance to align with academic integrity. For example, lecturers can allow AI for brainstorming sessions, but students should refine and finalise their final work. They will eventually know how to use technology wisely and responsibly, guiding them during critical thinking and decision-making.

3. Making Teaching More Engaging

AI-generated teaching materials help lecturers prepare lesson plans, including customised notes, quizzes, and activities aligned with lesson outcomes. This allows lecturers to focus on higher-level discussions while selecting AI tools that best enhance student engagement in both physical and online sessions.

4. Highlighting Critical Thinking and Ethics

Utilising AI tools in knowledge acquisition provides quick answers. They can also help students understand complex issues and find evidence to support and strengthen their ideas. However, AI is not perfect. It sometimes produces inaccurate information or reflects cultural biases. Students must learn to question what AI provides, rather than accept it blindly. AI can tell students *what* something is, but it cannot teach them *why* it matters or *how* to apply it in real life.

Out of genuine curiosity to explore ideas and a sense of responsibility to use it ethically, students should engage with AI. Likewise, this thoughtful approach should guide their learning, helping them navigate the labyrinth of knowledge with critical thinking, creativity, and sound judgment.

“Our role as lecturers is to guide students to use AI responsibly.” - Professor Adam Bridgeman, Pro Vice-Chancellor, Teaching and Learning at the University of Sydney

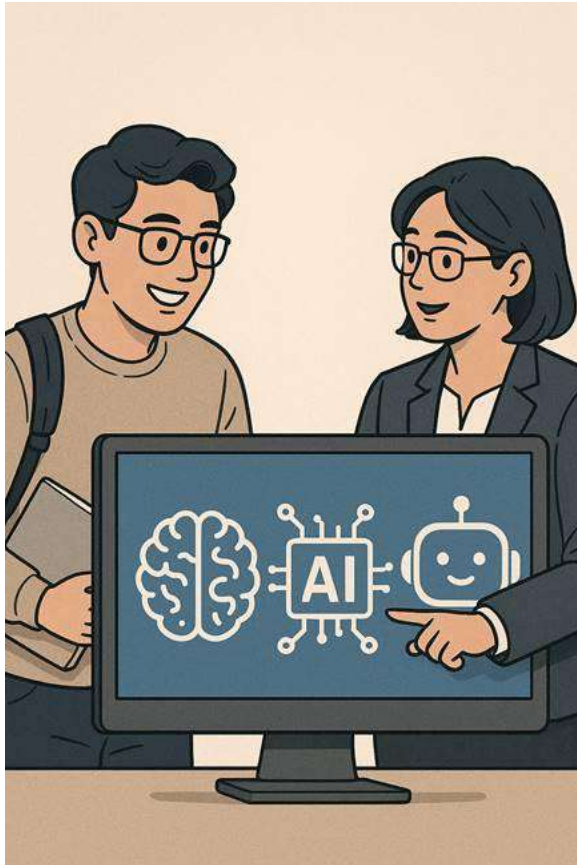
5. Diversifying Evaluation Methods

Relying solely on written case-study assignments conducted without supervision can make it easier for students to misuse AI. Alternatives such as oral presentations, viva-style defenses, reflective journals, and group projects can show genuine learning and effort. These methods also allow students to demonstrate creativity, communication, teamwork, and other skills that AI cannot replace. In this way, students will not become too dependent on AI. They will also learn to think critically and step confidently into the future workplace.

The Way Forward

Moving to a conclusion, let's recall the evolution of technology at universities. From chalkboards to digital projectors, from printed notes to online learning platforms, every step forward has created opportunities on one hand and challenges on the other. AI is the latest stage in this journey.

Realistically, lecturers cannot resist, but they should encourage prioritising and balancing ethical responsibility, inclusivity, and promoting deep, meaningful learning with technological advancement. (Mulaudzi and Hamilton, 2025). By embracing this change, we will protect the learning integrity while preparing skilled, thoughtful, and industry-ready graduates.



Picture 2: Guiding students to use AI responsibly in their academic journey (AI-generated image).

The future of education depends on AI and lecturers working together. Lecturers who embrace AI can guide students to use it wisely, out of necessity and awareness, likewise. Maintaining a balance between technology and human creativity is essential for strengthening the quality and impact of higher education in Malaysia.

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Dare to Try: Stepping Out of Your Comfort Zone

Written by: Dr Sazlin Suhalmie binti Mohd Shariff

Most of us live our lives doing what we already know how to do. We stick to what feels safe, our routines, our habits, our areas of strength, and while there is nothing wrong with that, staying in that space for too long can make us miss out on opportunities for growth and discovery. This year, I had an experience that reminded me how valuable it is to step outside that comfort zone.

On campus, as part of the Merdeka celebration, a poster competition was announced. At first, I didn't think much about it because poster design wasn't really my "thing." After all, I am a lecturer, not a designer. Sure, I had designed posters before, mostly simple ones for my team and the programs we organize, and while I enjoy it as a creative outlet, I never considered myself an expert, just an amateur who makes posters that look nice to my eyes. I had never joined a formal poster competition, and the thought of competing with others who might have more experience or talent made me hesitate. Then one day, with a playful tone, a colleague sent a message in our WhatsApp group chat that read, "Arahan boss... kita masuk pertandingan poster Merdeka." Somehow, I took it very

seriously. Without replying anything, I opened my laptop and started working. Before I even realized it, the poster was done and ready to submit.

The more I thought about it, the more I realized that my fear of not being good enough was the only thing holding me back, so I decided to go through with it. Honestly, I was nervous, almost too nervous to hit that submit button, and I kept thinking, "What if my work looks amateur? What if others do much better?" But then I reminded myself of something important, sometimes simply showing up is already a win. Taking part was about being present, learning, and giving myself permission to try, even if the result wasn't perfect. This brought me back to my student days, when I was the kind of student who often knew the answers in class but stayed quiet, too shy to raise my hand, only to feel frustrated with myself when someone else would speak up and be acknowledged by the teacher. Whether their answer was right or wrong, at least they were seen, while I stayed invisible. That memory became my turning point because I no longer wanted to be the quiet student who stayed on the sidelines. I wanted to be brave enough to take that step, even if it scared me, so I submitted my poster.

The experience itself was already fulfilling, but the result surprised me even more because when the winners were announced, I discovered that my poster had won second place. I felt so grateful, not

just for the recognition, but for the reminder that we don't have to be an expert to participate, and we don't have to wait until we are ready to try something new. Growth doesn't happen in theory, it happens when we take action, make mistakes, learn, and improve. Winning wasn't the main reward, the real prize was the confidence I gained and the lesson that fear should never be the reason we hold ourselves back. I share this story not to boast, but to inspire anyone who might be holding back from doing something they 'secretly' want to try. It could be as small as speaking up in a meeting, joining a competition, volunteering for a new project, or learning a skill outside your field. You don't have to be the best, and you don't even have to be fully prepared. What matters is that you step forward. Every time you try, you grow a little stronger, a little braver, and a little more confident in who you are.

Here are three lessons I learned from this experience. First, trying is already a victory because even if you don't win, you've gained experience and courage. Second, fear is not a stop sign because feeling nervous means you're about to do something that matters to you. Finally, growth starts where comfort ends because you will never know your full potential if you never take that first step. This is also a reminder to myself to keep trying new things, to not wait for the perfect moment, and to be brave enough to keep seeking out more "first experiences."



Picture 1: Merdeka Poster: The Spirit of Independence on Campus

Here I attach the poster that I made. *Does it look amateur? Shh... don't tell me, just keep it to yourself, okay? (Just joking!).* I hope this article serves as a personal reminder for me and for anyone reading it to keep trying, not to wait until everything feels perfect, and to be bold enough to seize opportunities as they come. We change, people change, and sometimes the best time to do something is now, when the opportunity is right in front of us. We should grab it while we still want to do it, because one day we might no longer have the same desire, or the opportunity might not come again. So, if there's something you've been thinking about trying, do it, not next month, not next year, but now. Sign up, show up, speak up, and you might surprise yourself with how much you can do once you let go of fear, because life's most memorable moments often come from the times we dared to step outside what we know and ventured into something new.

Menilai Impak Penubuhan Suruhanjaya Halal Terhadap Kelestarian ekonomi dan Pembangunan Pasaran Tenaga Kerja

Ditulis oleh: Nur Humairaa Azmi & Nuruul Hidayah Mansor

Pengenalan

Dalam landskap urustadbir masa kini, bukan sahaja negara malah masyarakat juga semakin cakna tentang ketelusan dan integriti sesebuah institusi dalam mengendalikan operasi sektor masing-masing termasuk sektor halal. Inisiatif penubuhan Suruhanjaya Halal Malaysia oleh Kerajaan telah dibentangkan dalam Rancangan Malaysia ke 13 (RMK 13) berfungsi menjadi sebuah badan tunggal yang akan memikul tanggungjawab tadbir urus dan pembangunan halal negara. (Kementerian Ekonomi, 2025). Penubuhan ini merupakan langkah strategik proaktif yang diambil oleh kerajaan dalam memperkukuh ekosistem pensijilan dan pematuhan syariah. Lebih menarik lagi, ianya bukan sekadar memperluaskan pasaran produk dan perkhidmatan ke peringkat antarabangsa, malah turut memberi sokongan melebarkan skala perusahaan kecil dan sederhana tempatan dalam industri halal serta meningkatkan akses kepada peluang pekerjaan yang lebih luas (Kementerian Ekonomi, 2025).

Malaysia terus menerus memberikan perhatian dan menyokong sektor halal

kerana tanpa struktur kawalan selia yang berpusat, ekosistem pengurusan halal akan terus berhadapan dengan risiko pengoperasian yang tidak seragam (Sinar Harian, 2025). Ketidakselarasan ini dapat memberi kesan kepada status pensijilan dan kecekapan audit seterusnya menyebabkan keraguan status ke atas produk-produk dalam pasaran dalam kalangan masyarakat.

Langkah Strategik Kemampanan Ekonomi

Suruhanjaya halal ini sejajar dengan usaha kerajaan dalam menarik kedatangan pelancong asing ke dalam negara (Noor Ain Mohd Noor et, al ,2025). Selain menunjukkan prestasi yang baik dalam sektor kewangan Islam di peringkat global, Malaysia berhasrat untuk memperluas dan memperkasa ekosistem halal dengan melibatkan lebih banyak sektor dan seterusnya mengekalkan Malaysia sebagai peneraju hub halal global sepanjang pelaksanaan RMK13 (Kementerian Ekonomi, 2025).

Seiringan itu, pengukuhan pensijilan halal juga dijangkakan memberi impak langsung kepada peningkatan eskport produk dan perkhidmatan Malaysia ke pasaran global dengan sasaran peningkatan sebanyak RM80billion menjelang tahun 2030 (Kementerian Ekonomi, 2025). Kesannya produk dan perkhidmatan '*Made by Malaysia*' akan lebih dikenali dimata dunia. Ia juga akan membuka laluan kepada

pengiktirafan global yang lebih konsisten, memudahkan akses produk Malaysia ke pasaran strategik serata dunia sekaligus dapat menarik minat pelaburan asing. Kerjasama pelbagai pihak khususnya usahawan tempatan amat penting untuk memastikan produk dan perkhidmatan yang dikeluarkan bukan sahaja diyakini halal tetapi ia juga perlu berkualiti.

Suruhanjaya Halal berpotensi menjadi pusat rujukan dan operasi bagi pelabur untuk meletakkan kepercayaan berkaitan pengurusan halal, logistik, inovasi dalam teknologi serta pembangunan produk halal. Sudah pasti usaha ini membuka banyak ruang pekerjaan berkemahiran tinggi dalam sektor halal dan dapat menyumbang kepada kebolehpasaran tenaga kerja tempatan. Justeru, langkah ini menuntut para pelopor industri halal tempatan untuk pantas mengambil peluang supaya matlamat negara dapat direalisasikan.

Lonjakan Pasaran Tenaga Kerja

Kemampuan ekosistem halal tidak hanya bergantung kepada kekuatan peraturan dan pensijilan semata-mata, tetapi juga bergantung secara langsung kepada kewujudan dan keterbukaan pasaran tenaga kerja halal (BERNAMA, 2025). Di sebalik pembangunan produk dan perkhidmatan halal yang diyakini pengguna, wujudnya bakat mahir dan professional yang terlatih dalam penetapan status halal, pematuhan piawai halal, penyelidikan dan Pembangunan (R&D)

serta tenaga mahir yang menguasai sistem dan teknologi untuk industri halal. Penubuhan Suruhanjaya Halal bukan sekadar reformasi pentadbiran, ia boleh dikatakan sebagai salah satu agenda untuk membina generasi tenaga kerja yang dapat mengangkat nilai Islam dan etika secara menyeluruh kepada satu tingkat yang sangat dititikberatkan dalam amalan industri halal masa kini.

Perancangan strategik ini bakal mewujudkan permintaan berterusan terhadap graduan dan tenaga pakar yang memiliki kompetensi dalam bidang halal, sama ada dari segi syariah, teknologi, keselamatan makanan, mahupun pengurusan rantai bekalan. Tanpa jaminan pasaran kerja yang luas, graduan bidang halal akan berdepan cabaran penempatan, sekaligus melemahkan insentif institusi pendidikan dan individu untuk melibatkan diri dalam bidang ini (Ibrahim, M. I., Jamaludin, M. A., Muflih, B. K., & Hashim, Y. Z. H.-Y., 2024). Sebaliknya, pasaran kerja halal yang berkembang bukan sahaja menyokong kelestarian kerjaya graduan, tetapi turut mengukuhkan daya tahan industri halal secara keseluruhan dengan memastikan adanya aliran berterusan tenaga kerja mahir.

Penubuhan Suruhanjaya Halal disertai sokongan insentif berterusan dari kerajaan berpotensi memperluas skop kerjaya dalam ekosistem halal melalui penciptaan pelbagai jawatan khusus yang bersifat

strategik dan multidisiplin. Dari sudut pentadbiran dan dasar, jawatan seperti Pegawai Dasar Halal, Pegawai Perundangan Halal, serta Pegawai Komunikasi Strategik Halal dapat berfungsi dalam merangka hala tuju pembangunan industri halal, menyelaraskan aspek perundangan, dan mengukuhkan hubungan diplomasi halal antarabangsa. Seterusnya, dalam bidang kawal selia dan pensijilan, Suruhanjaya Halal boleh menempatkan Pegawai Audit Halal, Pegawai Forensik Halal, dan Pegawai Penguatkuasaan Halal untuk memastikan tahap pematuhan yang konsisten terhadap piawaian halal di sepanjang rantai bekalan.

Selain itu, keperluan untuk memperkukuh pembangunan industri dan pasaran juga dapat dipenuhi melalui jawatan seperti Pegawai Pembangunan Industri Halal, Pegawai Pemasaran Halal, dan Pegawai Inovasi Halal, yang masing-masing berperanan dalam memperkasa daya saing syarikat tempatan, mengembangkan pasaran eksport, serta memacu adaptasi teknologi baharu dalam sektor halal. Di samping itu, penekanan terhadap penyelidikan, pendidikan dan latihan turut menuntut kewujudan jawatan seperti Pegawai Penyelidik Halal, Pegawai Latihan dan Pembangunan serta Pegawai Data dan Analitik Halal untuk menyumbang kepada penjanaan pengetahuan, pembangunan kapasiti tenaga kerja dan analisis tren global. Aspek teknikal pula

memerlukan sokongan jawatan seperti Juruanalisis Makmal Halal, Pegawai ICT Halal serta Pegawai Kualiti dan Standard Halal bagi memastikan integriti saintifik, keberkesanan sistem digital pensijilan dan keselarasan piawaian dengan amalan antarabangsa. Secara keseluruhannya, kewujudan jawatan-jawatan ini bukan sahaja menyediakan laluan kerjaya baharu kepada graduan bidang halal, malah turut menyumbang kepada kemantapan dan kelestarian ekosistem halal nasional.

Kerjasama yang padu dari semua pihak dapat menjadikan panduan kepada negara bagi mengukur keberkesanan pembangunan Suruhanjaya Halal.

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Peeragogy is a Shared Experience

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Peeragogy has gained its recognition in Malaysia after listed as one of the 21st century pedagogies in Malaysia Higher Education Blueprint that support lifelong learning. Emphasising learning experience that requires learners to collaborate in group. Joshi (2021) explained that peeragogy requires peer support and learners' support on peers in achieving an educational goal. This will leverage four C skills of learners; creative thinking, critical analysis, collaboration, and communication (Mohamad Anuar, Lee & Andika Bagus, 2024).

In educational discourse, peeragogy is often equated with collaborative learning. While there is overlap, this presumed equivalence overlooks critical distinctions. Collaborative learning typically involves learners working together under educator-designed tasks, sharing roles, cooperating, and producing joint outputs. Peeragogy, by contrast, goes further whereby it emphasises mutual agency among learners, in which not only the collaboration but also the learning design, monitoring, feedback, and even the goal-setting can be shared, negotiated, and owned by peers themselves. Choo, Embi and Hashim (2019) mentioned that peeragogy is to be conducted in a collaborative problem-

solving learning environment as suggested by Corneli et al. (2012). So, the questions of 'What is learned, how, when, and among whom' are co-constructed by learners and peers, not only imposed or orchestrated by instructors. This difference becomes particularly meaningful in interactive learning environments, where real-time exchanges, feedback loops, and emergent pathways of knowledge matter.



Picture 1: Resnick's creative learning spiral

Recognising this distinction matters especially when we map peeragogy onto models like Resnick's Creative Learning Spiral (refer Picture 1). Peeragogy includes collaborative dimensions but must also accommodate imagination, iteration, reflection, and self-direction that does not just involve solving the tasks assigned by the educator (Resnick's model adds steps like imagine, play, share, reflect, etc.). Without these, peeragogy risks becoming just another variant of collaborative learning rather than a richer shared learning architecture.

Resnick's Creative Learning Spiral (2017) is a powerful lens for understanding how peeragogy can be more than

collaboration—it structures learning as an iterative process: **Imagine** → **Create** → **Play** → **Share** → **Reflect** → back to **Imagine** again. They argue that learners begin with imagining (generating ideas, conceiving what they might do), then move to creating (building or making something based on those ideas), followed by play (tinkering, experimenting, seeing what happens when variations are tried), then sharing (presenting to peers, getting feedback), then reflecting (considering what worked, what didn't, what could be improved). This cycle repeats, each turn deepening understanding and creativity.

In peeragogy, this spiral aligns well: peers imagine together (co-designing goals), create together or individually, experiment, share with each other, and reflect together. The interactive environment amplifies these stages, enabling peer feedback, remixing of ideas, rapid prototyping of one's understanding, and shared reflections. Thus, peeragogy, properly enacted, mirrors Resnick's spiral and allows learning to be dynamic, emergent, and socially involved (refer Picture 2).



Picture 2: Resnick's creative learning spiral in peeragogical context

In the context of Malaysian higher education, the application of peeragogy can be understood deeply through Resnick's Creative Learning Spiral, which highlights learning as a cycle of imagining, creating, playing, sharing, and reflecting. When learners collaborate on assignments or problem-solving tasks (Choo et al., 2019), they gain opportunities to refine and test their ideas through playful exploration, supported by the peer encouragement emphasised by Joshi (2021). To sustain this cycle, educators must design environments that foster low-risk experimentation and peer-to-peer evaluation (Resnick, 2017), while avoiding prescriptive assignments that reduce peeragogy to traditional collaborative learning (Arsad & Yee, 2023). Integrating the four Cs; creative thinking, critical analysis, collaboration, and communication within this spiral ensures that learners not only complete tasks but also co-create meaningful projects, as highlighted by Sabari, Roslan, Yazid and Ismail (2022). Thus, peeragogy should be able to transform learning experience in Malaysian context into a learner-driven and collaborative process that nurtures creativity, deepens critical engagement, and sustains lifelong learning.

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AKAL BUDI DALAM MENDEPANI ERA KECERDASAN BUATAN

Ditulis oleh:

Siti Nur Dina Haji Mohd Ali dan Mohd Hafizul Ismail

Menurut Kamus Dewan (Edisi Keempat), akal budi bermaksud fikiran yang sihat. Ia merujuk kepada kebolehan seseorang untuk berfikir secara rasional dan bijaksana, serta mempunyai budi pekerti yang baik. Secara asasnya, akal dapat didefinisikan sebagai fikiran, daya pemikiran, atau pertimbangan. Manakala, budi merujuk kepada budi pekerti, budi bahasa atau sifat-sifat yang baik. Justeru, akal budi merupakan gabungan pemikiran yang sihat dan amalan baik di mana keduanya sama penting dalam mendepani era kemajuan teknologi berasaskan kecerdasan buatan.

Pembudayaan kecerdasan buatan atau *artificial intelligence (AI)* bukan lagi asing dalam kalangan masyarakat kini. Penggunaan teknologi ini telah digunapakai dalam pelbagai sektor seperti kesihatan, ekonomi, perkilangan, pertanian moden termasuklah sektor pendidikan (Masron, 2025). Secara asasnya, kecerdasan buatan ini merupakan teknologi yang telah dilatih untuk memiliki kebolehan berfikir seperti manusia. Teknologi ini mempunyai kelebihan untuk menyelesaikan masalah dan memberi input sedikit sebanyak telah

mempengaruhi sejumlah pengguna untuk menggunakan teknologi ini. Dunia pendidikan tidak terkecuali menerima kehadiran teknologi moden ini memandangkan penggunaanya dapat memberi impak yang positif dalam proses pengajaran dan pembelajaran.

Dalam konteks pengajaran dan pembelajaran, AI membawa peranan penting sebagai alat pemudah cara. Sebagai contoh, penggunaan AI ini dilihat sebagai medium bagi memudahkan pensyarah menyediakan nota-nota pembelajaran kepada para pelajar berdasarkan rujukan rasmi mengikut silibus yang ditetapkan. Selain itu, penggunaan teknologi seperti AI ini dapat membantu para pelajar meningkatkan kemahiran mereka dalam komponen penulisan. Bagi komponen ini, data menunjukkan bahawa kebanyakan pelajar menghadapi kebimbangan yang tinggi dalam aspek penulisan (Ali & Ismail, 2021).

Oleh itu, para pelajar boleh menggunakan aplikasi AI yang berbeza bagi mereka mendapatkan idea dan bereksperimen dengan aplikasi yang lebih sesuai digunakan mengikut kesesuaian pelajar (Payne, 2019). Hal ini secara tidak langsung memberi peluang kepada para pelajar untuk meneroka aplikasi tersebut berdasarkan keperluan tugas yang diperlukan. Tambahan pula, generasi pelajar pada era ini lebih tertumpu kepada aktiviti-aktiviti pembelajaran yang turut sama diselitkan elemen-elemen teknologi

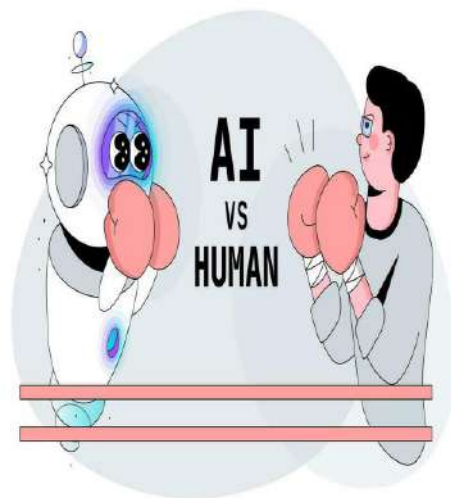
dalam modul-modul pembelajaran yang disediakan (Ismail et al., 2023). Kepelbagaian pendekatan pengajaran ini sedikit sebanyak dapat menyediakan para pelajar universiti, khususnya, dalam mendepani kehendak global.

Walaupun penggunaan AI perlu didasari dengan pertimbangan yang jelas dalam aspek etika dan integriti. AI seharusnya berperanan sebagai pelengkap kepada pengetahuan sedia ada pengguna dan bukannya pengganti kepada pemikiran. Hakikatnya, AI hanyalah sebuah teknologi yang berkebolehan berfikir seperti manusia tetapi masih terhad dari aspek emosi dan perasaan. Oleh itu, penggunaan aplikasi ini haruslah diseimbangkan dengan pengetahuan manusia bagi memastikan maklumat yang diproses ada benar kesahihan faktanya seterusnya dapat diterjemahkan dengan berkesan. Seiring dengan kemajuan teknologi, kita perlu sentiasa menyesuaikan diri dengan evolusi teknologi yang sentiasa berkembang pesat. Hal ini sekaligus dapat menyumbang kepada tradisi pembudayaan ilmu dalam memperkasakan negara bangsa.

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Unlocking Gen Z: The Power of Compassionate Teaching

By: Nor Haniza Hasan & Khairon Nisa Shafeei

In the modern educational environment, instruction goes beyond knowledge transfer and focuses on creating a supportive environment, particularly for Generation Z students. This group, characterized by tech-savviness, social awareness, and mental health awareness, requires a shift in teaching approach. To truly engage with them, educators need to recognise the importance of compassion in the classroom.

Generation Z, a rapidly changing generation, faces higher rates of anxiety, depression, and burnout due to excessive screen time and limited face-to-face interactions. Smith and Lee (2025) found that excessive screen time and fear of missing out are associated with a decline in Gen Z well-being. Moreover, traditional teaching methods that focus solely on content delivery are no longer sufficient. Thus, compassionate teaching is essential to support Gen Z students' growth and success, which also helps to nurture their well-being and engagement. This approach directly impacts their performance.

Understanding the needs of students is only one aspect of compassionate teaching. It entails recognising the strong correlation between emotional well-being

and academic success. Compassionate teaching makes room for the creation of a welcoming classroom where students feel appreciated, acknowledged, and accepted, which in turn encourages their desire to learn (Dyer et al., 2023). This support is significant for Gen Z, a group that values emotional ties and authenticity. Students who believe their teachers genuinely care about their students' mental health and personal growth are more likely to stay engaged and motivated even when facing setbacks. According to research, students who experience compassionate teaching perform academically and personally, exhibiting a stronger sense of social awareness and engaging in meaningful experiences (Gorny-Wegrzyn & Perry, 2021).

Another key dimension of compassionate teaching is cultivating a growth mindset among Gen Z students, which encourages them to view failure as an opportunity for growth rather than a limitation. By appreciating growth and effort more than results, educators can inspire students to embrace challenges and keep learning, even when setbacks occur. This approach boosts confidence, promotes productive group interactions, and collective development (Zhou & Frisdahl, 2023).

Compassionate teaching, rooted in flexibility, is also essential for Gen Z students who face multiple responsibilities, including part-time jobs, extracurricular activities, and family commitments. This

approach adjusts deadlines, offers alternative assessment methods, and acknowledges students' needs. This empathetic approach, claimed by Dyer et al. 2023, is crucial for fostering a sense of belonging and well-being among students, contributing to their overall success by allowing them to succeed on their own terms.

A big part of compassionate teaching involves creating a safe, welcoming environment for all, promoting social justice movements initiated by Gen Z. This approach encourages equality, diversity, and inclusion in classrooms, fostering a sense of community and openness for students to participate, share their thoughts, and have meaningful conversations. In addition to improving learning, this transparency gives students a sense of belonging to a community, which makes the learning environment more positive and productive.

Educators can incorporate compassion teaching into lessons by actively listening to students, providing individualized support, promoting mindfulness exercises, and setting the tone for the classroom by modelling empathy. Students are allowed to express worries or difficulties, take a moment to reflect on their lives as a quick relaxation technique, and educators can model empathy by setting the tone for the entire classroom by being kind, understanding, and patient. Doing these

can help to enhance students' emotional well-being and reduce stress.

All in all, compassionate teaching aims to create a supportive environment for Gen Z students, enhancing their academic success and overall well-being. In the classroom, teachers who exhibit empathy, adaptability, and genuineness can promote engagement, growth, and resilience.



Picture 1: Compassionate teaching

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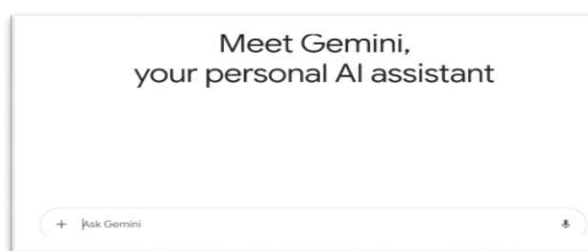


Artificial Intelligence Literacy in Language Classroom in Malaysia

Written by: Najwa Amanina Bizami & Nurul Atiqah Johar

Fostering Artificial Intelligence (AI) literacy in language classrooms is no longer optional, it is essential (Ng, Leung, Chu & Qiao, 2021). Although there may be skepticisms among the educators, the integration of AI tools directly or indirectly happens inside and outside a classroom. As Szoke and Menyhei (2025) argue, language teachers must equip learners not only with the ability to use AI tools, but with the critical mindset to question outputs, detect bias, and apply AI responsibly.

In the context of speaking skill development, AI tools such as speech-generating chatbots such as Gemini and ChatGPT, pronunciation trainers, or conversational agents offer unique affordances where the tools offer instant feedback, provide low-stakes speaking practice, and model natural discourse. But without an adequate foundation of AI literacy, learners may overtrust AI output or treat it as infallible. This may lead to undermining the development of their own metacognitive speaking strategies.



Picture 1: Gemini Live



Picture 2: ChatGPT voice function

For instance, a classroom based speaking activity might ask learners to compare their own versions of a dialogue with a version generated by AI, and then critique which phrasing choices, politeness strategies, or cultural markers that are introduced by the tools or left out. In the Malaysian classroom, where learners often code-switch between Malay, English, and varieties of *Manglish*. First, the AI inability can be framed as “mistakes” that allow teachers to expose the limits of AI models and highlight the AI dependency awareness among students. Second, learners’ non-standardised speaking habits should be gradually improved through guided practice with AI chatbots, depending on the repeated opportunities to refine their pronunciation, accuracy as well as confidence.

Mat Yusoff, Mohamad Marzaini, Hao, Zainuddin and Basal's finding (2025) present that Malaysia student perceptions Malaysian undergraduates are satisfied when using the AI tools in assisting them inside their classroom. Another prior Malaysian higher education study put forward the vision appreciation towards AI chat support in learning tasks among

learners for AI intervention in education, as long as the learners obtain adequate scaffolding (Neo, 2022).

To expose AI literacy for speaking skills in language classroom, a three-stage model can be used. The first stage is awareness and familiarisation. At this stage, learners should be introduced to AI conversational agents and educators train learners to ask AI of their repetitive or habitual mistakes during conversations. The second stage is reflection. Here, learners should be comparing AI responses and their speech (human), discuss which features are effective or less effective, and suggest ways to improve. This may be done on their own critically or they may request AI to analyse it for them. The third stage is co-construction and metacognitive control. In this stage, learners use AI suggestions selectively in their speaking practice. For example, by trying out discourse markers recommended by AI but having the autonomy to accept or reject them. Here, learners should be reflecting on how their choices support or correct what AI has provided.

Summing up, AI literacy plays an important role in shaping how learners practise and improve their speaking skills. In Malaysia context, where learners often shift between languages, AI tools are able to challenge and support these learners having a more authentic native speaking practice. Requiring educators to critically and responsibly scaffold in assisting modern

learners in becoming confident and independent speakers who can fully leverage the potential of AI.

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AI in Special Education: Opportunities and Challenges for Autism and ADHD

Written by: Sri Yusmawati Mohd Yunus, Norhafizah Hashim, Rozianiwati Yusof, Nor Azlina Aziz Fadzillah, Normaziah Abdul Rahman

Artificial Intelligence (AI) is rapidly transforming the education and its impact on special education is particularly promising. For children with Autism Spectrum Disorder (ASD) and Attention-Deficit/Hyperactivity Disorder (ADHD), AI can provide personalized support that addresses their unique learning needs, communication styles and behavioral challenges. While AI offers significant opportunities, its integration also brings challenges that educators, parents, and policymakers must carefully consider.

There are the opportunities and challenges that might be faced by the children when they used the AI. Here are some opportunities and challenges for special need children:

- i. **personalized learning pathways** - AI-powered platforms can adapt to each student's pace, strengths, and weaknesses. For children with autism or ADHD, this means receiving lessons tailored to their attention span, learning style, and social-emotional needs.
- ii. **early diagnosis and intervention** - AI systems can analyze the behavioral

data, speech patterns, or classroom interactions to help in the early detection of autism and ADHD,



enabling timely interventions and better long-term outcomes.

- iii. **assistive technologies** - tools such as AI-driven communication apps, speech recognition, and virtual assistants support children with limited verbal communication, enhancing their ability to express themselves and interact with their friends.
- iv. **behavior monitoring and feedback** - AI also can track the attention levels, detect signs of stress, and provide real-time feedback to teachers or caregivers. This supports classroom management and ensures timely interventions when a child becomes disengaged or overstimulated.



The special needs children also will face some challenges, as following:

- i. **ethical and privacy concerns** - collecting the sensitive behavioral and medical data raises questions about student privacy, data security, and consent, especially when working with vulnerable children.
- ii. **over-reliance on technology** - while AI can be a powerful tool, it should not replace human interaction, empathy, and personalized care, which are essential for children with special needs.
- iii. **bias and accuracy** - AI models are only as good as the data they are trained on. If datasets lack diversity, they may misinterpret behaviors in children with autism or ADHD, leading to inaccurate assessments.
- iv. **accessibility and equity** - advanced AI tools may not be equally accessible to all schools due to cost, infrastructure, or lack of training among educators and potentially widening the gap between privileged and underserved students.
- v. **teacher and parent readiness** - effective integration of AI requires educators and parents to be trained and comfortable with using these technologies. Without proper support, the tools may go underutilized.

As conclusion, AI has the potential to change the special education by offering personalized, inclusive, and supportive learning experiences for children with autism and ADHD. However, successful adoption requires balancing in technological innovation with ethical safeguards, proper training, and human-centered approaches. By addressing the challenges thoughtfully, AI can become a powerful ally in creating equitable educational opportunities for neurodiverse learners.

Backstage at SUSED2025

Written by: Anis Shahira Bazlan, Nur'Ain Zuraimi & Nurulnabilah Abdul Aziz

When we first agreed to be part of the organising committee for the International Competition on Sustainable Education (SUSED2025), we honestly had no idea what we were signing up for. We had heard stories from colleagues who had been involved in past big events, but nothing could quite prepare us for the scale, the intensity, or the sheer emotional investment this journey would demand.

At the start, it seemed simple enough: a few meetings, some paperwork, and coordination with our partners and team members. Yet as the weeks stretched into months, SUSED2025 grew far larger than just another event on the academic calendar. It became a living, breathing project that tested our patience, pushed us to the limits, and ultimately transformed how we view teamwork, leadership, and the values we hold as part of UiTM.

From the outside, SUSED2025 might have looked like a smooth, well-orchestrated event. Behind the scenes, however, it was a constant balancing act. There were days when the weight of the event felt overwhelming with messages buzzing nonstop, deadlines inching closer, and tasks piling up faster than we could tick them off and what more, many of us held two or even three positions at once. But in

those very moments of chaos, we discovered the strength of not having to carry it all alone.

But, strangely enough, those very challenges became the heartbeat of the journey. One night, as we rushed to finalise the winners' list with videos and certificates for the closing ceremony, exhaustion hung heavy in the air. Yet instead of breaking us, the pressure pulled us closer. Someone volunteered to recheck every detail until 8 p.m. in the office, another handled the designs until late at night at home while shifting duties as a mom and wife, and the rest sent encouraging words that kept us moving. It was chaotic, but it was also beautiful.

In those moments, we realised that SUSED2025 was more than just an international competition or just a mere obligation as a worker—it was a shared journey of perseverance, problem-solving, and resilience.

If we had to describe the organising committee in one phrase, it would be a circle of support. Each of us came in with different strengths: some with technical expertise, others with communication and management skills, others with a flair for creativity. None of us could have carried the event alone, but together, we formed a circle of support that kept the wheels turning.

Teamwork was not just about splitting tasks, but it was about carrying one another

through the storm. When one of us faltered, another stepped in. When doubt crept in, encouragement replaced it. And when we finally saw the results of our hard work, there was an overwhelming sense of pride—not just in what we had accomplished, but also in how we had done it.

It reminded us that the essence of teamwork is not perfection but trust: trusting that others will show up, contribute, and care just as much as you do.

What struck us most about SUSED2025 was how it reflected the very values UiTM strives to uphold.

- Excellence in pushing through fatigue to deliver our best.
- Integrity in making sure processes were fair and transparent.
- Sustainability in reusing resources and ideas to build lasting impact.
- Teamwork in carrying one another when things became too heavy.
- Global collaboration in connecting partners and participants from Malaysia, the Philippines, Indonesia and beyond.

Through SUSED2025, UiTM was not only a host but a beacon of showing what it means to lead with vision while staying rooted in values.

Amid the deadlines and pressure, there were small, unforgettable moments that

made the journey special. We still remember the joy of seeing the first wave of tasks finally fall into place. It was not just a checkmark on a list, but a sigh of relief, a small victory that gave us the energy to keep pushing forward. With over 300 participants and only a small group of committee members, the personal sacrifices were many, but the gratitude in participants' voices made it worth every effort.

And, of course, the closing ceremony was the moment everything came together. Watching the winners' names announced, seeing the teammates' excitement, and hearing participants' words of thanks made every sleepless night worth it. It was a reminder that our effort had created not just an event, but an experience that touched lives and inspired futures.

SUSED2025 taught us lessons that go far beyond planning events.

We learned that leadership is not about control, but about trust, which is trusting others to shine in their own way. We learned that resilience is not an individual trait but a collective strength, built through support and shared determination. And most of all, we learned the quiet power of gratitude. A simple "thank you" exchanged among team members and a willingness to help others could lighten even the heaviest days.

These lessons will stay with us long after the memory of the event fades. They will

guide ourselves in our teaching, in our research, and in every future project we take on.

As we reflect on this journey, we see SUSED2025 not as an endpoint but as a stepping stone. It showed us what UiTM is capable of when vision meets collaboration, when challenges are met with resilience, and when values are lived rather than just spoken.

For us personally, it was more than a professional duty; it was a personal milestone. It deepened our appreciation for our colleagues, expanded our sense of global citizenship, and reminded us that even the most ambitious projects are possible when we stand together.

Through SUSED2025, we saw UiTM's values not as abstract ideals, but as lived experiences. Excellence looked like colleagues giving their all despite fatigue, teamwork felt like late-night laughter that kept us afloat and global collaboration was not a slogan, but the reality of voices from across nations converging into one shared vision

To the teammates, advisors, and colleagues: thank you for making this journey unforgettable. To UiTM and IIUM: thank you for trusting us with this responsibility. And to our beloved self, we carry this reflection forward as proof that growth often comes from the most unexpected places.

SUSED2025 may have officially ended, but its spirit continues in the lessons we have learned, in the friendships we have built, and in the stories we will keep telling.



AtPB Activities

AtPB e-bulletin 16th Edition

COLLABORATIVE TEACHING WEBINARS

Program Pengajaran Kolaborasi
JOM BELAJAR MANDARIN
TOPIK: PERTOLONGAN
来学华语：寻求帮助
Lái xué Huáyǔ: Xúnqǐú Bāngzhù

Moderator
EN. CHAN SWEE KAI
Pensyarah Kanan UiTM
Cawangan Perlis

Penceramah
PN. KHOR GEK SUAN
Guru Bahasa USM

TOPIK & PERBINCANGAN

- Cara Meminta Bantuan
- Etika Meminta Tolong

*Terbuka kepada pelajar Ijazah dan Diploma kursus TMC S01
*Percuma

22 MEI 2025(KHAMIS)
8.30pm | Webex

Google Meet
<https://shorturl.at/SQF5U>

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UITM Arau

LCC112_CGCT_20252

 **UNIVERSITI TEKNOLOGI MARA**

LCC112: ENGLISH FOR COMMUNICATIVE COMPETENCE II

**SPEAK WITH CONFIDENCE:
ACING YOUR SPEAKING TEST**

MS. NUR FARHINAA BINTI OTHMAN
LANGUAGE INSTRUCTOR
UNIVERSITI MALAYSIA PERLIS (Unimap)

Date: 13 JUNE 2025 **Time:** 10:00AM - 12:00PM **Platform:** GOOGLE MEET

SCAN THE QR CODE TO JOIN THE SESSION

ORGANISED BY:

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CGCT WEBINAR
**FORMAL EMAIL WRITING:
A COMPREHENSIVE AND DETAILED GUIDE**

 **Speaker**
Hesty Widiastuty
English Lecturer
Universitas Islam Negeri Palangka Raya
Kalimantan Tengah, Indonesia

 **Moderator**
Dr. Nurhafa Mohd Akhir
Universiti Teknologi Mara Cawangan Shah Alam

13 June 2025 | Friday | 3-4 pm | Google Meet
<https://meet.google.com/yhi-nuft-tvf>

Organised by
CGCT LCC113
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Akademi Pengajian Bahasa Kampus Rembau & Cawangan Shah Alam

SCAN ME

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Kampus Rembau

 **Collaborative Group:
Collaborative Teaching**
Pengajaran Kolaboratif

MODULE 2: COLLABORATION IN TEACHING
LCC111 ENGLISH FOR COMMUNICATIVE COMPETENCE I

**DESCRIBING A PICTURE IN 2 MINUTES:
WHAT YOU NEED TO KNOW**

MONDAY, JUNE 6TH 2025 | 10.00 A.M - 12.00 P.M | GOOGLE MEET

 **SPEAKER:**
PUAN FATIN AMANI BINTI KAMARUDDIN
SMK CHIKU 2, GUA MUSANG, KELANTAN

IN COLLABORATION WITH
MISS NADIAH BINTI YAHYAUDIN
MISS AISHAH BINTI BAHARUDIN
ACADEMY OF LANGUAGE STUDIES (APL)
UITM CAWANGAN NEGERI SEMBILAN
KAMPUS REMBAU

PENULIS UTAMA & KORESPONDEN

Syabas & Tahniat

PM DR. SOO KUM YOKE, DR. NUR IZZAH JAMIL & PUAN FARRAH NADIA BAHARUDDIN
PENULIS BERSAMA
Kampus Rembau, UTM Cawangan Negeri Sembilan

Atas kejayaan menerbitkan jurnal berindeks SCOPUS

Jurnal:
Lecture Notes in Networks and Systems

Tajuk:
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PENULIS UTAMA & KORESPONDEN*
Akademi Pengajian Bahasa
Kampus Rembau, UTM Cawangan Negeri Sembilan

atas penerbitan di
International Journal of Research and Innovation in Social Science (ERA)

bertajuk
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bertajuk
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atas penerbitan di
International Journal of Academic Research in Progressive Education and Development (ERA)

bertajuk
Analysis of Research Evolution and Dissemination on Subject Areas and Global Research Collaboration on Distance and Online Learning in STEM Education Based on Bibliometrics



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ENGLISH PLACEMENT TEST (EPT)

9 APRIL 2025



JAMUAN HARI RAYA AIDIL FITRI

APB REMBAU 2025



ISTIADAT KONVOKESYEN UITM KE-101 25 MEI 2025



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TEMA: LANGIT UITM REMBAU, PUISI KITA

2. PHOTOGRAPHY CONTEST FEATURING FUN CAPTIONS
THEME: "UITM REMBAU IN WORDS", "
TEMA: UITM REMBAU: SATU GAMBAR, SERIBU CERITA "

20TH MAY 2025 – SUBMISSION DEADLINE, 20TH MAY, 5.00 P.M.

MANDARIN LEARNING VIDEO COMPETITION
TEMA: "BAHASA MANDARIN DAN SENI "
PERTANDINGAN VIDEO PEMBELAJARAN MANDARIN

21ST MAY 2025 – 2.00 P.M., TEC 34
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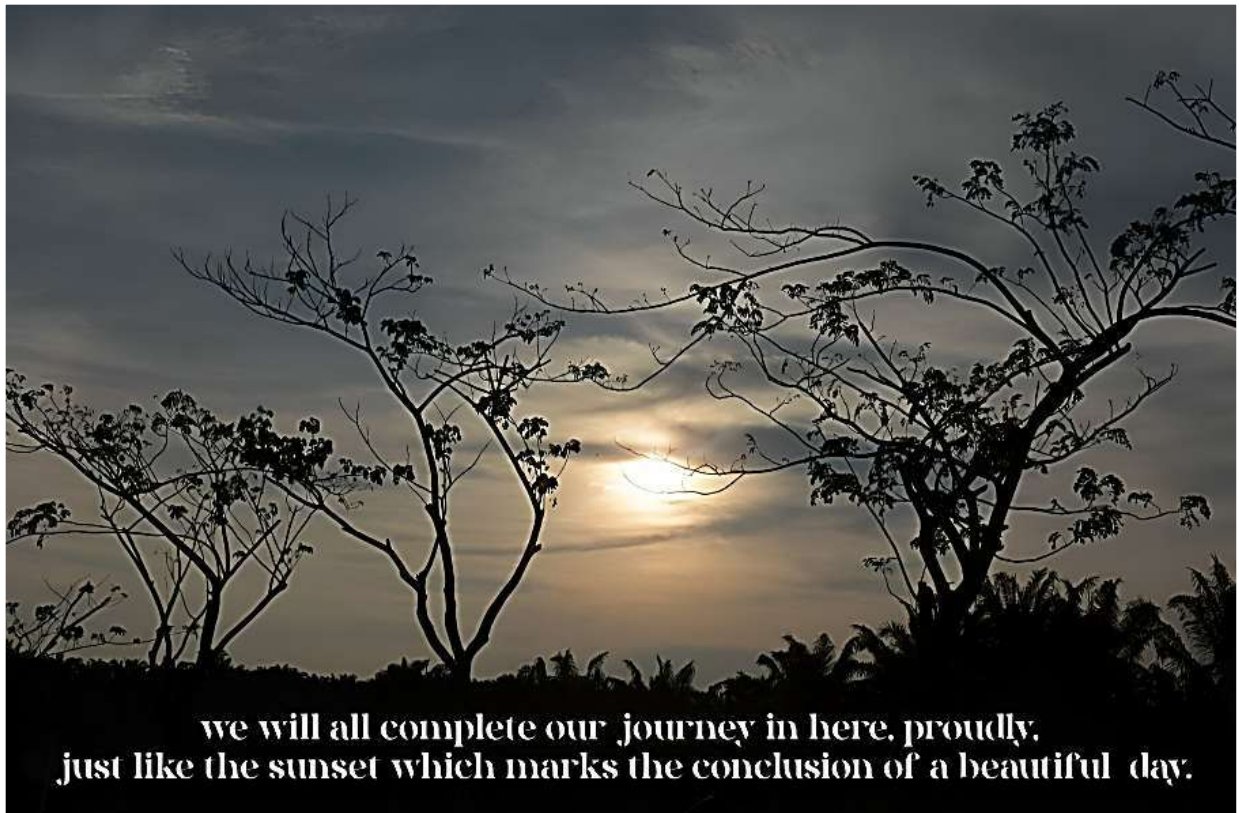


MAJLIS PENUTUP LANGUAGE FIESTA 2025



FUN PHOTOGRAPHY WITH CAPTION: SUNSET IN UiTM







Senja menyapa UiTM Rembau dengan cahaya Keemasan, menyelimuti Kampus dalam Ketenangan. Di sebalik bukit yang tenang, tersimpan ribuan impian mahasiswa yang sedang meniti jalan menuju masa depan.

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MAJLIS MENGENANG JASA MANTAN PENOLONG REKTOR DAN SESI SANTAI MESRA BERSAMA PENOLONG REKTOR BAHARU

15 APRIL 2025



MAJLIS KHIDMAT SETIA 25 TAHUN 2025

PROF MADYA DR NORWATI HJ RUSLIM

17 APRIL 2025



MOU Signing Ceremony

UiTM Negeri Sembilan &
Heilongjiang University of Finance and
Economics

13th MAY 2025



UiTM Negeri Sembilan Kampus Rembau UiTM Happiness Walk 28 Ogos 2025



Pertandingan Kereta Berhias
Sempena Sambutan Kemerdekaan
Peringkat UiTM Negeri Sembilan
25 September 2025



INTERNATIONAL COMPETITION ON SUSTAINABLE EDUCATION (SUSED) 2025 WINNERS

