



UNIVERSITI
TEKNOLOGI
MARA

Kampus Cengalim Kuala

i-SPIKE2025
INTERNATIONAL SYMPOSIUM ON PRODUCTIVITY, INNOVATION, KNOWLEDGE & EDUCATION

INTERNATIONAL EXHIBITION & SYMPOSIUM ON PRODUCTIVITY, INNOVATION, KNOWLEDGE & EDUCATION

E-PROCEEDING

EXTENDED ABSTRACT

UiTM *di hatiku*

اوسها تقوى موليا

E-PROCEEDING

EXTENDED ABSTRACT



Copyright © 2025 by Universiti Teknologi MARA (UiTM) Cawangan Kedah

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without prior written permission from the publisher.

© i-SPIKE 2025 Extended Abstract Proceedings is jointly published by Universiti Teknologi MARA (UiTM) Cawangan Kedah.

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

Editors

- Prof. Madya Dr. Azlyn Ahmad Zawawi
- Dr. Anis Farawahida Mohd Karim
- Dr. Nursyazwanie Mansor
- Dr. Roshidah Safeei
- Azni Syafena binti Andin Salamat
- Hasniza binti Hassim
- Dr. Nur Zharifah Che Adenan
- Mohd Rozman Mohd Nasir
- Nurfaznim binti Shuib
- Norsyazwani binti Ab Halim

e ISBN 978-967-2948-91-9



UiTM Cawangan Kedah

Published by:
Universiti Teknologi MARA (UiTM) Cawangan Kedah
Sungai Petani Campus
08400 Merbok
Kedah
Malaysia

Welcome Message RECTOR, UITM KEDAH BRANCH

Assalamualaikum warahmatullahi wabarakatuh,

First and foremost, I would like to extend my deepest appreciation to the organising committee of i-SPIKE 2025 for their steadfast dedication and commitment in making this prestigious event a reality. My heartfelt congratulations to the committee for their tireless efforts in ensuring that i-SPIKE continues to grow as a meaningful and impactful platform for academics, researchers, students, and industry players worldwide.

The theme for this year, “Empowering Minds: Bridging Innovation, Knowledge and Education for a Sustainable Future,” is both timely and significant. It reflects our shared responsibility to not only embrace creativity and technological advancement, but also to ensure that innovation directly contributes to sustainable development, equitable education, and the well-being of future generations.

i-SPIKE 2025 provides a dynamic platform for showcasing innovations that address real-world challenges while opening new avenues for collaboration, engagement, and inclusivity. By bridging knowledge, innovation, and education, this symposium strengthens our collective capacity to design solutions that empower communities and inspire positive change.

I am truly impressed by the diversity and calibre of participants in this year’s event. The projects and ideas presented highlight the extraordinary creativity and determination of our innovators. I am confident that the insights and solutions shared here will pave the way for continuous advancement in teaching, learning, and innovation.

It is my sincere hope that you will find i-SPIKE 2025 an enriching experience, one that sparks new ideas, builds lasting collaborations, and strengthens our shared vision for a sustainable future. To all participants, I wish you every success, and to the winners, my warmest congratulations.

Once again, I thank the organising committee, partners, and contributors for their invaluable support. May i-SPIKE 2025 continue to inspire and empower minds for many years to come.

Professor Dr. Roshima Haji Said
Acting Rector
Universiti Teknologi MARA (UiTM) Kedah Branch

Welcome Message (i-SPIKE 2025 CHAIR)

It is my great pleasure to welcome you to the 4th International Exhibition & Symposium on Productivity, Innovation, Knowledge, and Education 2025 (i-SPIKE 2025). This year's theme, "Empowering Minds: Bridging Innovation, Knowledge, and Education for a Sustainable Future," reflects our collective commitment to advancing innovation and fostering meaningful collaboration across academia, industry, and communities.

i-SPIKE 2025 provides a platform for scholars, researchers, students, and practitioners from diverse fields to showcase their ideas, share knowledge, and inspire new solutions to global challenges. We extend our sincere appreciation to all participants and contributors whose efforts and dedication have made this symposium possible.

We hope that this e-proceedings serves not only as a record of the innovations presented but also as a valuable resource that continues to inspire long after the event.

Thank you.

Dr Junaida Ismail
Chair

4th International Exhibition & Symposium on Productivity, Innovation,
Knowledge, and Education 2025 (i-SPIKE 2025)

PREFACE

The 4th International Exhibition & Symposium on Productivity, Innovation, Knowledge, and Education (i-SPIKE 2025) marks yet another milestone in our ongoing commitment to fostering innovation, creativity, and collaboration across disciplines. Guided by this year's theme, "Empowering Minds: Bridging Innovation, Knowledge and Education for a Sustainable Future," the event provides a dynamic platform for students, educators, researchers, and professionals to share their ideas, showcase their innovations, and engage in meaningful knowledge exchange.

This year, we are pleased to report that i-SPIKE 2025 received approximately 50 initial submissions, with more than 35 projects successfully advancing to final presentation and exhibition. These projects reflect a rich diversity of innovation, ranging from educational technologies, digital applications, and gamified learning tools to sustainable materials, cultural heritage preservation, and community-focused solutions. Collectively, they embody the spirit of bridging innovation and education to address pressing societal and global challenges.

We sincerely thank all participants, reviewers, and committee members for their invaluable contributions in making i-SPIKE 2025 a success. It is our hope that this e-proceedings will not only serve as a record of the ideas and innovations presented, but also as an inspiration for future collaborations and advancements in the pursuit of sustainable knowledge and innovation.

Assoc. Prof. Dr. Azlyn Ahmad Zawawi
Editor-in-Chief, i-SPIKE 2025 Proceedings

TABLE OF CONTENTS

2.	BIZMATH-FAST (BUSINESS MATHEMATICS – FORMULA ACCURACY & SPEED TRAINER)	84
3.	COLLABORATIVE INNOVATION LAB: RATE & REFLECT SIMULATION	89
4.	ECONOSPHERE 1.0 – THE ECONOMICS E-FLASHCARDS	93
5.	ACC-TILE CHALLENGE 1.0: PERMAINAN INOVATIF UNTUK MAHIR DEBIT & KREDIT	96
6.	PRESERVING CULTURAL HERITAGE THROUGH AR-INFUSED STORYTELLING: PROMOTING KASUT MANIK VIA INTERACTIVE STORYBOOK FOR THE YOUNGER GENERATION	99
7.	FROM CLASSROOM TO COLLOQUIUM: STRENGTHENING SKILLS OF CTU271 (ISLAM AND COMMUNICATION) STUDENTS IN UiTM	103
8.	RABIES VACCINATION IN SARAWAK: VAXPAW	109
9.	ChanteQ: AN INNOVATIVE MOBILE APP FOR ENHANCING HAIR SALON APPOINTMENT MANAGEMENT	114
10.	REBER LINE 2.0	120
11.	THE APPLICATION OF DESIGN THINKING: CASE STUDY I-ROOM BHEA	124
12.	KICKRESEARCH V2 MODULE V2: THE FAST TRACK TO RESEARCH WRITING	131
CATEGORY 2 - SS (YOUNG)		
1.	CULTURE-LENS EDUCATIONAL KIT: A MODULE FOR CULTURALLY RESPONSIVE ANTI-CORRUPTION EDUCATION	139
2.	"MyJourney": A GEN-Z-CENTRIC DIGITAL INNOVATION TO IMPROVE JOB ENGAGEMENT AND DECREASE TURNOVER INTENTION IN THE HOSPITALITY SECTOR	144
3.	SPIRITUAL WELL-BEING MODULE BASED ON AL-DIHLAWI AND HAMKA SPIRITUAL (SWBDH)	148
CATEGORY 3 – PRODUCT RESEARCH DESIGN (ACADEMIC)		
1.	THE SWICI BOARD: A GAMIFIED APPROACH TO CAREER EXPLORATION AND DECISION-MAKING AMONG AT-RISK ADOLESCENTS	158
2.	EMPOWERING ABILITIES: THE 7 STEPS OF LIFE TRANSFORMATION MODULE FOR PERSONS WITH DISABILITIES	166
CATEGORY 3 – PRODUCT RESEARCH DESIGN (YOUNG)		
1.	SENSME SMART GLASSES (ASSISTIVE WEARABLE TECHNOLOGY FOR VISUAL IMPAIRMENT)	173

CATEGORY 2
SS (YOUNG)

CULTURE-LENS EDUCATIONAL KIT: A MODULE FOR CULTURALLY RESPONSIVE ANTI-CORRUPTION EDUCATION

Farhana*

Faculty of Administrative Sciences and Policy Studies
Universiti Teknologi MARA (UiTM) Shah Alam, 40450, Selangor, MALAYSIA
farhanajet97@gmail.com

Dr. Ahmad Faiz Yaakob

Faculty of Administrative Sciences and Policy Studies
Universiti Teknologi MARA Seremban Campus, 70300, Negeri Seremban, MALAYSIA
ahmad405@uitm.edu.my

Dr. Tunku Nashril Tunku Abaidah

Faculty of Administrative Sciences and Policy Studies
Universiti Teknologi MARA Sungai Petani Campus, 08400, Kedah, MALAYSIA
tunkunashril@uitm.edu.my

ABSTRACT

Corruption is a lingering governance challenge among the civil service. In Malaysia, public service integrity and accountability is a debate that prevails within the discussion of governance challenges. Although legislative regulations have been extensive over the past two decades, arguments on the integrity and accountability of the civil service are inconclusive. While “grand” corruption gains media attention, everyday unethical behaviours, often camouflaged as budi bahasa (civility) or tolong (help), quietly undermine anti-corruption norms. These unethical behaviours go unnoticed under the guise of social manners. The “Culture-Lens Educational Kit: A Module for Culturally Responsive Anti-Corruption Education” is a module designed to enhance awareness and reporting efficacy among Malaysian civil servants through culturally responsive pedagogy. Anchored in institutionalism studies, this module integrates localised scenarios on accountable actions and cultural reflections to contextualise anti-corruption content with familiar moral frameworks. Drawing upon corruption research, case studies and expert opinions, this tool also sheds light on the legal framework surrounding civil service duties and responsibilities to Malaysian citizens.

Keywords: Culture, Civil Service, Whistleblowing, Anti-Corruption

INTRODUCTION

Civil servants in Malaysia are frequently placed at the intersection of formal anti-corruption rules and informal cultural expectations. In environmental settings where collectivism, deference to hierarchy and reciprocal favour-giving shape social life, formal rules often clash with lived expectations (Hofstede, 2001). This conflict produces an internal tension where informal cultural expectations, like respecting authority, may often influence ethical integrity and affect the way formal anti-corruption rules are implemented. For example, laws such as the Whistleblower Protection Act 2010 and National Anti-Corruption Plan (NACP) 2019–2023 provide formal safeguards, but the reliance on general regulated standards disregard subtle cultural relevance, which may result in shallow behavioural impact. Subsequently, standard integrity courses that concentrate on statutes and penalties rarely shift day-to-day behaviours because they fail to reconcile this norm–rule dissonance. Hence, “Culture-Lens Educational Kit” was developed to close this gap by integrating microlearning design with cultural norm awareness, helping civil servants identify corrupt practices within their own work contexts and respond effectively without compromising their social identities. Instead of shaming or lecturing, this module invites officers to scrutinise ambiguous practices, such as accepting festive hampers or prioritising a relative’s file, as expressions of cultural obligations that nonetheless breach public office duties.

Corruption can exist within informal practices, such as reciprocal of small favours and tokens. These informal corruption practices can undermine institutional mechanisms, such as the establishment of the Malaysian Anti-Corruption Commission (MACC), the implementation of the NACP 2019–2023 and continuous ethics training. The current challenge lies in the misalignment between formal anti-corruption policies and informal institutional norms shaped by local customs, relational obligations and hierarchical deference. These contradictions undermine the effectiveness of existing initiatives and limit civil servants’ capacity to internalise and enact anti-corruption behaviours. There is a need for an approach that goes beyond legal compliance to address the cultural underpinnings of corruption.

This misalignment is an obstacle to traditional anti-corruption training that is typically focused on legal statutes. Alternatively, a study in the UK found that 195 participants from 40 corrupt countries experience cultural change when studying in Oxford (Barr & Serra, 2010). These students have reported rejecting corruption when they become aware of positive integrity values which helps them to discern the differences between cultural expectations and corruption. From this study, it is clear that culture awareness has an impact on whether an individual will act on corrupt behaviours. Therefore, the “Culture-Lens Educational Kit” was developed to assist this hurdle by integrating culturally relevant pedagogy into ethical training. Rather than merely penalising misconduct, the module encourages civil servants to critically assess the moral ambiguity in culturally embedded actions and to adopt integrity-first responses that do not alienate them from their communities. The module was designed to align with the core concept of New Institutional Theory, that is the bidirectional relationship of formal and informal institutions to sustain social interactions, making it a suitable tool for environments where formal and informal institutions coexist. By embedding moral reasoning exercises inside culturally familiar narratives with actionable alternatives (e.g., suggesting process improvements or transparency cues), the module aspires to normalise integrity-first choices without severing social cohesion.

INNOVATION DESCRIPTION

The “Culture-Lens Educational Kit” offers a unique pedagogical tool designed to strengthen ethical awareness and integrity efficacy among Malaysian civil servants by addressing the often-overlooked influence of cultural norms on administrative behaviour. This module recognises that both formal regulations and informal societal expectations shape decision-making in public institutions. Thus, it adopts a culturally responsive framework grounded in New Institutional Theory (NIT) to bridge the gap between formal rules and informal norms.

In many cases, unethical behaviours are not the result of ignorance of the law but arise from deeply embedded cultural practices such as *budi bahasa* (politeness), *tolong-menolong* (mutual assistance), and deference to authority. Although these norms are socially valued, they may unintentionally contradict institutional integrity. To bridge this disconnect, this kit employs a culturally responsive framework that contextualises anti-corruption education within locally familiar moral and social settings. It features localised case studies based on actual dilemmas faced in Malaysian public administration, enabling participants to engage in critical reflection and apply ethical reasoning within realistic scenarios. The module incorporates localised narratives, interactive exercises and reflective learning activities that contextualise anti-corruption education by translating legal principles into relatable scenarios. Cultural reflection activities facilitate structured discussions that help civil servants recognise how informal expectations can conflict with professional standards. Complementing this are legal literacy segments that translate complex legal obligations into digestible knowledge, empowering civil servants to understand their duties with clarity and confidence. Collectively, these components make the “Culture-Lens Educational Kit” a comprehensive, scalable and culturally grounded solution for advancing anti-corruption education in Malaysia’s civil service that encourages active participation, peer learning and the internalisation of integrity-based decision-making.

Key features of the “Culture-Lens Educational Kit” include:

Localised Case Studies: Real-life scenarios based on Malaysian administrative culture to promote practical understanding.

Cultural Reflection Activities: Structured discussions on how norms like *budi bahasa*, *tolong-menolong*, and respect for authority can unintentionally reinforce unethical practices.

Legal Literacy Segments: Summaries of relevant legal provisions that guide civil servants’ responsibilities and boundaries.

Interactive Learning Tools: Role-plays and dilemma discussions to reinforce engagement and critical thinking.

THEORETICAL FOUNDATIONS AND METHODOLOGY

The theoretical foundation of the “Culture-Lens Educational Kit” is grounded in NIT, which underscores the interplay between formal structures (such as laws and regulations) and informal institutions (including cultural norms, values and beliefs) that shape organisational behavior.

NIT provides the central theoretical backbone that helps explain why merely enforcing rules isn't sufficient when informal norms, like deference to authority or reciprocal favours, still dominate decision-making. Subsequently, this theory allows the project to move beyond surface-level compliance and instead focus on how both formal and informal structures shape behavior. Thus, this makes the innovation academically rigorous and relevant to real-world institutional reform.

Consequently, NIT posits that sustainable reforms in public administration must go beyond rule-setting by addressing the embedded social expectations that influence decision-making at all levels. In line with this theory, “Culture-Lens Educational Kit” was designed to deliver learning interventions that acknowledge the dual presence of formal compliance frameworks and informal cultural pressures, particularly those unique to Malaysia's socio-administrative landscape. This module doesn't only train for legal compliance but addresses how people behave in reality by providing scenarios that show actions influenced by deeply embedded cultural norms. This distinction is important as most existing anti-corruption modules focus on formal law, which is why they fail to resonate or stick. This kit recognises and incorporates the realities civil servants face thus, improving the practical relevance of anti-corruption efforts.

The development process employed a triangulated qualitative methodology to ensure conceptual rigour and contextual relevance. This enhances trust in the module's content as this module wasn't created in isolation but informed by practice (civil servant experience) and theory (literature), making it both credible and robust. First, in-depth interviews were conducted with civil servants, policymakers and ethics trainers to surface real-world ethical dilemmas and culturally embedded practices affecting governance. Second, a comprehensive literature review synthesised academic work on corruption in Malaysia alongside studies in culturally responsive pedagogy. This integrative approach ensured that the kit is both theoretically sound and practically applicable, offering a nuanced solution that is tailored to the complexities of institutional behaviour within Malaysia's civil service.

ANTICIPATED IMPACT

The anticipated impact of the “Culture-Lens Educational Kit” lies in its potential to catalyse a transformative shift in how anti-corruption education is approached within Malaysia's civil service. Moving beyond conventional compliance-driven training models, this module introduces a reflective and culturally grounded pedagogy that equips civil servants with the ability to identify subtle unethical behaviours often masked by social norms as a cultural routine. Moreover, the kit promotes deeper internalisation of integrity standards by embedding ethical principles within culturally familiar narratives, thus making them more resonant and actionable in everyday decision-making. Furthermore, it encourages early intervention through peer-based accountability mechanisms, fostering a proactive culture of ethical vigilance rather than reactive enforcement. Ultimately, “Culture-Lens” seeks to harmonise formal institutional frameworks with the informal realities of administrative culture, closing the gap between written codes and lived practice to support long-term governance reform.

CONCLUSION AND FUTURE DIRECTIONS

In conclusion, the “Culture-Lens Educational Kit” addresses a critical gap in anti-corruption strategies by introducing culturally responsive pedagogy into the civil service. Its alignment with institutional theory and empirical insights allows for a holistic approach to cultivating integrity within public administration. Future plans include incorporation into pre-service training curricula and institutional partnerships. As Malaysia continues its pursuit of a transparent and accountable public sector, this kit represents a scalable and context-sensitive innovation poised to make a long-term impact.

ACKNOWLEDGEMENTS

The authors would like to thank the Endowment Unit, Universiti Teknologi MARA, for supporting the development of this innovation.

DECLARATION

The authors would like to declare that there is no conflict of interest in the development of this innovation.

REFERENCES

- Barr, A. & Serra, D. (2010). Corruption and culture: An experimental analysis. *Journal of Public Economics*, 94 (11–12), 862–869.
DOI: <https://doi.org/10.1016/j.jpubeco.2010.07.006>
- Boateng, A., Wang, Y., Ntim, C.G. & Glaister, K.W. (2020). National Culture, Corporate Governance and Corruption: A Cross-country Analysis. *International Journal of Finance and Economics*, Forthcoming. Retrieved from: <https://ssrn.com/abstract=3632204>
- Hofstede, G. (2001). Culture’s consequences: *Comparing values, behaviours, institutions, and organizations across nations*. SAGE Publications.
- Lipsky, M. (1980) *Street-Level Bureaucracy: Dilemmas of the Individual in Public Service*. New York: Russell Sage Foundation.
- Malaysian Anti-Corruption Commission (MACC). Website. Retrieved from: https://www.sprm.gov.my/index.php?id=21&page_id=105&contentid=780
- Malaysian Anti-Corruption Commission (MACC) Reports. Website. Retrieved from: https://www.sprm.gov.my/index.php?page_id=79&language=my
- The Center to Combat Corruption & Cronyism. (2023). *State of Corruption: Power, Politics and Policies in Malaysia*. Vinlin Press.

