



# RMU 4U

**Volume 4 (2025)**

**Research Management Unit**  
Universiti Teknologi MARA Cawangan Kedah

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## RECTOR'S NOTE



**Prof. Dr Roshima Said**  
Acting Rector

***"Together we advance knowledge with integrity, creativity, and purpose—many voices united to shape a brighter, sustainable future."***

Assalamualaikum warahmatullahi wabarakatuh,

Alhamdulillah, with gratitude to Allah SWT, I am pleased to welcome you to the fourth volume of RMU4U e-Bulletin. This publication continues to serve as a reflection of our vibrant intellectual community at UiTM Kedah, bringing together voices from diverse disciplines and perspectives. In this issue, with 42 insightful contributions, we witness not only the richness of research topics but also the strength of our shared purpose. While the papers range from sustainability in fashion and design, digital literacy, and artificial intelligence to law, economics, and cultural heritage, they are united by a common aspiration: to advance knowledge that is meaningful, ethical, and impactful for society.

Our academic journey is significant because of this harmony amid diversity. Whether addressing contemporary challenges in technology and governance or celebrating the timeless values of culture and tradition, our scholars demonstrate that knowledge is most powerful when it is connected, when different fields meet at the crossroads of innovation, integrity, and service to the community.

As Rector, I am profoundly inspired by the dedication, innovation, and scholarly excellence demonstrated by our academics and researchers. You are not only advancing knowledge within our university but are also fulfilling UiTM's noble mission, creating impactful ideas that serve the nation and uplift the ummah.

Your work reflects a deep commitment to relevance, integrity, and service. Let us continue to nurture a culture of collaboration, creativity, and excellence, ensuring that our contributions remain forward-looking, transformative, and rooted in the needs of society. Together, we are shaping a brighter, more sustainable future through education, research, and innovation.

Congratulations to all the dedicated contributors whose passion and perseverance have brought this volume to life. My heartfelt appreciation goes to the Research Management Unit for their steadfast leadership and solid commitment in making this achievement possible. May RMU4U continue to shine as a beacon of knowledge, uniting diverse voices in a shared mission of discovery and excellence. Together, may we be inspired to reach even greater heights in the pursuit of impactful research and innovation.

One purpose. One vision. Many voices, one future.

Sincerely,  
Prof. Dr Roshima Said  
Acting Rector,  
Universiti Teknologi MARA Keda

## A MESSAGE FROM THE CHIEF EDITOR



**Dr Azyyati Anuar**  
Chief Editor,  
RMU4U E-Bulletin

***"RMU4U Volume 4 celebrates diverse scholarship, uniting research, innovation, and culture to inspire collaboration, sustainability, and inclusive growth."***

We are pleased to present Volume 4 of RMU4U, a platform dedicated to showcasing research, innovation, and thought leadership across diverse academic disciplines. This issue reflects the dynamic intellectual ecosystem we strive to cultivate, highlighting contributions that bridge theory and practice while addressing pressing contemporary challenges. In the Business, Accounting, and Finance section, we feature 15 insightful papers that explore the evolving landscape of global markets, financial resilience, sustainable accounting practices, and digital transformation in business operations.

These works not only provide empirical findings but also propose actionable frameworks for industry adoption, underscoring the vital role of research in shaping competitive and ethical enterprises. The Designer Thoughts segment presents 6 stimulating papers that merge creativity with problem-solving. From design thinking methodologies to innovation in product aesthetics and usability, these contributions remind us that design is not merely about form but about crafting meaningful user experiences.

This section will be of particular interest to those who value the intersection of artistry, functionality, and human-centered solutions. Our IR 5.0 category brings together 6 pioneering papers examining the fusion of automation, artificial intelligence, and human capital development in the context of the Fifth Industrial Revolution. The authors challenge readers to consider how technology can be harmonized with ethical and inclusive practices, ensuring that digital progress translates into equitable societal benefits. In the Law and Policy section, 7 comprehensive papers analyze legal reforms, governance frameworks, and policy innovations that respond to shifting socio-economic realities.

The breadth of topics from regulatory compliance in emerging industries to community rights in a globalized economy reflects the critical role of law as both a safeguard and an enabler of change. The Literature and Culture segment enriches this volume with 8 thought-provoking papers that delve into narratives, identities, and cultural dialogues shaping societies today.

Whether revisiting classic literature through modern lenses or exploring contemporary cultural phenomena, these works invite readers to appreciate the role of the humanities in fostering empathy, critical thinking, and cultural continuity. Collectively, these 42 scholarly contributions affirm the breadth and depth of academic engagement within our community. They underscore our commitment to advancing knowledge that is relevant, impactful, and forward-looking. This volume is not only a testament to our contributors' dedication but also a resource for policymakers, practitioners, educators, and learners who seek informed perspectives and innovative solutions. We extend our heartfelt appreciation to all authors, reviewers, and editorial team members whose collective efforts have made this publication possible. We hope that RMU4U Vol. 4 will spark dialogue, inspire collaboration, and contribute to the enrichment of both academic scholarship and practical application.

Let us continue to explore, innovate, and contribute, together shaping a future where knowledge serves as the foundation for sustainable and inclusive growth.

Warm regards,  
Dr Azyyati Anuar  
Chief Editor,  
RMU4U E-Bulletin



# Intelligent Futures: Embedding AI Literacy into Higher Education Curricula

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Artificial intelligence (AI) is defined as the ability of a digital computer or computer-controlled robot to perform tasks commonly associated with human intelligence. AI is frequently applied to the project of developing systems endowed with the intellectual processes of human characteristics, such as the ability to reason, discover meaning, generalize, or learn from previous experience (Copeland, 2025). Besides, the ability to understand and use AI technologies efficiently and ethically is called AI literacy. With the advance of AI technologies, it is essential for students and educators to grasp how AI works and how to apply it appropriately.

The decision to include AI literacy in higher education courses is being seen as a necessary step for students and educators to be ready for a world run by AI. AI literacy means doing not just technical things, but also being able to think and judge, ethically act, and come up with new ideas using AI tech (Kurtzke, 2024). As AI is being widely used, universities have to deal with the problem of giving students the right skills to be successful at work and in society. By embedding AI literacy into curricula, higher education can bridge the gap between theoretical knowledge and practical application, ensuring that graduates are prepared to navigate the complexities of AI adoption.





Incorporating AI literacy into university curricula faces many challenges such as lack of professional development opportunities for educators, lack of material, and ethical concerns when using AI technologies. (Tomeschek et al., 2024).



According to Salhab (2024), educators perceived themselves with low AI literacy which results in educators being unable to teach AI-related concepts effectively. Thus, academic institutions need to prioritize changing the curriculum and providing training to the staff so that educators are able to incorporate AI literacy in their teaching methods. Kurtzke (2024) and Ndungu (2024) emphasize on the development of a framework which consists of the interdisciplinary approaches, merging AI literacy with media and information literacy programs to develop holistic learning experiences. These frameworks serve as a springboard in devising flexible curricula that can accommodate different learner needs and academic disciplines.

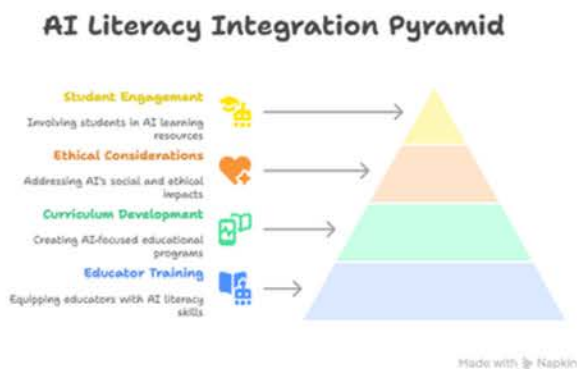
Programs and courses about AI specifically on AI-based lesson outline and assessment for educators to learn and use the AI ethically, will help to fill the gaps on AI Literacy. Furthermore, this kind of approach promotes the utilization of AI technologies among traditional educators to accept and use AI. Student participation and involvement in co-developing AI training resources assist in creating engaging and appropriate teaching and learning materials (Daly et al., 2024).

Educator training projects should aim at enabling instructors to conceive and execute AI literacy curriculum across various disciplines, whereas advocacy attempts can arouse the importance of AI literacy in shaping students. In addition, when creating AI literacy curriculum, institutions need to take into consideration the ethical aspect and make sure that the students acknowledge the social consequences of AI tools and are able to tackle problems such as prejudice, privacy and accountability (Ndungu, 2024).



Educational organizations can elevate students' level of understanding and responsibility through promoting a culture of lifelong learning and ethical behavior. Past literature suggested continuous professional development is significant in the successfulness of AI literacy integration in higher education (Merceron & Best, 2024).

In a nutshell, AI literacy needs to be integrated in the academic programs in higher education curriculum. By addressing challenges such as educator preparedness, resource allocation, and ethical considerations, institutions can develop curricula that prepare students for the demands of an AI-driven workforce and society.



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