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GOOGLE THEN, AI NOW:
THE CHANGING WAYS STUDENTS SEARCH FOR KNOWLEDGE

FROM SPECS TO PRICE TIERS:
MINING THE HIDDEN DRIVERS OF SMARTPHONE PRICING

THE 'CHICKEN TENDERS' ALGORITHM:
WHEN A YOUNG ENTREPRENEUR'S LOGIC BEATS BUSINESS CONVENTION

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WHAT'S WHAT FSKM

EDITOR'S NOTE



Dr Farizuwana Akma Zulkifle

Chief Editor,
What's What FSKM

A heartfelt thank you to all the authors and contributors for sharing your articles, experiences, and achievements in this second edition of What's What FSKM 2026! Your continued support and enthusiasm for sharing your knowledge and ideas keep this e-bulletin dynamic, meaningful, and engaging. I truly appreciate the dedication and effort that made this issue possible.

This edition features a diverse collection of engaging articles, from examining smartphone pricing trends and celebrating young entrepreneurship to exploring how artificial intelligence is transforming how students acquire knowledge. We also spotlight healthy lifestyles and the enduring spirit of Merdeka, highlighting that academic pursuit and personal growth truly go hand in hand.

We are also excited to showcase the numerous programmes and initiatives organised by our vibrant FSKM community. Highlights include sessions on cutting-edge AI tools like Gemini and NotebookLM, as well as data visualisation workshops using Power BI-demonstrating our shared commitment to pedagogical innovation. Complementing these are our mathematics and statistics initiatives, community outreach projects, and interactive student activities designed to make learning both enjoyable and impactful.

Beyond academics, this issue celebrates our strong sense of community through festive gatherings, recreational outings, and collaborative projects. These moments reflect that FSKM is not only a center for teaching and learning, but also a space for forging lifelong friendships, supporting one another, and creating lasting memories.

As always, we invite you to be an active part of our growing platform. Whether by submitting an article, sharing your experiences, or simply reading and passing along this bulletin, every contribution enriches our community.

Thank you once again for joining us on this journey. I hope you find insight and inspiration within these pages. Keep reading, keep sharing, and let us continue to learn, inspire, and grow together!

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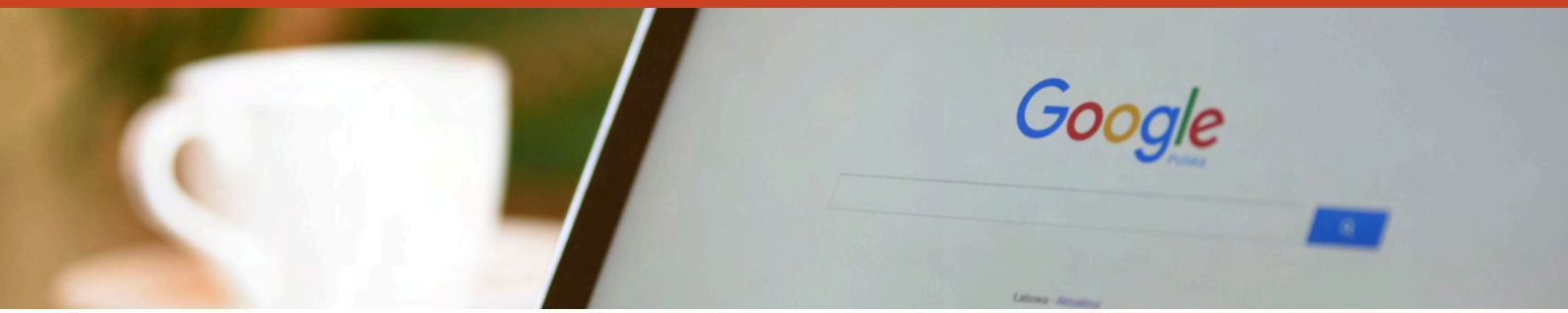

GOOGLE THEN, AI NOW: THE CHANGING WAYS STUDENTS SEARCH FOR KNOWLEDGE

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INTRODUCTION

The way university students seek knowledge is changing rapidly. Books and libraries were once the main sources of information before Google introduced a culture of keyword searching. YouTube, TikTok and other social media platforms later made explanations faster, more visual and easier to access. Now, generative artificial intelligence (GenAI) is driving another major shift: users can ask a question directly and receive a response that has already been organised for them. This convenience creates opportunities for more flexible learning, but it also raises concerns about accuracy, overreliance on AI and the possible decline of critical thinking. This article invites students to treat AI as a learning companion that helps them understand, verify and challenge ideas, rather than as a shortcut for completing assignments.

FROM BOOKS TO GOOGLE, AND FROM GOOGLE TO AI

Have you ever wondered how students searched for information before digital tools became widely available? When we encountered an unfamiliar term, we turned to books. Completing an assignment often meant visiting the library, browsing the shelves, consulting tables of contents and recording key points. If the book we needed was unavailable, we had to search for an alternative source.

The arrival of Google transformed this process. By entering just a few keywords, we could access thousands of results within seconds. We no longer needed to know which book to find or where to find it. We simply needed to choose the right search terms.

Today, the way students seek information is evolving once more. Some turn to YouTube for explanations, while others search for tutorials on TikTok or post questions in online forums. Increasingly, many students are choosing an even simpler option: "Ask AI."

Our journey has taken us from books to search engines, and from search engines to social media. Now, with the rapid growth of generative artificial intelligence (GenAI), we are moving beyond searching for existing information. Technology can generate responses tailored specifically to our questions. Although this may appear to be a minor shift, it is fundamentally changing how we access information and learn.

FROM "SEARCH" TO "ASK"

Google helped us develop an essential skill: searching for information. We learned to enter keywords, review lists of websites, choose relevant links and read the available material. More importantly, careful users compared information from several sources before reaching a conclusion.

GenAI offers a different experience. We can ask it to "explain this concept in simple language", "provide an example", or "explain it as if I were learning it for the first time". A response appears within seconds. If the explanation is too complicated, we can ask for a simpler version. If it is too brief, we can request a fuller response. In this way, AI can feel like a tutor that is always ready to answer another question.

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In Malaysia, using AI for learning is no longer uncommon. A study involving 581 university students in Sarawak found that AI tools were used to clarify concepts, paraphrase text and assist with academic translation, among other purposes [1]. Clearly, AI is no longer simply a technology of the future. It is already part of students' learning experiences today.

"The challenge used to be finding information. Today, the challenge is deciding which information deserves our trust."

TIKTOK HAS BECOME A PLACE TO FIND ANSWERS TOO

This change did not begin with AI. Before GenAI became popular, social media had already changed the way people looked for information. Need an Excel tutorial? Try YouTube. Unsure how to edit a video? Search TikTok. Looking for a useful study app? Watch an online review. Sometimes, a 60-second video can offer a helpful introduction to a term mentioned by a lecturer in class.

There is nothing inherently wrong with learning this way. Short videos, animation and visual explanations can make complex ideas easier to grasp. The problem begins when we assume that content must be accurate simply because it is easy to follow. A video with a million views is not necessarily reliable, just as a confident speaker is not necessarily an expert. The first search result is not necessarily the most reliable source. When using AI, we should apply the same critical habit by checking whether its responses are accurate, reliable and supported by credible sources.

AI MAY SOUND CONFIDENT, BUT CONFIDENCE DOES NOT GUARANTEE ACCURACY

AI can produce remarkably convincing answers. Its sentences may be well structured, its language polished and its explanations professional. A response may even include examples, facts and references. Yet AI can still be wrong. It may present inaccurate information, overlook important context or generate an answer that appears credible even though it is flawed.

These concerns have also been highlighted in Malaysian research. A study involving 1,222 university students identified several concerns, including information accuracy, overdependence on AI, a possible decline in critical and analytical thinking, and threats to academic integrity [2]. Therefore, the essential skill for today's students is not simply being able to say, "I know how to use AI." More importantly, they should be able to say, "I know when to use AI, how to evaluate its answers and when not to trust them."

WHEN THE ASSIGNMENT IS FINISHED, BUT WE CANNOT EXPLAIN WHAT WE WROTE

Imagine a familiar situation. A lecturer sets an assignment, and a student enters the question into an AI tool. Within seconds, AI generates an answer. The student copies it, pastes it into a document, changes a few words and adjusts the formatting. Done! Was it fast? Yes. Was it efficient? Perhaps. But did meaningful learning actually take place?

This is where AI becomes a double-edged sword. It can be an excellent learning tool when students use it to request explanations, obtain examples, test their understanding, generate ideas or view a problem from a different perspective. However, the same technology can become a shortcut that discourages independent thought. The real question is no longer, "Can we use AI for learning?" It is, "How can we use AI without handing over the thinking process?"

WE ONCE LACKED INFORMATION. NOW WE HAVE TOO MUCH OF IT

There is a great irony in today's digital world. In the past, students struggled because information was difficult to access. Today, they face the opposite problem: information overload. A Google search can produce thousands of results, while a single topic may be explained in hundreds of videos. Social media platforms continuously recommend new content, while AI can generate a different response each time a question is asked.

Students therefore need more than the ability to find information. They must also learn how to ask effective questions, identify reliable sources, compare claims, recognise bias, verify facts and judge whether an answer is reasonable. UNESCO's AI Competency Framework for Students similarly emphasises a human-centred approach, AI ethics, and the development of AI-related knowledge and skills [3]. The message is simple: use AI as a tool, but never allow it to do your thinking for you. Figure 1 summarises five practical ways students can use AI more critically and responsibly.



Figure 1: Five ways to use AI as a more critical and responsible learning tool.

THE LIBRARY IS NOT "DEAD"

In all the excitement surrounding AI, we should not assume that older ways of learning are no longer relevant. Books still matter. Journal articles still matter. Libraries still matter and, yes, lecturers still matter too. The difference is that these resources now form part of a much larger learning ecosystem.

AI may explain a concept in 30 seconds, but a book can provide a deeper understanding of the subject and its wider context. A short video may demonstrate how to do something, while an academic article can explain why a method is used and how a conclusion was reached. A wise student does not rely on one source and disregard the rest. Wise students understand the strengths and limitations of different resources and know when each source is most useful.

THE AI GENERATION NEEDS MORE THAN DIGITAL SKILLS

We are witnessing another major shift in education. Earlier generations learned to use libraries, while later generations grew up using Google. Today's students must learn to live and learn alongside AI. Before long, using AI may become as ordinary as using a calculator, a search engine or a navigation app. The question is no longer whether students will use AI, but how they will use it.

Will they use AI to understand difficult ideas, inspire new thinking, challenge their assumptions and examine problems from different perspectives? Or will they treat it merely as a shortcut for completing assignments?

Google changed how we search for knowledge. Social media changed how we discover and consume it. Now, AI is changing how we interact with it. Yet one thing remains unchaged. Technology can help us find and generate answers, but the ability to understand, question, evaluate and give meaning to those answers must still come from us. In an age when machines are becoming more intelligent, our willingness to keep thinking may be what makes us truly wise.

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FROM SPECS TO PRICE TIERS: MINING THE HIDDEN DRIVERS OF SMARTPHONE PRICING

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INTRODUCTION

The global smartphone market has expanded rapidly over the past decade, evolving from basic cell phones into advanced handheld devices. Today, the market offerings span a wide spectrum from entry-level budget devices priced under RM1,000 designed for basic connectivity to ultra-premium flagships exceeding RM10,000 that feature bleeding-edge innovations like multi-lens camera systems, high-density RAM, and 5G connectivity. However, this rapid technological expansion, coupled with arbitrary retail markups, makes it increasingly difficult for consumers to evaluate whether a device's price accurately reflects its hardware quality (Cui et al., 2025). While industry analysts typically group devices into standard price tiers, such as Budget, Mid-Range, Flagship, and Premium, developing a data science system that maps complex specifications to these tiers is essential for evaluating true hardware value. Evaluating specification quality can be a useful approach for determining whether the price is worth it (Sidak & Skog, 2019). This study leverages data mining and machine learning algorithms to map the explicit mathematical relationship between concrete hardware specifications and target market tiers. By doing so, this study establishes an empirical framework for segmenting smartphone price tiers, enabling manufacturers to optimize product roadmaps and empowering consumers to evaluate spec-to-price efficiency (Aksoy Ercan & Simsek, 2023).

DATA FOUNDATIONS

To establish a comprehensive foundation for this study, a smartphone dataset was constructed using a hybrid data-sourcing approach, combining the publicly available GSMArena Comprehensive Mobile Phone dataset from Kaggle (*https://www.kaggle.com/datasets/madajaswanth/phone-dataset-8461-phones*) with targeted web data extracted directly from GSMArena between May and June 2026 to ensure full coverage of Apple iPhone models. The resulting raw dataset comprises 8,461 initial instances across 36 original attributes, spanning both categorical and numerical specifications. Initial data exploration revealed that the raw dataset was highly noisy and inconsistent, presenting three primary data quality challenges. First, several numerical specifications, such as RAM, storage, and battery capacity, were stored as mixed text rather than clean numerical values, rendering them unusable for direct quantitative analysis or machine learning modeling. Second, the chipset attribute suffered from inconsistent naming conventions, with entries ranging from complete manufacturer and model descriptions to shorthand abbreviations. Finally, missing data were encoded inconsistently across attributes, appearing variously as blank cells, empty strings, or dash symbols ("-"). Addressing these structural and formatting irregularities through systematic data preprocessing was necessary before model training.

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To predict price tiers, the class target attribute "PriceTier" was created from the price attribute in the dataset. All prices were converted into Ringgit Malaysia (RM) and assigned to into four distinct price tiers (Budget, Mid-Range, Flagship, and Premium), which are based on market classifications from IDC (2026) and Counterpoint Research (2024); Budget (below RM1,000), Mid-Range (RM1,000–RM2,000), Flagship (RM2,000–RM4,000), and Premium (above RM4,000). The Budget tier focuses on essential connectivity using entry-level hardware like plastic bodies and standard 60 Hz displays. Moving up, the Mid-Range segment balances performance and cost by adding AMOLED screens, faster charging, and mid-tier processors (e.g., Snapdragon 6/7 series). Flagship devices introduce high-end specs, including high-refresh-rate displays, IP68 water resistance, and top-tier processors (e.g., Snapdragon 8 series or Apple A-series). Finally, the Premium tier represents the pinnacle of innovation, encompassing Ultra models and foldables equipped with titanium frames, periscope lenses, up to 16 GB RAM/1 TB storage, and dedicated AI hardware.

DATA PREPROCESSING

To ensure dataset integrity and optimize model performance, a comprehensive data preprocessing pipeline was executed. Initial cleaning involved standardizing attribute formats, correcting typographic and spelling errors, and stripping non-standard characters (such as stray quotation marks). Feature engineering was then conducted to construct new derived attributes, enhancing predictive precision while reducing feature redundancy. Irrelevant parameters, including arbitrary device identifiers and internal system codes, were dropped alongside non-informative missing values. To handle statistical anomalies, an outlier detection analysis identified 1,566 total outliers, including 513 extreme values. Because these extreme deviations could skew classification boundaries, all corresponding instances were removed. Following this cleaning and filtering pipeline, the dataset was refined from its initial volume down to a final, high-quality subset of 4,452 instances across 29 attributes.

UNCOVERING HIDDEN DRIVERS: FEATURE IMPORTANCE FOR MINING PURPOSES

Attribute selection was performed to identify the most influential predictors for classifying smartphone price tiers (Price_Tier). This process was implemented using the Information Gain technique with a combination of a ranker search strategy. Information Gain measures the entropy reduction achieved when splitting the dataset based on a given attribute, effectively quantifying how much predictive power each hardware feature provides. Attributes falling below a predetermined information gain threshold were excluded for the finalized dataset, which selected the top 11 ranked attributes (ranging from Display_Resolution_Height to SelfieResolution), while discarding features with lower information gain.

```
=== Attribute Selection on all input data ===

Search Method:
        Attribute ranking.

Attribute Evaluator (supervised, Class (nominal): 26 Price_Tier):
        Information Gain Ranking Filter

Ranked attributes:
 0.20978    8 Display_Resolution_Height(px)
 0.20616    7 Display_Resolution_Width(px)
 0.18201   15 Clock_Rate_GPU (GHz)
 0.17185   19 VideoResolution(p)
 0.14938   24 Battery_Capacity(mAH)
 0.13983   18 TotalResolution(MP)
 0.13368   13 Chipset_Process_Node (nm)
 0.13326   16  Max_ROM(GB)
 0.13192   17  Max_RAM(GB)
 0.12859    6 Display_Size(inc)
 0.12615   21 SelfieResolution(MP)
 0.11993   25 Battery_Category
 0.1123    10 Launch_OS_Version
 0.10713   14 No_of_Core
 0.1017    20 VideoFPS(fps)
 0.09974    5 Body_Weight(g)
 0.0984    22 SelfieVideoResolution(p)
 0.08855   23 SelfieVideoFPS(fps)
 0.08317    3 Have_Network_4G_binarized
 0.05266    2 Have_Network_3G_binarized
 0.0353    11 Brand_Chipset
 0.02761    4 Have_Network_5G_binarized
 0.02449   12 Brand_Ranking_Chipset
 0.00694    9 OS_Type
 0          1 Have_Network_2G_binarized
```

Figure 1: Feature selection analysis for reduction process

Based on Figure 1 , the feature selection analysis reveals that display quality and processing power serve as the primary drivers of smartphone pricing, with display resolution height (0.20978), display resolution width (0.20616), and GPU clock rate (0.18201) emerging as the top three most influential attributes. Following these top predictors, core hardware specifications, including video resolution, total main camera resolution, chipset process node, maximum ROM, maximum RAM, display size, and selfie resolution, consistently yielded information gain scores above 0.126.

Retaining these top 11 attributes effectively captures the essential dimensions of device value, namely visual fidelity, processing capability, camera performance, and memory capacity. Conversely, features ranked below selfie resolution exhibited significantly lower predictive power, with network indicators like 5G connectivity scoring only 0.02761, operating system type yielding 0.00694, and 2G network availability contributing zero information gain. Excluding these low-gain, bottom-tier attributes effectively reduces dataset dimensionality, eliminates non-informative noise, and mitigates the risk of model overfitting during subsequent training.

The model for predicting smartphone price tiers was produced by conducting a few experiments using three different classifier algorithms: Naïve Bayes, J48 (Decision Tree), and Random Forest. All the algorithms were evaluated across four different validation strategies: Hold-Out (80:10), Hold-Out (70:30), 10-Fold Cross-Validation, and 20-Fold Cross-Validation. The best model will be selected based on the best accuracy metric. The table below shows the results of the experiments.

CLASSIFICATION MODEL EVALUATION

Table 1: Classification performance after reduction process

Classifiers	Hold Out (80:10)	Hold Out (70:30)	10-Fold CV	20-Fold CV
Naïve Bayes	71.01%	72.68%	71.09%	71.23%
J48	79.10%	78.44%	79.94%	79.49%
Random Forest	80.38%	80.16%	**81.54%**	81.20%

Across all experimental setups, Random Forest emerged as the best-performing model, attaining its peak classification accuracy of 81.54% under 10-Fold Cross-Validation and maintaining above 80% accuracy across all configurations. J48 performed solidly as the second-best model, achieving a peak accuracy of 79.94% for 10-Fold CV. In contrast, Naïve Bayes lagged behind, recording accuracies between 71.01% and 72.68%, primarily due to its inability to capture non-linear relationships among hardware attributes. Overall, 10-Fold Cross-Validation proved to be the most reliable evaluation method, with Random Forest establishing itself as the most robust model for predicting smartphone price tiers based on hardware specifications.

CONCLUSION

The dominance of display resolution, GPU clock rate, and video recording capabilities over basic connectivity features (such as 2G/3G/5G flags) indicates that modern consumers evaluate product tiers based on visual fidelity, processing throughput, and media capture performance. With Random Forest achieving over 81% accuracy using purely hardware attributes, this study demonstrates that standard specification metrics strongly dictate a smartphone's baseline market value. Consumers can utilize these empirical spec-to-price patterns to evaluate whether retail price tags reflect true hardware quality or artificial brand markups, while offering manufacturers a clear framework to optimize product roadmaps across different price tiers.

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THE 'CHICKEN TENDERS' ALGORITHM: WHEN A YOUNG ENTREPRENEUR'S LOGIC BEATS BUSINESS CONVENTION

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In the world of technology, the Input-Process-Output (IPO) concept is one of the simplest ways to understand how a system works. What goes in, how it is processed, and what comes out depends on both input and processes. It is closely related to the familiar Garbage In, Garbage Out (GIGO) principle. Even a sophisticated system cannot produce a reliable result when the input or process is wrong.

In theory, the IPO concept should work well in almost any situation, either in a digital system or in everyday life. Since we are so used to digital systems, we often expect the same logic to apply to the real world. However, real life does not always work that way. This can be seen year after year during Hari Usahawan at our children's primary schools, where simple business activities sometimes go against the basic principles of IPO.

This year, my child decided to sell chicken tenders at an extremely friendly price: RM2 for three pieces. In the real market, RM2 might be the minimum price for a single piece of chicken tender of the same size. But my young entrepreneur had a different concern: "I'm worried my friends can't afford to buy it."

As the loyal parent-investor, I bought the ingredients, prepared the chicken tenders and provided some cash for change that morning. At that point, I only relied on a very simple business algorithm: calculate the money coming in, subtract the money going out, and see if there was a profit.

But by the end of the school day, I realised that my child had been running a completely different algorithm all along. Take a look at Table 1 and Figure 1 to see how standard system logic stacks up against my young entrepreneur's business algorithm.

Table 1: Comparison of Two Algorithms

Algorithm A: Standard System	Algorithm B: Young Entrepreneur System

DECLARATION OF VARIABLES
(INPUT):
chicken_capitals = RM48
other_capitals = RM15
change_cash = RM30
sales_total_cash = (calculated after sales end)
 	
PROCESS:
sales_total_cash = closing cash – change cash
profit = sales_total_cash - (chicken_capitals + other_capitals)
 	
OUTPUT:
IF (profit > 0) {
PRINT "Congratulations, the business made a profit!"
} ELSE IF (profit == 0){
PRINT "You only got back your capital."
} ELSE {
PRINT "You are making a loss."}
	DECLARATION OF VARIABLES
	(INPUT):
	pocket_money = RM0
	sales_total_cash = (calculated after sales end)
	
	PROCESS AND OUTPUT:
	IF (sales_total_cash > pocket_money) {
	profit = sales_total_cash
	PRINT "Wow, I made a profit!"
	}

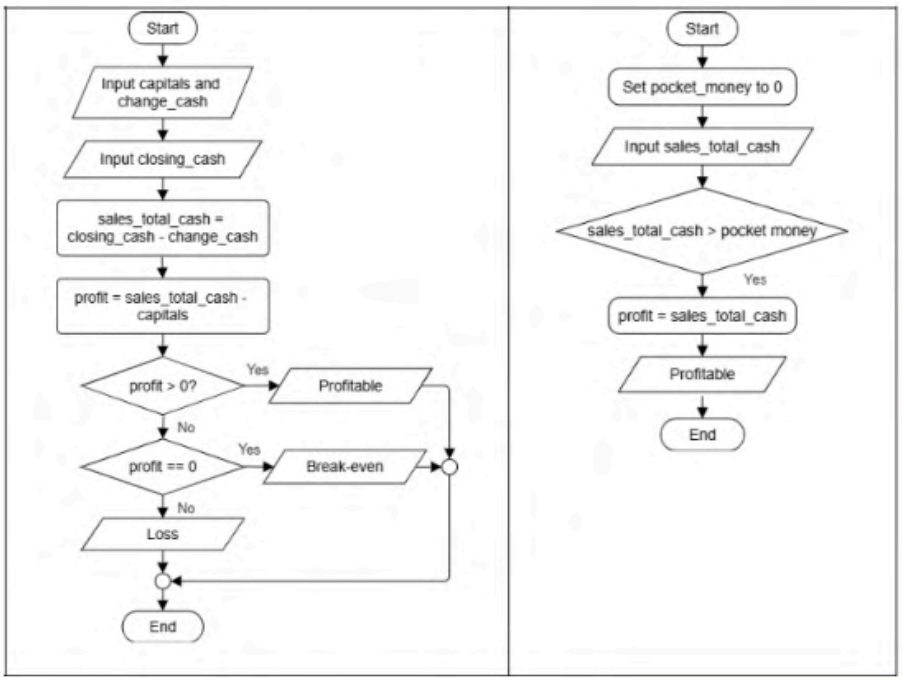

Figure 1: Flowcharts comparison

While a standard system algorithm calculates profit after deducting capitals and change money, my young entrepreneur operates on a much sweeter formula: start with RM0, collect sales cash, and declare everything as profit. This is a clear logic error, with no real decision can be made.

WHEN THE MIND EXPERIENCES A 'LOGIC ERROR'

The chicken tenders were sold out, complete with repeat customers among the teachers as well. Therefore, he excitedly and proudly announced the 'profit' since the cash in hand was more than what he had in the morning.

Then came what I would call the data-validation stage. I took the collection and subtracted the actual input, which is the cost of ingredients and the change money provided in the morning. As expected, the result was unsurprisingly clear. The calculation indicated either a small loss or a near break-even result, considering the possibility that some money was used by my child to support his friends' sales too. My child's calculation, however, was much simpler. Profit was simply the cash in hand at the end of the day. Typically, for a child, terms like cost and capital do not exist in their process. What mattered most was the profit money to be received from this dedicated investor.

From an ICT perspective, this was a classic logic error. The input was clear, and the output was right there in his hand. The problem was the process or the formula used to interpret the data.

A PARENT'S 'EXCEPTION HANDLING'

In programming, the input validation and exception handling help a system to respond when something unexpected happens. Sometimes, a manual override is needed to prevent system failure or crashing. As a parent, I decided on my own version of exception handling. In this case, to ensure his entrepreneurial spirit did not crash, I took the approach of giving half of the sales proceeds from Hari Usahawan as a reward for his effort and courage. Technically, the business algorithm still had a logic error. But perhaps that was not the only output that mattered.

THE OUTPUT BEYOND MONEY

Hari Usahawan was never just about making money. My child had to decide what to sell, think about a price, communicate with customers, handle cash and experience the excitement of seeing a product sell out. Those are outputs that do not appear on a simple profit-and-loss statement.

We, as the parent-investors experienced a small financial loss. But the return on investment was measured on a completely different scale. The confidence gained, communication skills developed, initiative demonstrated and courage to try something independently are equally valuable system outputs. In computing, we try to eliminate logic errors because incorrect processes produce incorrect results. In real life, however, not every 'error' needs to be fixed immediately. Sometimes, Version 1.0 simply needs to run, learn, and grow. If it builds confidence, courage, and enthusiasm along the way, this parent-investor is more than ready to fund Version 2.0.

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FSKM ACTIVITIES

FSKM ACTIVITIES



FSKM SYAWAL:
SIMPLE MOMENTS, LASTING BONDS

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A SIMPLE GATHERING WITH A MEANINGFUL PURPOSE

Although Ramadan 1447H had come to an end, its spirit of gratitude, generosity, and togetherness continued to resonate among the lecturers of the Faculty of Computer and Mathematical Sciences (FSKM), UiTM Negeri Sembilan Branch.

On 17 April 2026, FSKM lecturers gathered for *Tautan Kasih Syawal: Berkongsi Rasa, Menyubur Rohani* , a Syawal celebration designed to strengthen relationships and foster a sense of belonging within the faculty members. Held at the EKSA Corner and FSKM Discussion Room, the event brought together 95 lecturers in a warm, relaxed and family-oriented setting. More importantly, the celebration demonstrated that meaningful fellowship does not necessarily require an elaborate budget.The warm and welcoming atmosphere of the gathering is captured in Figure 1.



Figure 1 : FSKM lecturers gathered for Tautan Kasih Syawal at the EKSA Corner and FSKM Discussion Room.

POTLUCK : PASS THE DISH, SHARE THE LOVE

The most distinctive feature of the celebration was its potluck concept, carried out entirely without financial allocation from the management. Rather than viewing the absence of a budget as a limitation, FSKM lecturers transformed it into an opportunity to contribute and share. Each participant brought food according to their means, resulting in a colourful and generous spread that reflected the diversity and warmth of the FSKM community.The spirit of sharing is captured in Figure 2.



Figure 2: FSKM lecturers sharing food and enjoying the potluck celebration.

The buffet featured a delightful selection of traditional and contemporary favourites, including *nasi hujan panas*, satay, roast lamb, *laksa Johor, kuih koci, bingka ubi,* cakes, brownies, sweet, glazed spring rolls, assorted beverages, *cendol*, and fresh fruits. The variety of shared dishes is illustrated in Figure 3.

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More than just food, every dish represented an act of generosity. Each contribution carried its own story: who prepared it, who brought it, and how it eventually became part of a feast enjoyed by everyone. The potluck therefore became more than a meal. It became a platform for lecturers from different levels and roles to sit together, exchange stories, laugh, and enjoy one another's company without the usual formality of workplace routines. The event left everyone with full stomachs and even fuller hearts; It all comes down to a simple truth: Potluck: Pass the dish, share the love.

SHARING JOY, NOURISHING THE SOUL

True to the programme's theme, *Berkongsi Rasa, Menyubur Rohani*, the celebration was not limited to food and social interaction. Spiritual enrichment was also incorporated into the programme.



Figure 3 : Enjoying delicious dishes while listening to the post-Ramadan tazkirah.



Figure 4: FSKM lecturers listening attentively to the post-Ramadan tazkirah.

The gathering began with a collective recitation of Surah Yasin, followed by a 30-minute post-Ramadan tazkirah. The session provided an opportunity for faculty members to pause and reflect on the lessons of Ramadan. Values such as gratitude, sincerity, humility, mutual respect, compassion, and generosity should not end when Ramadan ends. Instead, these values can continue to shape relationships and workplace culture throughout the year. In this way, the programme successfully combined the joy of Syawal with a meaningful reminder to sustain the spiritual values cultivated during Ramadan.

A CELEBRATION THAT SPOKE THROUGH THE NUMBERS

The success of *Tautan Kasih Syawal* was strongly reflected in the participants' feedback. Based on the survey involving 95 respondents, an impressive 95.8% (91 respondents) selected a rating of 5 (Strongly Agree) while the remaining 4.2% (four respondents) selected a rating of 4.

Overall, the programme's implementation, effectiveness, and organisation each recorded an average score of more than 4.90 out of 5.00. The selection of the day, time, and venue also received exceptionally positive feedback, with each aspect achieving a score of 4.98.

These figures tell a story beyond statistics. They demonstrate that a simple programme, when supported by genuine participation and a strong spirit of togetherness, can create an experience that is both enjoyable and meaningful.

MORE THAN A POTLUCK

Tautan Kasih Syawal was more than just a Syawal celebration. It was a heartfelt gathering that brought FSKM lecturers closer through sharing, laughter, and meaningful conversations. Everyone contributed something to the occasion, whether by bringing a dish, lending a helping hand, or simply offering their time and presence. A shared meal brought people together, transforming the table into a lively hub of laughter, conversation, and companionship. This is perhaps the true beauty of a potluck. It is not about how much food is on the table, but about the warmth, kindness, and togetherness shared by everyone around the table. What began as a simple meal became a meaningful celebration of friendship and fellowship; one that left everyone with cherished memories.The fellowship and togetherness among lecturers are also reflected in Figure 4.

SIMPLE FEAST, LASTING BONDS

As the celebration drew to close, one message remained clear: "Beautiful memories do not always require a large budget. Sometimes, all that is needed is a sincere heart willing to give, willing hands ready to share, and a space where people can sit together".

From a plate of food, a smile is created.
From a dining table, bonds of friendship and fellowship are strengthened.
From a simple programme, lasting memories are made.

Indeed, the fellowship nurtured through *Tautan Kasih Syawal* is truly priceless. May the spirit of sharing, caring, and togetherness sparked by this celebration continue to flourish and become an enduring part of FSKM's culture.

STAT-MASTER SPM 2026: Empowering Students through Mathematics

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EXECUTIVE SUMMARY

The Faculty of Computer and Mathematical Sciences (FSKM), Universiti Teknologi MARA (UiTM) Cawangan Negeri Sembilan, Kuala Pilah Campus successfully organised the CSR STAT-MASTER SMKA SHAMS programme on 9th May 2026 at SMKA Sheikh Haji Mohd Said (SMKA SHAMS).
The programme themed "Empowering Students Through Mathematics," was designed to strengthen students' understanding and application of statistical concepts through interactive, student-centred and game-based learning activities.

The programme combined concept revision, hands-on statistical activities, calculator techniques and peer-learning sessions facilitated by UiTM students. Through this approach, participants had opportunities to experience statistics beyond conventional classroom learning while building greater confidence in applying statistical concepts.
Feedback showed that the programme was successfully implemented and received high positive evaluations in terms of planning, activities, facilities, management and overall effectiveness.

INTRODUCTION

Statistics is an important component of Mathematics at the secondary-school level, requiring students not only to understand formulas but also to interpret, analyse and represent data effectively. However, statistical concepts such as variance, standard deviation, cumulative frequency and ogive graphs can be challenging when approached solely through conventional classroom instruction.

Recognising the need for a more engaging learning experience, FSKM UiTM Cawangan Negeri Sembilan developed STAT-MASTER SPM 2026 as part of a CSR initiative intended to improve students' understanding and application of statistics.

The programme adopted an interactive and game-based approach that allowed students to explore statistical concepts through practical activities, group interaction and guidance from UiTM facilitators. In addition to strengthening subject knowledge, the programme was designed to make learning statistics more accessible, enjoyable and relevant to students preparing for SPM.

PROGRAM DESCRIPTION

The programme began with an ice-breaking session, followed by Stat-Refresh, where students revised Form 4 statistical concepts including data representation, variance and standard deviation. This was followed by Stat-Challenge, an interactive group activity using a Snakes and Ladders game to generate different types of statistical data. This approach gave opportunity for students feel the excitement of collecting and working with data themselves.

The main academic component, Stat-Buddy, focused on grouped data, including class intervals, midpoints, cumulative frequency, variance, standard deviation and the construction of ogive graphs. Students worked closely with facilitators throughout the activities, creating opportunities for more personalised guidance and active participation.

The programme also featured Stat-Hacks, which introduced students to effective calculator techniques, followed by Stat-Inspire, where UiTM students shared their experiences and Mathematics learning strategies with the participants. This combination of academic reinforcement, game-based learning and peer interaction created a learning environment that was both structured and engaging.

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RESULTS AND ACHIEVEMENTS

The programme received highly positive feedback from the organising committee, student facilitators and participants. A total of 38 responses were obtained, comprising 26 student facilitators (68.4%) and 12 committee members/staff (31.6%). The strong involvement of student facilitators reflected the important role UiTM students played in guiding participants, delivering activities and supporting the overall implementation of the programme.

Feedback on activity implementation was particularly encouraging. Most respondents gave the highest rating for the attractiveness of the game-based activities, the clarity of instructions and the effectiveness of the activities in helping students understand statistics. The findings suggest that incorporating games into statistical learning successfully encouraged active participation while making statistical concepts easier to understand in a practical context.

Participant feedback was similarly positive. Among the 26 participant responses, 69.2% reported feeling very happy and proud to have participated, while another 15.4% indicated that they were happy and satisfied with their involvement.

These findings demonstrate the potential of interactive and game-based approaches to complement conventional Mathematics teaching while simultaneously providing UiTM students with meaningful experience as facilitators and academic mentors.

CONCLUSION AND RECOMMENDATIONS

The CSR STAT-MASTER SMKA SHAMS programme successfully demonstrated how statistics can be taught through a combination of structured academic reinforcement, interactive games, peer facilitation and practical learning activities. The programme provided a positive learning experience for participating students while strengthening their engagement with statistical concepts. At the same time, involving UiTM student facilitators created a valuable platform for university students to develop communication, leadership and community engagement skills.

Overall feedback indicated that the programme was well planned, effectively implemented and positively received by participants and facilitators. The game-based learning approach was particularly effective in attracting students' interest and helping them understand statistical concepts in a more enjoyable way.

GALLERY: CAPTURING THE MOMENTS OF THE PROGRAM

The STAT-MASTER SPM 2026 programme transformed statistical learning into an interactive experience through group activities, games, guided exercises and peer facilitation. The pictures taken during the programme show students actively participating in statistical activities and working closely with UiTM facilitators. They reflect a learning process in which students explored Mathematics through collaboration, problem-solving, and hands-on activities. Figures 1–5 capture memorable moments from the STAT-MASTER SPM 2026 programme, highlighting students' active participation, teamwork, and engaging learning experiences.



Figure 1: Introduction to STAT-MASTER SPM 2026 and the statistical concepts explored throughout the programme.



Figure 2: Students participating in the interactive Stat-Challenge activity, guided by UiTM facilitators.



Figure 3: UiTM student facilitators providing small-group guidance during the Stat-Buddy learning session.



Figure 4: Students apply statistical concepts through collaborative, hands-on learning activities.



Figure 5: Participants engaging in the STAT-MASTER learning activities at SMKA SHAMS.

Empowering Young Minds: The FSKM-SKKG Innokids Camp 2026

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EXECUTIVE SUMMARY

The InnoKids Camp was successfully organized on May 9, 2026, at SK Kg. Gelam (SKKG), Port Dickson, under the formal collaboration agreement (Letter of Intent) between SKKG and the Faculty of Computer and Mathematical Sciences (FSKM). The one-day program was led by the Computing Society (COMSOC), supported by 15 student facilitators and 2 lecturers, and brought together 90 students from Years 4 and 5. Through hands-on problem-solving, prototype building, and group presentations, the program effectively introduced Design and Technology (RBT) concepts, nurtured creative thinking, and fostered teamwork among participants.

INTRODUCTION

Early exposure to technology and design thinking plays a crucial role in building foundational problem-solving skills for primary school students. Conceived as a strategic initiative under the official Letter of Intent (LoI) partnership between the Faculty of Computer and Mathematical Sciences (FSKM) and Sekolah Kebangsaan Kampung Gelam (SKKG), the InnoKids Camp 2026 was designed to bridge academic mentorship with young learners. By leveraging the expertise of the student's club which is Computing Society (COMSOC), the initiative aimed to make technical learning engaging, accessible, and practical for young minds. The full-day academic program took place on May 9, 2026, from 8:00 a.m to 6:00 p.m at SKKG, Port Dickson. Designed specifically for 90 Standard 4 and 5 students divided into 15 working groups, the event was guided by a dedicated execution team comprising 15 student facilitators from COMSOC and two lecturers serving as COMSOC Club Advisors at UiTM Cawangan Negeri Sembilan.

The program was guided by three core objectives aimed at holistic student development. First, it sought to introduce foundational concepts and processes of Design and Technology (*Reka Bentuk dan Teknologi* - RBT) to provide students with early practical exposure. Second, it aimed to cultivate creative problem-solving and innovative thinking skills, empowering students to identify and resolve real-world challenges within their immediate environment. Finally, the camp was structured to strengthen leadership and teamwork abilities through collaborative group dynamics.



Figure 1: The COMSOC members with their Club Advisors during the InnoKids 2026 Camp

INNOKIDS CAMP 2026 ACTIVITIES

The InnoKids Camp 2026 featured a structured sequence of interactive activities designed to take students through the complete cycle of problem-solving and innovation. The program began with an Ice Breaking session to introduce the facilitators and establish team dynamics by dividing the 90 participants into 15 working groups. This was followed by a motivational sharing session titled "Cakap-Cakap" (Berani Berfikir, Berani Mencipta), presented by two student facilitators to inspire creative confidence.

Next, the students participated in the Problem Hunter field activity, where each group explored one of 15 designated school zones such as the canteen, surau, hall, gardens and few more to identify real-world problems. Groups then transitioned into, Brainstorming Ideas session, to discuss and generate practical, innovative solutions for the specific issues they observed.



Figure 2: The group of participants discussing building the prototype solution.

Afterwards, in the Build It Challenge session, participants took part in a hands-on workshop to construct physical prototypes representing their proposed solutions by using several materials from waste such as cardboard, bottles, straw and many more. Then each group pitched their projects to a panel of judges composed of SKKG RBT teachers in the Prototype Presentation session. The day concluded with an official Closing Ceremony and Photo Session, along with prize presentations to celebrate the students' achievements.



Figure 3: The participants with their final product during the pitching session.

THE OUTCOME AND IMPACTS

The InnoKids Camp 2026 generated a profound, multi-faceted impact across all involved stakeholders, demonstrating the far-reaching value of the university-school partnership. For the participants, the program transformed abstract concepts into tangible skills as all 15 groups successfully identified distinct school-based problems and constructed physical prototypes during the Build-It Challenge. By navigating 15 unique, designated school zones, the students engaged in targeted spatial problem-solving that deepened their immediate comprehension of RBT principles. Evaluations by SKKG RBT teachers confirmed that the young learners gained substantial confidence, articulating their design choices and creative solutions far more effectively than in traditional classroom settings.



Figure 4 : Some of innovation solutions developed by the participants.

The program was equally transformative for the COMSOC facilitators, providing university students with a valuable platform to develop and apply their skills in mentorship, project execution, and community leadership in a real-world setting. For SKKG, the initiative directly enriched the school's STEM and RBT curriculum through practical and engaging learning activities that stimulated students' curiosity and interest.

Ultimately, the camp successfully operationalized the objectives outlined in the official LoI, fulfilling its strategic community outreach goals while establishing a scalable framework for future academic collaborations with local schools, thereby strengthening the impact and outreach of FSKM.



Figure 5: Photo session with all participants, facilitators (COMSOC) and SKKG Teachers.

RECOMMENDATION & CONCLUSION

The InnoKids Camp 2026 demonstrated the value of university-school mentorship programs in driving early STEM and RBT engagement. To maximize the long-term impact of future iterations, the following steps are recommended:

- **Post-Camp Follow-Up:** Implement a mini-challenge or follow-up project 3 months post-event to track how students apply their RBT skills in regular coursework.
- **Expanded Material Kits:** Increase the variety of prototyping materials (e.g., simple electronics, recycled mechanical parts) to allow for more advanced prototype building.
- **Facilitator Training Workshops:** Provide pre-event mentorship modules for COMSOC facilitators focused on primary-level pedagogy to further refine group facilitation.

In conclusion, the InnoKids Camp 2026 successfully achieved its core objectives by fostering creativity, innovation, and teamwork among SKKG students while strengthening the collaborative relationship between FSKM and SKKG. The continuation of this program will provide a strong model for future community-based academic outreach initiatives.

MAY-THEMATICS DAY: EXPLORE, INNOVATE, AND CONQUER WITH NUMBERS

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EXECUTIVE SUMMARY

The "May-thematics Day" was an interactive mathematics programme organized by the Cybermath Club and the Chess Club on 15 May 2026 at the Tun Abdul Razak Library (PTAR), UiTM Kampus Kuala Pilah. The main goal was to promote students' interest and engagement in mathematics through interactive games and hands-on learning outside the classroom. Students visited various game booths to test their logic, speed, and problem-solving skills. Overall, the event was very successful, helping students improve both their mental agility and teamwork.

INTRODUCTION

Many university students feel stressed about mathematics because they view it as a hard subject filled with boring calculations. To change this perspective, the Cybermath Club and the Chess Club worked together to create "May-thematics Day". This event showed students that mathematics can be fun, exciting, and easy to understand (Figure 1).

Held at the PTAR library, the event gave students a relaxed place to play games and learn. The main goals were:

- to help students see how math is useful in daily life through fun games.
- to teach fast and effective problem-solving methods through mental challenges.
- to build critical and strategic thinking skills using math logic.



Figure 1: Official promotional poster for May-thematics Day.

PROGRAMME DESCRIPTION

The event started at 9:00 AM inside the library, where committee members set up four main game booths. Students could walk around freely and try any booth they liked, such as the hands-on activities at the Math-Xhibit booth (Figure 2).



Figure 2: Students trying hands-on activities at the Math-Xhibit booth.

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The four main booths were:

- **Gambit Chess Lounge:** Students played chess matches to practice planning ahead, focus, and strategic thinking.
- **Math-Xhibit:** A hands-on booth where students could touch and explore 3D shapes, geometric paper models, and math puzzles.
- **Calc-Combat:** A fast-paced game where students solved math problems quickly on the spot.



Figure 3: A student solving a Rubik's Cube at the Cube Rush station.

Students continued visiting the booths throughout the morning, trying out different challenges such as the Cube Rush station (Figure 3), and cheering for their friends. The library was filled with great energy as participants moved from one game to another. At 12:00 PM, the committee members started clearing the game stations, and the event officially wrapped up at 12:30 PM.

RESULTS, OUTCOMES AND DISCUSSION

Feedback from the official survey completed by 113 student participants showed an overwhelmingly positive reaction to Maythematics Day. Exactly 100% of respondents agreed the event should continue in future semesters, and 98.2% confirmed that attending the event increased their interest in mathematics.

Quantitative Survey Breakdown

The survey received overwhelmingly positive feedback from all 113 student participants. Every participant (100%) agreed the event should be repeated, and 98.2% felt it increased their interest in math. Overall, all categories received over 94% positive ratings, with the library venue (83.2%) and friendly committee support (80.5%) earning the highest top scores as shown in Figure 4.

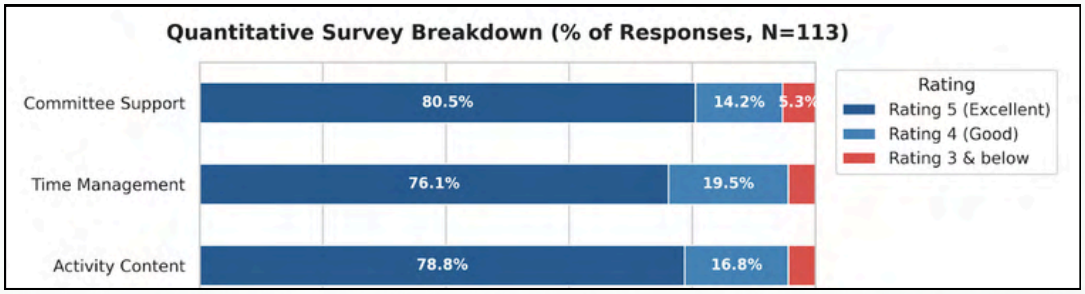

Figure 4: Quantitative survey breakdown showing over 94% positive ratings across all event categories.

Activity Preference Rankings

As shown in Figure 5, the Puzzle Section was the overall favourite activity, chosen by nearly 62% of students. The hands-on Math-Xhibit booth (30.1%) and the Gambit Chess Lounge (28.3%) were also big hits. Overall, participants clearly enjoyed hands-on spatial puzzles and strategic games the most.

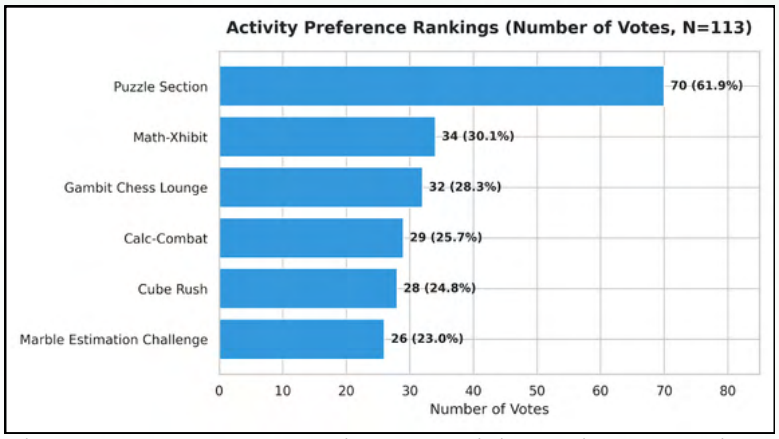

Figure 5: Student preference ratings for the six interactive game stations.

Multi-Level Impact Analysis

The event brought positive outcomes at multiple levels across the campus community. For students, playing math games in a casual setting reduced calculation anxiety, encouraging quick thinking, peer collaboration, and self-confidence. For the university, the joint effort between the Cybermath Club and Chess Club showcased how student organizations can create active, student-centered learning environments outside regular lectures. Finally, hosting the event at the PTAR Library helped reframe math for the community from a scary exam subject into a practical and enjoyable everyday logic tool.

CONCLUSION AND RECOMMENDATIONS FOR IMPROVEMENT

Overall, the event was a great success in changing how students view mathematics. By replacing traditional lectures with fun games like Rubik's Cubes, chess, and puzzles, the event proved that learning math can be both exciting and easy to understand. It not only boosted students' confidence and logical thinking skills, but also supported UiTM's vision of creating active, student-centered learning experiences.

To make future events even more successful, the organizing team recommends three key steps. First, project leaders should finalize and share event guidelines with committee members at least two months in advance to ensure smooth planning. Second, a fair duty-shift schedule will prevent team fatigue and keep staff energy high throughout the day. Finally, expanding event dates to two or three days, widening booth areas, and introducing new activities like Sudoku or online quiz battles will allow more students to participate without clashing with their class schedules.

Chess, Community and Mathematics: Nurturing Young Talents through CSR @Gentam

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EXECUTIVE SUMMARY

The Faculty of Computer and Mathematical Sciences (FSKM), Universiti Teknologi MARA (UiTM) Cawangan Negeri Sembilan, Kuala Pilah Campus, in collaboration with Kawasan Rukun Tetangga (KRT) Fatimah Permai Bt. 1, successfully organised the Catur Semarak Realiti dan Santai Komuniti @Gentam Corporate Social Responsibility (CSR) programme on 16 May 2026 at Dewan Muhibbah, Rumah Pangsa Gentam, Kuala Pilah.

The programme focused on knowledge transfer through chess, particularly among children in the Gentam community, while promoting interest in mathematics and logical thinking through interactive and recreational activities. A total of 14 young participants took part in the intensive chess session, which also served as early preparation for the Kejohanan Catur Minangkabau UiTM Cawangan Negeri Sembilan, scheduled for October 2026.

Besides chess, the programme also included traditional games and an interactive Mathematics Exhibition which provided an entertaining platform for children, teenagers and adults while strengthening the relationship between UiTM and its surrounding community.

INTRODUCTION

Chess is not just a board game. It provides an entertaining way for kids to develop their strategic thinking, concentration, problem-solving and decision-making skills among young learners. Combining chess with mathematics-based activities can also encourage children to approach logical and analytical thinking in an enjoyable way.

Recognising this potential, FSKM UiTM Cawangan Negeri Sembilan initiated the Catur Semarak Realiti dan Santai Komuniti @Gentam programme as part of its community engagement and knowledge transfer efforts.

The programme was designed not only to introduce children to the fundamentals and strategies of chess, but also to identify potential talents among the Gentam community. At the same time, it aimed to bring mathematics closer to the community despite the popular belief that mathematics is difficult and not interesting.

PROGRAM DESCRIPTION

The programme was held at Dewan Muhibbah, Rumah Pangsa Gentam, with 14 children from the local community participating. During the intensive chess session, participants were introduced to the fundamentals of the game and basic strategies to strengthen their playing skills and confidence.

An important objective of the chess session was to prepare the young participants for competitive exposure. The programme served as an initial training platform before their participation in the Kejohanan Catur Minangkabau UiTM Cawangan Negeri Sembilan in October 2026.

Puan Norhayanti binti Karim, Kuala Pilah District Unity Officer, officiated the programme and commended FSKM for introducing a different approach to community engagement. She highlighted that community programmes in the area had traditionally focused on activities such as gotong-royong, while this initiative introduced chess as a new platform for developing children from an early age.

To adopt the Santai Komuniti idea, the programme was not limited to chess training. Traditional games such as Snakes and Ladders and Dam Haji were played to encourage participation across different age groups. These activities created a relaxed and enjoyable atmosphere while bringing together children, parents and other members of the Gentam community.

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FSKM also organised an interactive Mathematics Exhibition to make mathematics more accessible and enjoyable. Visitors explored various IQ puzzles, physical brain teasers and Rubik's Cube challenges, which attracted considerable interest among children and teenagers.

RESULTS AND ACHIEVEMENTS

The programme successfully gave young participants structured exposure to chess and an opportunity to identify potential talent within the Gentam community. According to Dr. Nurul Aityqah Yaacob, Coordinator of FSKM UiTM Cawangan Negeri Sembilan, Kuala Pilah Campus, the children showed good natural talent in chess although they lacked structured exposure and confidence to compete at a higher level. The CSR programme therefore provided an important platform to develop their skills and encourage them to participate in future competitions.

The combination of chess, traditional games and mathematics-based activities also successfully attract community participation. As stated by the Programme Director, Puan Siti Noor Dina Ahmad, the excitement shown by participants and community members indicated the positive response towards the programme. More importantly, the programme strengthened collaboration between UiTM, the local community and the district unity agency. The Chairman of KRT Fatimah Permai, Dato' Haji S.M. Sharifuddin bin Haji S.M. Amin, emphasised the need to use the proximity of Rumah Pangsa Gentam and UiTM Kuala Pilah for community-oriented knowledge-transfer programmes.

CONCLUSION AND RECOMMENDATIONS

The Catur Semarak Realiti dan Santai Komuniti @Gentam programme showed the effectiveness of incorporating chess and mathematics learning, along with recreation, into an engaging community programme. The programme not only provided young participants with opportunities to develop their chess skills but also created a supportive environment for building confidence, logical thinking and interest in mathematics. The community also became more engaged as the programme was able to build strong ties between UiTM, the district unity agency and the residents of Rumah Pangsa Gentam. To support the community's continued development, similar programmes could be conducted regularly to provide children with structured chess training and opportunities for talent development. Future sessions could also include activities that require mathematics problem-solving.

GALLERY: CAPTURING THE MOMENTS OF THE PROGRAM

The programme brought together children, parents, community members and UiTM representatives in an engaging environment that combined learning, recreation and community interaction. The photographs captured throughout the programme highlight the participants' involvement in chess training, recreational activities and knowledge-sharing sessions. They also reflect the strong community spirit and collaboration that contributed to the success of Catur Semarak Realiti dan Santai Komuniti @Gentam.



Figure 1: Participants and members of the Gentam community during the CSR programme at Dewan Muhibbah, Rumah Pangsa Gentam.



Figure 2: Young participants developing their chess skills through guided practice sessions.



Figure 3: Participants engaging in chess and recreational activities designed to promote strategic and logical thinking.



Figure 4: Young participants proudly receiving certificates following their participation in the programme

THE FIX YOU 7.0 PROGRAMME: FROM STATISTICS STRUGGLES TO STUDENT SUCCESS

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EXECUTIVE SUMMARY

The Fix You 7.0 Programme is an academic intervention programme organised by the Statistics lecturers of the Faculty of Computer and Mathematical Sciences (FSKM), UiTM Negeri Sembilan Branch Seremban Campus. The programme was designed to support students who experienced difficulties in understanding Statistics from various courses. The programme provided students with opportunities to discuss difficult topics, clarify misconceptions, practise problem-solving techniques, and receive immediate feedback from lecturers and mentors. Overall, the programme represents a proactive intervention to address students' academic weaknesses before these difficulties adversely affect their overall academic progression. The programme also supports the continuous quality improvement process by translating academic performance data into targeted intervention and improvement activities

INTRODUCTION

Statistics is a core subject at the Faculty of Computer and Mathematical Sciences (FSKM). It teaches students to analyse data, spot patterns, and solve real-world problems. These skills are especially vital for computing students. Today, data drives both academic and professional work.

However, many students find statistics challenging due to difficulties in understanding concepts, applying statistical methods, interpreting results, and solving mathematical problems [1],[3]. These challenges may affect their confidence, motivation, and academic performance [2]. Recognising these challenges, statistics lecturers initiated the Fix You 7.0 Programme as a targeted academic intervention. The programme was designed to support students from various programmes who required additional assistance in statistics.

The programme was developed as part of the Closing the Loop of Continuous Quality Improvement (CDL-CQI) initiative following the October 2025 to January 2026 semester. Course that obtained a score of 2 or below (fair and lower achievement) in the "Course Grade" domain were identified as the priority group for intervention. This data-informed approach enabled the lecturers to identify areas of concern and implement targeted measures to address students' learning needs.

PROGRAMME IMPLEMENTATION

The Fix You 7.0 Programme provided personalised mentoring to struggling students, helping them strengthen their statistical understanding, problem-solving skills, and confidence. The programme ran from 8 June to 10 July 2026. There were seven subjects involved in this programme. Fourteen mentors and 87 students involved and they were free to choose their own meeting times and locations around campus to discuss the assigned exercises. The duration for mentoring was 2 hours per week in 5 weeks stating from week 10 until week 14.



Figure 1: Small-group mentoring sessions providing personalised guidance and peer-supported learning.

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As shown in Figure 1, during these sessions, students worked closely with their mentors to discuss statistical concepts, complete exercises, identify areas of difficulty, and explore appropriate problem-solving strategies. The mentors facilitated the discussions by encouraging students to explain their understanding, exchange ideas, and work through statistical problems collaboratively. This approach provided students with a supportive and less formal learning environment in which they could openly ask questions and learn from both their mentors and peers.

During the sessions, lecturers acted as facilitators rather than dominating the learning process, empowering students and mentors to independently explore and solve problems. Lecturers monitored these mentor-led discussions and only intervened to provide targeted guidance when correcting misconceptions or errors. Ultimately, this balanced approach fostered student independence and active engagement while ensuring they received the necessary academic support to stay on track.

RESULTS, OUTCOMES AND DISCUSSION

Immediately after the Fix You 7.0 Programme, mentors and staff analysed feedback from 45 of the 83 participants to highlight the program's strengths and identify areas for improvement.

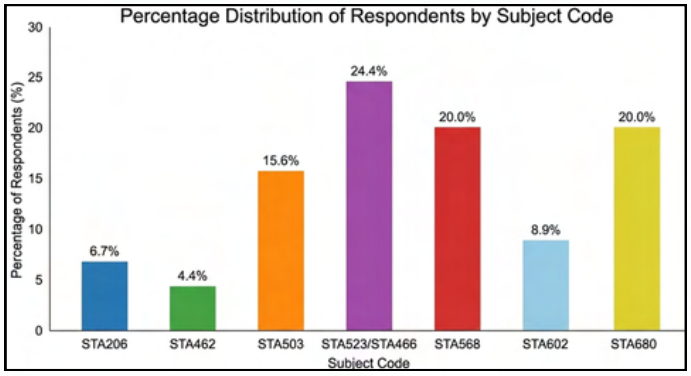

Figure 2: Percentage of Students by Course Code

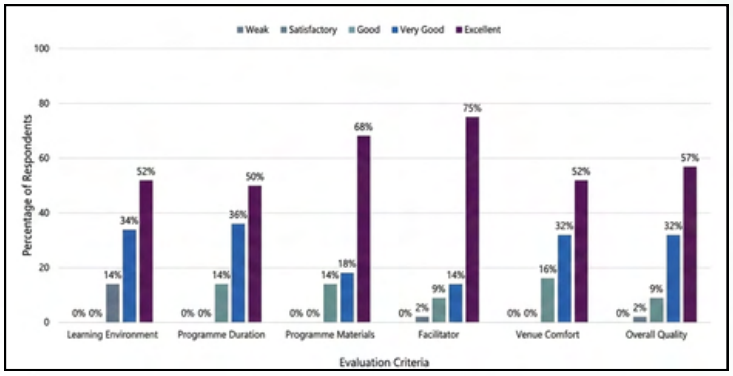

Figure 3: Program Organisation Evaluation

Figure 2 presents the distribution of respondents by subject code. The highest percentage of respondents was from STA523/STA466 (24.4%), followed by STA568 and STA680 (20.0% each). STA503 accounted for 15.6% of respondents, while STA602, STA206, and STA462 contributed 8.9%, 6.7%, and 4.4%, respectively. The findings indicate that respondents were predominantly drawn from STA523/STA466, STA568, and STA680, suggesting greater participation from these subject groups compared to the others. Nevertheless, all subject codes were represented in the sample, ensuring a degree of diversity among the study participants.

Figure 3 demonstrates that participants highly rated all aspects of the programme's organization including the learning environment, duration, materials, facilitator, and venue comfort with the vast majority awarding "Excellent" or "Very Good" ratings. Notably, there were no "Weak" ratings and very few "Satisfactory" responses, indicating exceptional participant satisfaction. Ultimately, these overwhelmingly positive evaluations provide strong evidence that the programme was effectively organized, met expectations, and successfully delivered a high-quality learning experience.

Figure 4 below illustrates a significant positive shift in participants' perceptions following the programme across four key dimensions: Increased Skills and Knowledge, Applied Knowledge, Positive Impact, and Suitability for Continuation. Pre-programme evaluations were largely concentrated in the "Weak" and "Satisfactory" categories, but these lower ratings were completely eliminated post-programme. Instead, responses overwhelmingly transitioned to "Very Good" and "Excellent," with the highest ratings observed in Applied Knowledge (57% Excellent) and Programme Continuation (61% Excellent). Overall, these findings provide empirical evidence that the programme successfully achieved its objectives, equipping participants with valuable skills and generating highly positive outcomes that support its future implementation.

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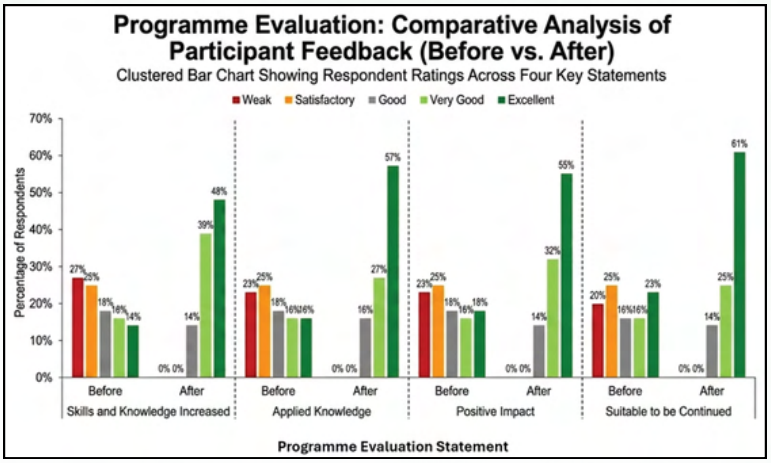

Figure 4: Comparative Analysis of Participant Feedback

CONCLUSION AND RECOMMENDATIONS

The Fix You 7.0 Programme effectively supports students struggling with Statistics by using personalised mentoring and feedback to build their problem-solving skills and confidence. To enhance and measure its future impact, the programme should introduce pre- and post-assessments, track grades and attendance, and consistently collect student feedback. Additionally, lecturers should develop targeted lessons for notoriously difficult topics like probability and hypothesis testing. By integrating these data-driven improvements into the faculty's regular academic cycle, Fix You 7.0 can become a sustainable, long-term solution for student success.

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LIGHTS OUT, SCREENS UP! PROMOTING STUDENT WELL-BEING THROUGH RECREATIONAL FILM SCREENING

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EXECUTIVE SUMMARY

The "Lights Out, Screens Up!" programme was a mental health and relaxation initiative organized by the Cybermath Club on 10 June 2026 at Lecture Hall DK200, UiTM Kampus Kuala Pilah. Designed as a recreational movie night screening the acclaimed drama *Miracle in Cell No. 7*, the event aimed to help students manage academic stress, foster empathy, and encourage emotional reflection. The programme gathered 100 students for a relaxing evening. Survey feedback confirmed that the screening provided a much-needed emotional release and mental break from daily study routines, highlighting the importance of balanced student welfare activities on campus.

INTRODUCTION

Heavy academic workloads and constant assignment deadlines often cause mental fatigue and stress among university students. If left unaddressed, this prolonged tension can lead to burnout. Recognizing the need for emotional well-being and social connection, the Cybermath Club organised 'Lights Out, Screens Up!' as a recreational activity to provide students with a break from their academic routines.

Held at Lecture Hall DK200, the event provided a comfortable and safe space for students to step back from their books and unwind. The primary objectives of the initiative were to offer beneficial and meaningful entertainment to university students while raising awareness of positive moral values, family devotion, and empathy through cinema. Furthermore, the event aimed to strengthen social ties and peer support networks among undergraduates in a relaxed atmosphere, creating a balanced campus environment that prioritizes emotional and mental health.



Figure 1: Promotional poster for the "Lights Out, Screens Up!" film screening programme.

PROGRAMME DESCRIPTION

The event took place on Wednesday evening, 10 June 2026, welcoming 100 students for an affordable ticket fee of RM 2.00. The evening schedule began with student registration and hall admission at 8:15 PM, followed by opening remarks and the commencement of the movie screening at 8:30 PM. The movie concluded at 10:45 PM, after which participants scanned QR codes for evaluation feedback and E-Merit logging before the event officially wrapped up with hall dismissal at 11:00 PM.



Figure 2: Participants lining up outside Lecture Hall DK200 for registration.



Figure 3: Attendees enjoying the movie screening inside the lecture hall.

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MOVIE HIGHLIGHT: MIRACLE IN CELL NO. 7

The organizing committee specifically selected the heartwarming drama Miracle in Cell No. 7. The story revolves around Lee Yong-gou, a loving father with an intellectual disability who is wrongfully accused and sent to prison. His young, intelligent daughter, Ye-seung, longs to be reunited with him. Touched by Yong-gou's innocence and deep fatherly love, his cellmates risk everything to smuggle his little girl inside their high-security prison cell secretly.

This film was chosen for several meaningful reasons:

- **Emotional Catharsis:** The film blends light humor with deep emotional moments, allowing students to laugh, cry, and release bottled-up academic stress.
- **Core Moral Values:** It highlights themes of unconditional love, selflessness, friendship, and standing up for justice.
- **Building Empathy:** Experiencing the emotional journey together helped students connect on a deeper, more human level.

RESULTS, OUTCOMES AND DISCUSSION

Post-event survey feedback collected from student participants demonstrated strong appreciation for the initiative. Evaluation of the percentage-based feedback data revealed remarkably positive ratings across three primary assessment categories: program management, achievement of program objectives, and overall program outcomes.

In terms of program management, 89.1% of respondents rated the venue suitability at DK200, committee efficiency, schedule organization, and overall activity flow as positive (47.8% excellent and 41.3% good). The program performed even higher regarding its core objectives, where 95.7% of respondents agreed that the screening provided a peaceful break from academic stress, sharpened critical thinking, and created an interactive environment (60.9% giving a top five-star rating and 34.8% rating it as good). Furthermore, 93.5% of participants confirmed highly favorable outcomes, noting that the event ran smoothly in an enjoyable atmosphere and produced a lasting positive impact on their well-being (52.2% excellent and 41.3% good).

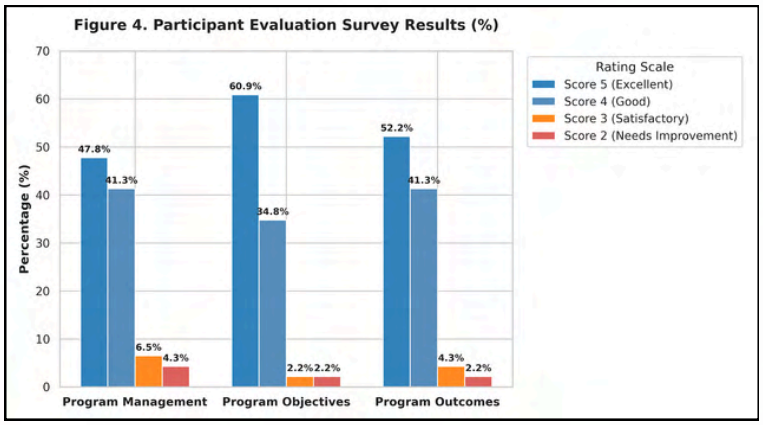

Figure 4: Participant evaluation survey results (%) across assessment categories.

Examining its multi-level impact, watching Miracle in Cell No. 7 provided students with a healthy emotional release, lowered their anxiety, and gave them a shared experience to discuss with friends. For the university, the initiative highlighted UiTM's commitment to holistic student welfare and mental health support, actively promoting a caring campus culture. On a broader community level, fostering emotionally mature and empathetic graduates directly contributes to building a more supportive and compassionate society.

CONCLUSION

"Lights Out, Screens Up!" served as a meaningful platform for students to pause their academic routines, recharge their minds, and build emotional resilience through inspiring storytelling. By bringing students together for a shared movie experience, the initiative proved that recreational welfare events play a vital role in managing university stress and preventing mental burnout. It not only strengthened social connections among peers but also reinforced UiTM's commitment to supporting students' emotional well-being alongside their academic success.

MATH RUSH: SOLVE & SURVIVE – EXPLORING MATHEMATICS THROUGH A GAME-BASED LEARNING APPROACH

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EXECUTIVE SUMMARY

The "Math Rush: Solve & Survive" programme was a game-based academic event organised by the Cybermath Club on 12 June 2026 at UiTM Kampus Kuala Pilah. Designed as an outdoor treasure hunt, the programme aimed to change negative perceptions of mathematics by combining physical activity with mathematical problem-solving. Teams went through five game stations and a final checkpoint to test their speed, logic, and teamwork. Post-programme survey results indicated high enthusiasm among participants, with notable improvement reported in critical thinking, leadership abilities, and teamwork skills.

INTRODUCTION

Mathematical formulas and complex concepts often generate anxiety among university students, leading to a loss of interest in mathematics-related subjects. To offer a fun new way of learning, the Cybermath Club created "Math Rush: Solve & Survive", an interactive academic event designed to demonstrate that mathematical problem-solving can be stimulating and to engage with mathematics beyond the traditional classroom setting through hands-on activities (Figure 1).

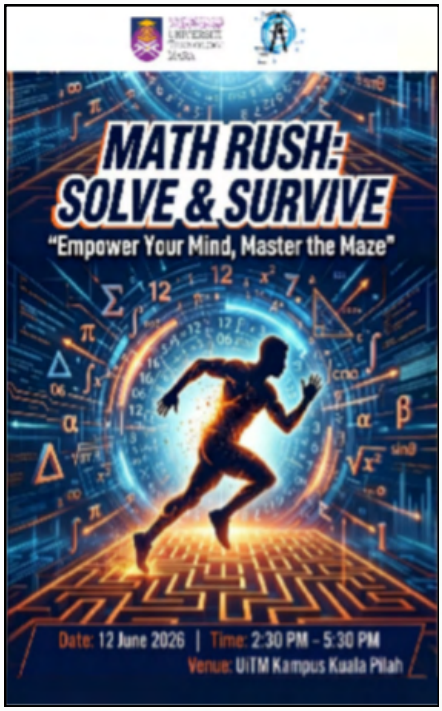

Figure 1: Official promotional poster for the "Math Rush: Solve & Survive" programme.

This programme specifically focused on two core mathematics courses: Business Mathematics (MAT112) and Pre-Calculus (MAT133). At every checkpoint, teams were required to complete a physical task before attempting a mathematics question related to either MAT112 or MAT133. permitting them to proceed to the next checkpoint. The programme name highlights two key elements: the fast speed (rush) of completing tasks within a time limit and the perseverance (survive) required to solve logic puzzles under pressure. The main goals of this event were:

- to demonstrate practical approaches to solve mathematical problems through interactive games.
- to build student interest in MAT112 and MAT133 through diverse problem-solving strategies.
- to develop teamwork, leadership, and communication skills within a dynamic group environment.

PROGRAMME DESCRIPTION

The event used an exploratory format that transformed the faculty grounds into a fun mathematics activity zone. The programme started at 2:30 PM with participant registration and a short briefing on the game rules, safety guidelines, and the scoring system. The race officially began at 2:45 PM as teams moved across six designated checkpoints distributed around the faculty buildings, where participants collaborated to solve various spatial and analytical puzzles (Figure 2).

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Grasping the Analytical Skills

The journey began with Microsoft Excel (Figure 1), transforming it from a simple digital ledger into a powerful analytical engine. Participants moved past basic data entry to explore features that automate the heavy lifting. By mastering formulas and pivot tables, these teachers can now instantly categorise student grades without the risk of manual calculation errors.



Figure 2: Participants collaborating to solve spatial and analytical mathematical puzzles.

Checkpoint Details and Game Rules

Each station combined a physical hands-on task with a required mathematics question. Incorrect answers resulted in time penalties, requiring teams to balance speed and accuracy.

- **Checkpoint 1 (Geometric Blind-Build):** One blindfolded team member was tasked with assembling a shape using wooden sticks based on verbal clues from teammates. After guessing the shape correctly, the team works together to solve a geometry question related to it.
- **Checkpoint 2 (The Precision Flick):** Participants took turns flicking bottle caps into marked grid boxes to unlock their team's algebra puzzle.
- **Checkpoint 3 (Hyper-Stack Rush):** Teams were required to build and disassemble a plastic cup pyramid within under 90 seconds to unlock their mathematics question.
- **Checkpoint 4 (Probability Ping-The Grid Launch):** Every team member was required to successfully toss a ping pong ball into target cups to unlock a probability mathematics problem.
- **Checkpoint 5 (The Arithmetic Toss):** Participants played a traditional game of batu seremban while standing up straight to unlock and solve arithmetic word problems.
- **Checkpoint 6 (The Ultimate Finish):** Facilitators verified that each team had collected all five checkpoint stickers before recording their official completion time.



Figure 3: The closing ceremony and prize presentation session honouring top-performing teams.

The race ended at 5:00 PM, followed by the closing ceremony at 5:15 PM, where gift hampers were presented to the top three teams (Figure 3). The event finished at 5:30 PM after participants scanned a QR code for feedback submission and e-Merit credit collection.

RESULTS, OUTCOMES AND DISCUSSION

Post-event survey data collected through QR codes showed highly positive feedback from participants. On a 5-point Likert scale, the majority of participants gave the highest rating (Scale 5) for the event organization, clear facilitator instructions, venue suitability, scheduling, and overall programme outcomes (Figure 4).

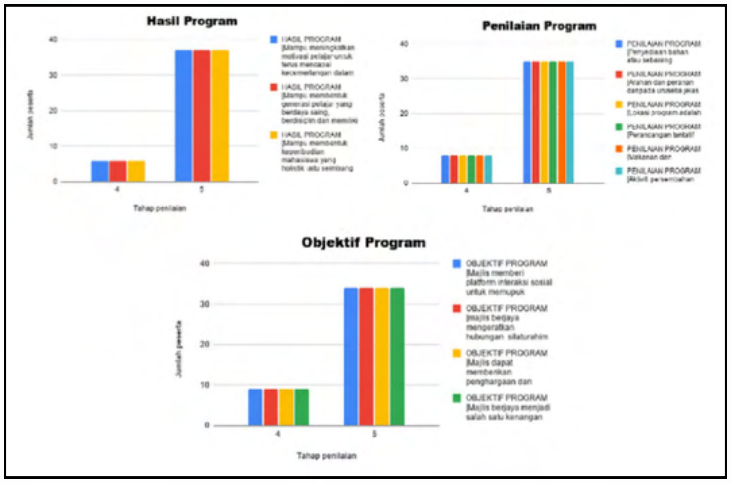

Figure 4: Participant evaluation results showing high satisfaction across all programme metrics.

Impact Analysis

- Student Level: The active game format turned abstract mathematical ideas into clear, hands-on activities. Participants reported improvement in rapid decision-making, logical skills under time limits, and teamwork.
- University Level: The programme supported UiTM's goal of promoting student-centred learning. It effectively built soft skills such as leadership, planning, and time management beyond the conventional lecture setting.
- Community Level: By integrating mathematics with game-based activities, the event challenged the prevalent perception that mathematics is unengaging or inaccessible, thereby, creating a positive learning culture across campus.

Challenges and Lessons Learned

Despite the programme's overall success, the organizing team identified several operational issues. Movement between stations was occassionally disorganised, as some teams did not follow the designated routes and followed other groups. In addition, initial student registration was affected due to late promotional efforts, and communication between project leads and committee members experienced minor delays.

CONCLUSION AND RECOMMENDATIONS

The "Math Rush: Solve & Survive" event showed that combining physical challenges with academic tasks is an effective approach to enhancing student interest in mathematics. The programme successfully met its goals of improving critical thinking, teamwork, and interest in analytical subjects.

To improve future events, the following steps are recommended:

- Improved Route Management: Create clear route maps and station rotation schedules to guide team movements between stations.
- Video Marketing: Use short videos and social media teasers at least one month before the event to get more registrations.
- Earlier Preparation: Ensure main committee leaders share full guidelines to team members at least two months before the event date for smooth planning.

SMART DATA VISUALIZATION WITH POWER BI

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EXECUTIVE SUMMARY

Coherent data visualisation is a critical cornerstone for strategic, evidence-based organisational decision-making. To address this professional competency requirement, the "Smart Data Visualisation with Power BI" webinar was successfully conducted on 13 June 2026 via Google Meet. It was conducted by the Special Interest Group (SIG) Data Science and Predictive Analytics (DASCA) and Center for Advanced Analytics and Applied Statistics (CAAAS) along with Faculty of Computer and Mathematical Sciences (FSKM) UiTM Negeri Sembilan Branch, Seremban Campus. The course trained a total of 52 attendees, university staff and students along with members of the industry, in practical Power BI solution to build interactive dashboards. The endeavour witnessed full scale of skill improvement in the participants and brought the total income of RM4080.00 to the faculty.

INTRODUCTION

With the world advancing in technology, having the knowledge of Power BI to create interactive dashboards offers a distinct advantage for both scholars and industry professionals. Systematic data visualization empowers decision-makers the opportunity to detect missing or ill-formatted information, as well as to explore complex latent relationships amongst variables. Acknowledging this demand, SIG DASCA & CAAAS in association with FSKM developed and took the initiative to conduct a webinar entitled "Smart Data visualisation with Power BI".

The aims of the programme were:

- To provide exposure and enhance participants' skills in using Power BI for data analysis and visualization.
- To offer a relevant professional development program for lecturers and industry participants



Figure 1: Programme Poster

PROGRAM DESCRIPTION

Implementation Details

The webinar was held on Saturday, June 13, 2026. The program started sharply at 9:00 AM and end at 4:30 PM. The committee decided to use Google Meet as platform due to the convenience to the most participants. The theoretical and practical sessions were led by Dr. Nooradilla binti Abu Hasan as the invited speaker and supported by Dr. Nurul Nisa' binti Khairol Azmi as the facilitator.

Event Itinerary

The comprehensive agenda guided participants through the complete data visualization pipeline:

- 9:00 AM - 9:30 AM: Introduction to Power BI & Setting Up
- 9:30 AM - 10:30 AM: Source Connection & Data Preparation
- 10:30 AM - 12:30 PM: Data Modelling & DAX
- 2:00 PM - 3:00 PM: Data Visualisation
- 3:00 PM - 3:45 PM: Building Visual & Distribution
- 3:45 PM - 4:30 PM: Mini Project & Wrap Up

Executive Committee

The webinar was executed by an organizing committee led by Noorezatty Mohd Yusop (Director) and supported by Dr. Nur Amalina Shafie (Deputy Director), Az'lina Abdul Hadi (Secretary), Dr. Norani Amit (Treasurer), under the advisement of Nor Aishah Mohd Noh (Head of FSKM). Other supporting members include FSKM senior lecturers, while a postgraduate student serves as the moderator.

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RESULTS, OUTCOMES AND DISCUSSION

Participant Demographics and Financial Return

There were 52 participants joined the webinar. The demographic characteristics are distributed within different sectors. Based on the findings, the largest segment of the audience consisted of UiTM students with 21 participants (39.6%). Twenty UiTM staff expressed their interest to participate in this programme. The rest of the participants that is 11 (21.15%) of them are from the outside agencies. The registration fees collected at RM 80.00 per participant brought the total income to RM 4,160.00 was deposited into the FSKM Trust Fund.

Pre- vs. Post-Webinar Evaluation

Participants evaluated their knowledge on a scale from 1 ("No Knowledge") to 5 ("Excellent Knowledge") across five key competency areas:

Assessment Dimension	Pre-Program Mean	Post-Program Mean	Total Increase
Basic Knowledge	1.91	4.28	+2.37
Power BI Functionalities	1.98	4.28	+2.30
Chart Creation Methods	1.77	4.25	+2.48
Importance of Visualization	2.06	4.32	+2.26
Usage Confidence	1.85	4.30	+2.45

Overall knowledge levels increased significantly from a "no knowledge/minimum" baseline to a "good/excellent" rating across all dimensions, with the highest growth recorded in technical skills and operational confidence. The gap analysis shows substantial improvement across all assessment dimensions with mean score increasing form 1.77 – 2.06 Pre-Program to 4.25 – 4.32 Post-Program. The largest improvements were observed in Chart Creation Methods (+2.48) and Usage Confidence (+2.45) indicating that the program effectively addressed key gaps in participants knowledge, skills and confidence.

Speaker and Organizational Ratings

Participants evaluated the speaker's delivery and the programme's organisation on a five-point rating scale (1 = very poor, 5 = excellent). Mean scores were interpreted using equal class intervals: 1.00–1.80 (very low), 1.81–2.60 (low), 2.61–3.40 (moderate), 3.41–4.20 (high), and 4.21–5.00 (very high) (Alkharusi, 2022). Dr. Nooradilla binti Abu Hasan received mean scores of 3.68 for knowledge of the subject, 3.58 for appropriateness of content to audience needs, and 3.49 for presentation style. All three fall within the high category, although toward its lower end, indicating a generally positive but not outstanding evaluation of the speaker. The programme's logistics were rated similarly: ease of registration (3.57), appropriateness of the platform (3.57), timing of the event (3.51), overall quality of the programme (3.51), and quality of video/audio (3.47). These results suggest that participants were generally satisfied with the organisation of the programme, while also indicating room for improvement, particularly in presentation style (3.49) and audio/visual quality (3.47), the two lowest-rated items.

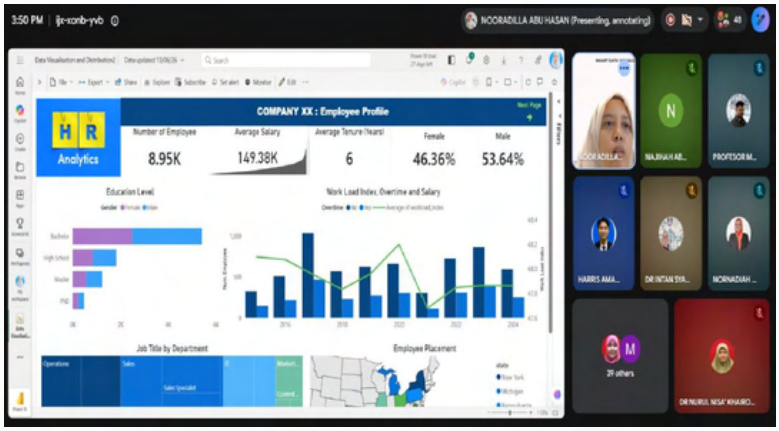

Figure 2: Programme Content

CONCLUSION AND RECOMMENDATIONS

The objectives of the Smart Data Visualization with Power BI webinar were successfully achieved, by equipping participants with new knowledge and practical skills in data visualization. In addition, the university productively generated additional income from the activity. Considering the success and interest it generated, it is recommended that the program become an annual tradition at the university level. To improve on the incoming program, the main recommendations are to implement physical/hybrid workshop for advanced data modelling topics, as these formats can provide participants with further hands-on guidance, practice-based and interactive activities Presentation Engagement scores and run pre-tests on virtual streaming and audio / visual configurations to ensure optimal delivery in online workshop setting.



Figure 3: Participants

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Talking Circle: Star Rating Application

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EXECUTIVE SUMMARY

In line with the strategic plan of UiTM Cawangan Negeri Sembilan to strengthen the culture of research excellence, innovation, and community engagement among academic staff, the Faculty of Computer and Mathematical Sciences (FSKM), Kuala Pilah Campus, successfully organised the Talking Circle: Star Rating Application on 19 June 2026 via Google Meet.

Dr. Ros Fadilah Deraman, Senior Lecturer, FSKM UiTM Cawangan Negeri Sembilan Campus Kuala Pilah, delivered the session and shared her experiences and practical insights on preparing and managing Star Rating Applications through the PRIME system. The programme aims to introduce lecturers to the Star Rating Application system, explain the application procedures and workflow, and provide guidance on the documentation and supporting evidence required for each assessment criterion. Drawing on her experience, Dr. Ros Fadilah guided participants through the complete application process, including project registration, data entry, assessment criteria, evidence preparation, project reporting, and submission procedures. She also shared common challenges, best practices, and practical tips to assist lecturers prepare systematic, complete, and high-quality applications, both the participation rate and the quality of Star Rating applications among FSKM academic staff.

The programme was attended by 10 lecturers from FSKM, UiTM Cawangan Negeri Sembilan, Kuala Pilah Campus. Figure 1 presents the programme highlights including the knowledge-sharing session led by Dr. Ros Fadilah Deraman, live demonstrations of the PRIME system, and participants' active engagement throughout the discussion.

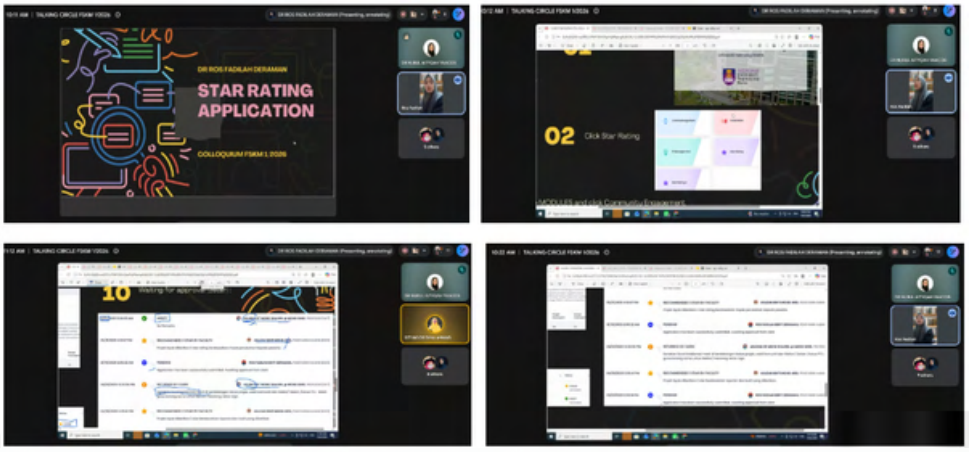

Figure 1: Highlights of the Talking Circle: Star Rating Application programme conducted via Google Meet

PROGRAMME IMPLEMENTATION

The programme commenced with a presentation by Dr. Ros Fadilah Deraman, who provided a comprehensive overview of the Star Rating Application process through the PRIME system. Participants were guided through the complete workflow, beginning with system login, accessing the Intellectual Property and Rating module, navigating to the Community Engagement section, and completing project information, funding details, stakeholder information, project members, project outcomes, and declarations before submission.

The session also explained project specification requirements, including project duration, engagement dates, engagement techniques, focus areas, project categorisation, and alignment with quality education objectives. Participants were informed that applications are submitted annually as the PRIME system resets the application cycle each year.

The session placed special emphasis on documentation requirements. Participants learned that successful applications require comprehensive evidence such as project reports, attendance records, collaboration letters, videos, infographics, flowcharts, captioned photographs, facilitator information, and other supporting documents demonstrating lecturer involvement and project outcomes. The speaker also highlighted the importance of maintaining digital attendance records through Google Forms.

The speaker also explained both the Comprehensive Project Report and the Project Activity Report. Participants were reminded that projects are expected to achieve at least a three-star rating supported by complete and verifiable evidence.

During the interactive discussion, participants sought clarification on documentation standards, funding categories, project reporting, and submission logistics. The programme shared practical tips and best practices to ensure applications comply with the Star Rating assessment criteria.

PROGRAMME EVALUATION

Participant feedback indicated an overwhelmingly positive response towards the programme. As illustrated in Figure 2, all respondents rated the programme Excellent (Score 5) across all evaluation criteria, including programme duration, achievement of objectives, course content, speaker delivery, clarity of information, and relevance of the topic. These findings indicate that the programme successfully met participants' expectations and effectively achieved its intended objectives. Additionally, 88.9% of respondents expressed their interest in attending similar programmes in the future, further demonstrating the programme's relevance, usefulness, and overall effectiveness.

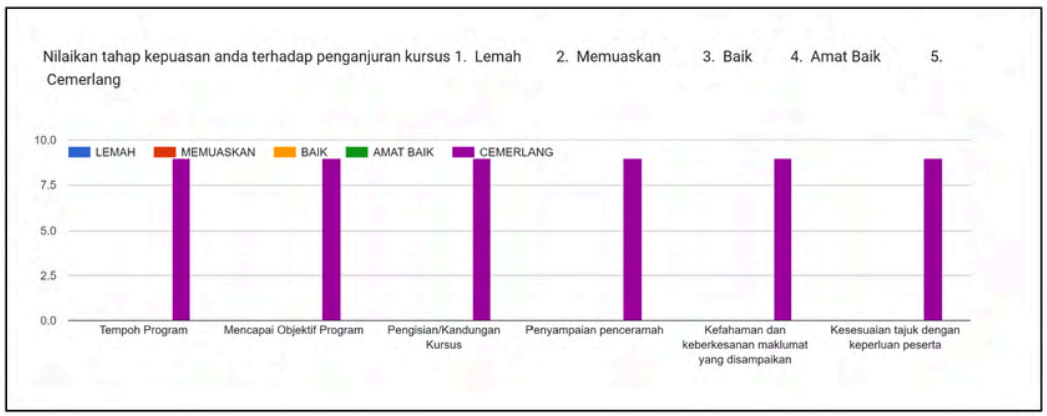

Figure 2: Participants' evaluation of the Talking Circle: Star Rating Application programme

Impact on Staff and UiTM Cawangan Negeri Sembilan

- Improved lecturers' understanding of the PRIME system and Star Rating application process.
- Enhanced competency in preparing systematic and evidence-based applications.
- Increased awareness of documentation, reporting, and assessment requirements.
- Supported the university's efforts to strengthen research, innovation, and knowledge transfer.
- Contributed towards faculty and campus KPIs related to project recognition.
- Enhanced the visibility and reputation of UiTM Cawangan Negeri Sembilan.

CONCLUSION

The Talking Circle: Star Rating Application programme was successfully conducted and achieved its intended objectives. The session provided comprehensive guidance on application procedures, documentation standards, reporting requirements, and evaluation criteria through the PRIME system. The positive feedback demonstrates the programme's effectiveness in supporting academic staff professional development. Similar initiatives are expected to strengthen the quality of Star Rating applications further while contributing to excellence in research, innovation, community engagement, and knowledge transfer at UiTM Cawangan Negeri Sembilan.

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Bengkel Hala Tuju & Pemantapan Strategik Catur Minangkabau 2026

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EXECUTIVE SUMMARY

The Faculty of Computer and Mathematical Sciences (FSKM) at UiTM Cawangan Negeri Sembilan, Kampus Kuala Pilah, successfully organized the "Bengkel Hala Tuju & Pemantapan Strategik Catur Minangkabau 2026" on August 10, 2026. Designed as an official strategic platform and structured preparation, the workshop set the foundation for the main Kejohanan Catur Minangkabau UiTM Cawangan Negeri Sembilan 2026 scheduled for October 17, 2026. Attended by 16 committee members across various campus divisions, the intensive session achieved exceptional results. Post-program survey data indicated a 100% participant satisfaction rate regarding objective achievement, reflecting strong committee alignment on task delegation, financial governance, and tournament formats.

INTRODUCTION

Chess is a well-established mind sport that cultivates critical thinking, strategic planning, and disciplined problem-solving among student. The story of this chess initiatives date back to 2023 when a small-scale Chess Opening Workshop was organized by the Cybermath Club, involving 30 participants. That foundational event sparked real passion and uncovered young talent among local primary school students, especially children of UiTM Cawangan Negeri Sembilan staff. Remarkably, several of these young players went on to win at the district level and successfully qualified to compete at the state level.

Driven by this early success, chess programs at UiTM Kampus Kuala Pilah grew steadily, continuing with Kejohanan Catur Cilik 2024 and evolving into Kejohanan Catur Minangkabau 2025. These events not only provided a platform for young talent but also enhanced university visibility, strengthened ties with the District Education Office (PPD), and supported the local micro-economy through vendor stalls and food trucks operated by local entrepreneurs.

To elevate this event to an even higher level, FSKM decided to rebrand and expand the competition. Whereas last year's tournament catered exclusively to primary and secondary school students, the 2026 edition broadens its scope by introducing new categories for IPTA/IPTS students and an Open (Terbuka) division alongside existing school and staff categories. The strategic workshop aimed to draw lessons from past editions integrate fresh ideas rooted in local Minangkabau culture, and establish a comprehensive execution plan for the flagship tournament on October 17, 2026.

PROGRAMME DESCRIPTION

The workshop started at 9:00 AM to 2:00 PM at the Main Discussion Room in UiTM Kampus Kuala Pilah. The 16 key participants included academic and administrative staff from FSKM, the Faculty of Applied Sciences (FSG), Facility Management, and the Administration Division. As shown in Figure 1, the workshop was comprised into two main working sessions:

- Session 1 - Reviewing Past Tournaments: Evaluating previous match systems (Swiss System), chess clock setups, hall room constraints, and feedback from players and parents.
- Session 2 - Brainstorming & Planning Ahead: Re-organizing player categories (U12, U17, Staff Children) and introducing new divisions such as Open and IPTA/IPTS Students. The committee also discussed incorporating local Minangkabau cultural elements, revising game rules, and building a digital publicity campaign.

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Figure 1: Highlights from the workshop session.

RESULTS, OUTCOMES, AND DISCUSSION

The workshop yielded positive outcomes for the organizing committee. Staff members gained valuable event management skills, particularly in strategic planning, handling risks, and the coordination of large-scale events. Through focused discussions, every committee member received clear job assignments, ensuring that no responsibilities overlapped or were left unattended. Furthermore, updating the technical rules established higher tournament standards aligned with UiTM's reputation, while the new "Kejohanan Catur Minangkabau UiTM Cawangan Negeri Sembilan 2026" branding showcased the university's support for local culture and youth development. Early planning of logistics and budget allocations also strengthened financial governance and minimized the risk of wasteful spending.

Beyond organizational planning, data collected from all participants through the post-workshop evaluation revealed uniformly high satisfaction across all operational areas. While self-assessments before the program showed mixed confidence levels, with several participants expressing uncertainty regarding speaker pace and subject-matter expertise, the post-workshop evaluation indicated a marked improvement. As illustrated in Figure 2, 100% of participants selected "Strongly Agree" regarding their acquisition of new knowledge, speaker delivery, and the speaker's topic expertise. Additionally, as shown in Figure 3, all 16 participants (100%) gave a perfect score of 5 out of 5 for program timing, content quality, and the achievement of overall workshop objectives, while 93.8% expressed complete satisfaction with the venue facilities.

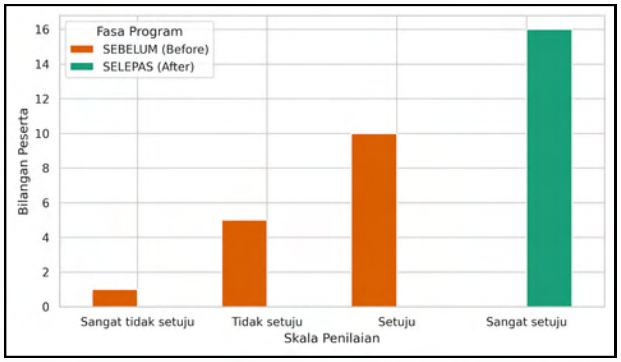

Figure 2: Comparison of participant knowledge and understanding before and after attending the workshop.

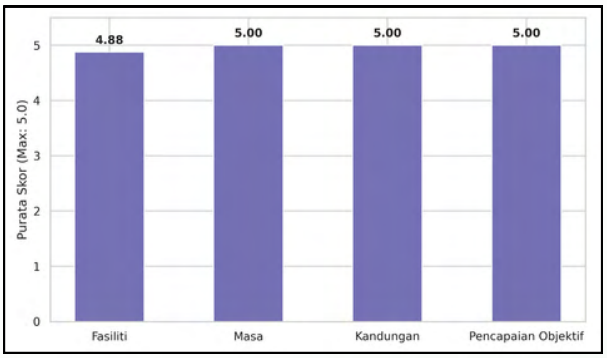

Figure 3: Average participant rating scores across key event execution indicators

CONCLUSION

In summary, the "Bengkel Hala Tuju & Pemantapan Strategik Catur Minangkabau 2026" achieved its stated objectives through great teamwork and active exchange of ideas. To make future preparation sessions even better, the committee suggested upgrading the venue facilities for better comfort and extending the workshop duration to a full day to allow for practical tournament simulations and deeper digital planning. With clear roles, smart budget management, and revised game rules, FSKM is now fully prepared to host a successful Kejohanan Catur Minangkabau 2026 on October 17, 2026.

EMPOWERING UITM STAFF WITH GENERATIVE AI: UNLOCKING THE POTENTIAL OF GEMINI PRO AND NOTEBOOKLM

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EXECUTIVE SUMMARY

The rapid advancement of Artificial Intelligence (AI) is transforming the way information is searched, analysed, created and utilised. In higher education, understanding and effectively applying generative AI has become increasingly important to improve productivity, support teaching and research activities, and streamline administrative tasks. Recognising this growing need, the Faculty of Computer and Mathematical Sciences (FSKM), Universiti Teknologi MARA (UiTM) Negeri Sembilan, organised the webinar "AI for Education: Exploring Gemini Pro and NotebookLM" on August 18, 2026. This five-hour online programme was attended by 177 participants from various UiTM campuses as well as a representative from Majlis Agama Islam Negeri Sembilan (MAINS). The strong participation demonstrated the growing interest among university staff in understanding where generative AI can be integrated into their professional responsibilities.

INTRODUCTION

The webinar was designed not merely as an introduction to AI technologies, but as a practical learning platform. Its objectives were to expose participants to the concepts, functions and potential applications of generative AI through Gemini Pro and NotebookLM, enhance their skills in applying AI to teaching, research, administration and information management, and introduce effective prompting techniques for producing higher-quality AI outputs.

The programme featured two main sessions. The first session focused on Gemini Pro and was delivered by Ts. Zahari Abu Bakar, while the second session introduced NotebookLM and was conducted by En. Mohd. Ikhsan Md. Raus. Both sessions incorporated explanations and practical demonstrations, allowing participants to move beyond theoretical understanding and explore the applications of AI in real-world tasks.

The practical orientation was particularly relevant to academic and administrative staff, as generative AI can assist in preparing teaching materials, organising information, supporting research activities, producing reports and improving document management. The programme also highlighted the importance of responsible and ethical AI use in accordance with institutional requirements.

COMMITTED PARTICIPANTS AND MEANINGFUL TWO-WAY COMMUNICATION

One of the strengths of the webinar was the active involvement of its participants. Rather than functioning as a mainly one-way presentation, the programme incorporated dedicated question-and-answer sessions following each main session. These sessions created opportunities for participants to seek clarification, raise questions and relate the knowledge presented to their own professional needs.

The participants' continued interest was also reflected in their post-programme feedback. Many requested that similar programmes be continued through follow-up sessions, advanced workshops and regular programmes each semester. Requests for access to the webinar recordings were also received so that participants could revisit the demonstrations and learning materials at their own pace. These responses reflect more than simple satisfaction. They indicate a willingness among participants to continue learning and develop their AI competencies beyond the introductory level.

SURVEY RESULTS SHOW SIGNIFICANT LEARNING GAINS

The effectiveness of the programme was further demonstrated through the participant survey involving 177 respondents. The findings showed substantial improvements in participants' knowledge and confidence across all four areas evaluated.

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Knowledge of Gemini Pro increased from 54.24% before the programme to 98.87% after the programme, representing an improvement of 44.63 percentage points. The most significant improvement was recorded for NotebookLM, where positive responses increased from 45.20% to 98.87%, representing an impressive 53.67-percentage-point increase. Participants' understanding of how generative AI could support teaching, research, administration and information management also improved considerably, increasing from 62.71% to 99.44%, a gain of 36.73 percentage points.

Similarly, knowledge of effective prompting techniques increased from 55.93% to 99.44%, representing an improvement of 43.51 percentage points. Overall, positive responses across all four areas reached between 98.87% and 99.44% after the programme, demonstrating a highly positive learning outcome.

Experienced Speakers Strengthen the Programme

The webinar was further strengthened by two distinguished speakers whose academic expertise and industry experience contributed significantly to the programme. Ts. Zahari Abu Bakar, a Senior Lecturer with a Master's degree in Telecommunication and Information Engineering, specialises in the Internet of Things (IoT) and Machine Learning. His extensive academic experience provided a strong foundation for the Gemini Pro session. En. Mohd. Ikhsan Md. Raus, also a Senior Lecturer, holds a Master's degree in Information Technology and specialises in Information Systems Engineering and Educational Technology. His professional background as a System Analyst at ExxonMobil Corporation Berhad, combined with his academic experience, brought valuable industry insights to the webinar.



Figure 1: Ts. Zahari Abu Bakar



Figure 2: En. Mohd. Ikhsan Md. Raus

The combination of academic knowledge, technological expertise and industry experience strengthened the practical relevance of the webinar and enabled participants to gain insights that could be applied to their own professional contexts. The complete analysis of the survey data is detailed in Figure 3.

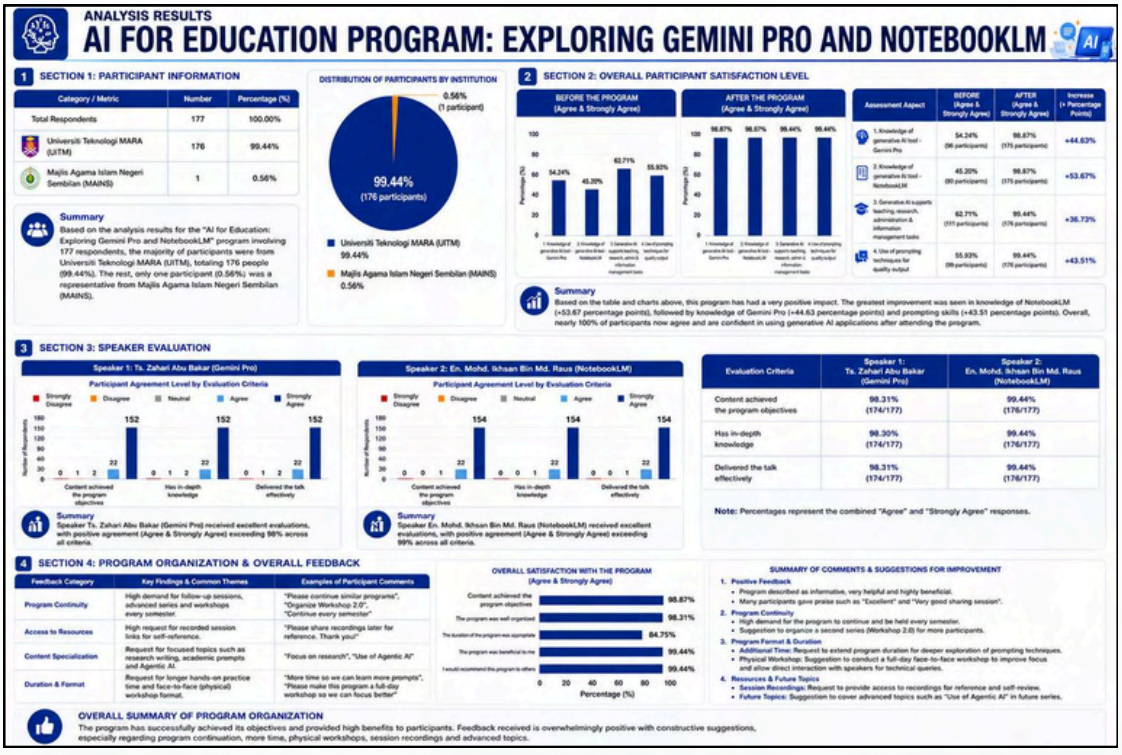

Figure 3: AI for Education Webinar – Full Analysis Infographic

LOOKING TOWARDS THE NEXT CHAPTER

The strong response to the webinar suggests that AI literacy among university staff is not a temporary trend but an increasingly important component of professional development. Participants expressed interest in future programmes focusing more specifically on AI for research writing, academic prompting and Agentic AI, as well as longer hands-on sessions and face-to-face workshops.

More than simply an online webinar, "AI for Education: Exploring Gemini Pro and NotebookLM" served as a platform for knowledge sharing, interaction and professional development. The significant improvements shown in the survey, combined with the high evaluations of the speakers and the participants' requests for continued learning opportunities, demonstrate the programme's meaningful impact.

The programme reinforces an important message: successful digital transformation is not solely about adopting new technologies. It is also about empowering people with the knowledge, confidence and willingness to use those technologies effectively, responsibly and creatively. Through continuous learning initiatives such as this webinar, UiTM staff can be better prepared to embrace AI and contribute towards a more innovative, efficient and future-ready higher education environment. Figures 4 and 5 highlight key moments from the programme.



Figure 4: Group picture taken after the webinar session



Figure 5: Speaker for the second session and the participants

Growing With Data: Empowering LPPNS Entrepreneurs Through Interactive Dashboards

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TURNING FARM DATA INTO SMARTER DECISIONS

Agricultural businesses produce useful data every day, yet many records remain scattered or difficult to analyse. To address this challenge, Lembaga Pertubuhan Peladang Negeri Selangor and FSKM UiTM Negeri Sembilan organised a three day Training of Trainers programme on digital data management and interactive dashboard development. Nineteen agricultural entrepreneurs under LPPNS supervision, representing seven districts in Selangor, learned to organise and clean data, summarise it using Excel, explore the possibilities of Google Apps Script, and build dashboards in Google Looker Studio. The programme ended with group projects based on five agricultural contexts. Each group presented a functional dashboard, interpreted its findings and suggested a practical action. The experience showed that familiar digital tools can help entrepreneurs and organisations turn everyday records into clearer insights and more confident decisions.

A WORKSHOP BUILT AROUND REAL NEEDS

Agricultural operations generate valuable information through production figures, operating costs, sales, inventory and project records. However, when the information is stored in different formats or files, comparing performance and spotting patterns becomes difficult. The challenge is therefore not always a lack of data. It is often about turning existing records into information that people can understand and use.

The Training of Trainers for Digital Data Management and Development of Interactive Dashboards for the Agriculture Sector was held from 19 to 21 August 2026 at Hotel Sri Malaysia, Bagan Lalang, Sepang. The programme brought together 19 agricultural entrepreneurs under the supervision of LPPNS from seven districts across Selangor. LPPNS staff were also closely involved, creating a valuable space for officers and entrepreneurs to learn together.

Encik Syahril, Deputy Director of LPPNS, hoped that the course would open the eyes of both staff and entrepreneurs to the importance of data. He also emphasised how data analysis could strengthen the competitive position of entrepreneurs while helping the organisation plan, monitor and make better decisions.

STARTING WITH THE BASICS THAT MATTER

The workshop began with clean and consistent data. Participants learned how a good dataset should be structured, why each row should represent one record, and why clear headings, consistent formats and validation rules matter. Using Microsoft Excel and Google Sheets, they practised identifying missing values, duplicate records and inconsistent entries. PivotTables, PivotCharts and slicers then helped them summarise information and create simple interactive views without relying on complicated formulas. The practical activities shown in Figure 1 allowed participants to apply these principles directly as they prepared data and developed Excel dashboards.



Figure 1: Participants taking part in practical data preparation and Excel dashboard activities.

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A GLIMPSE INTO AUTOMATION WITHOUT THE CODING PRESSURE

Google Apps Script was introduced through a trainer demonstration rather than a coding class. Participants saw how repetitive tasks in Google Workspace could potentially be automated and were encouraged to recognise suitable processes within their own organisations. The programme then moved to Google Looker Studio, where participants connected Google Sheets data and created scorecards, charts and filters. The focus was not simply on producing colourful visuals, but on choosing indicators that could answer a useful question and support action.

MAKING DATA VISIBLE WITH LOOKER STUDIO

On the final day, participants worked in groups using simulated datasets for vegetables, livestock, food based industries, fruits and aquaculture. Each group built a working Looker Studio dashboard with key performance indicators, suitable visualisations and an interactive filter. They also identified two insights and proposed one practical action based on the data.

The presentations reflected real questions faced by agricultural entrepreneurs. The groups explored monthly and commodity performance, project profitability, marketing channels, production trends and projects requiring closer attention. Instead of merely reading numbers from the screen, participants discussed what the patterns could mean for planning, monitoring and business decisions. Figure 2 captures this process, with participants explaining their dashboard findings and the recommendations derived from the data.

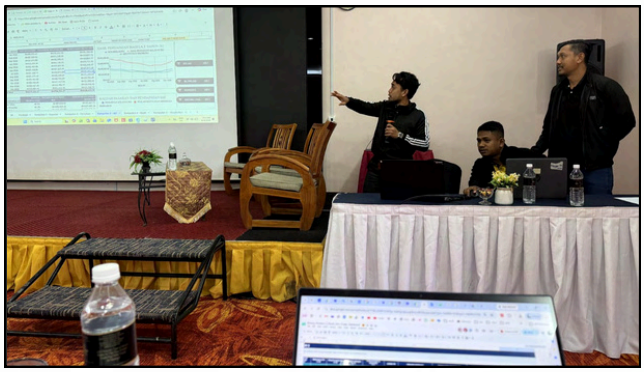

Figure 2: Participants presenting an interactive dashboard and explaining recommendations based on the data.

By the end of the programme, every group had produced and presented a functional interactive dashboard. The achievement was not about mastering every advanced feature in three days. It was about gaining the confidence to structure data properly, select meaningful indicators, build clear visuals and use evidence to support a recommendation. The supportive atmosphere was equally important, as participants asked questions, tested ideas and helped one another when charts, filters or data connections did not behave as expected.

WHERE THE JOURNEY GOES NEXT

The programme demonstrated that digital transformation does not always need to begin with expensive systems or complex programming. Familiar tools such as Excel, Google Sheets and Looker Studio can already make everyday records more useful when they are applied with a clear structure and purpose.

Participants are encouraged to adapt the skills and dashboard ideas to their own business records. Continued guidance, reusable templates and peer sharing would help sustain the momentum. For FSKM UiTM Negeri Sembilan and LPP Negeri Selangor, the programme also offers opportunities for further collaboration in data management, dashboard development and practical digital innovation for the agriculture sector. Figure 3 brings together the facilitators, LPPNS staff and participants who completed the programme.



Figure 3: Workshop facilitators, LPPNS staff and participants at the conclusion of the programme.

Healthy Steps, Merdeka Spirit

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EXECUTIVE SUMMARY

The demanding nature of lecturers' daily routines, coupled with prolonged exposure to computer screens, may increase their risk of developing various health problems. Recognizing this reality, the Faculty of Computer Science and Mathematics (FSKM), UiTM Seremban Campus, launched a health initiative on August 19, 2026, that brought about positive change. A total of 47 lecturers stepped away from their workstations for three hours, from 8:00 AM to 11:00 AM, to participate in the FSKM Brisk Walk Program.

Organized as part of the Merdeka Month celebrations, this program went beyond a routine exercise session by promoting health, well-being, and community engagement. It was designed to promote an active lifestyle, foster unity and nationalism, and also help alleviate work-related stress. The 3.6 km brisk walk around UiTM Seremban's campus offered an opportunity to enjoy the outdoors, promote physical well-being, and strengthen connections with their colleagues. Based on participant feedback, the program successfully achieved its objectives. Participant acceptance and satisfaction were exceptionally high, with 100% of respondents offering positive feedback regarding the event.

INTRODUCTION

A demanding daily schedule and prolonged hours spent in front of computer screens can often take a toll on the health and well-being of academic staff. As they juggle academic responsibilities and administrative obligations, opportunities for physical activity and informal social interaction may become increasingly limited.

Recognizing the importance of balancing work commitments with employee well-being, FSKM UiTM Seremban Campus organized the FSKM Brisk Walk Program. The initiative aimed not only to encourage a more active and healthy lifestyle, but also to provide an opportunity for FSKM staff members to strengthen relationships and foster a greater sense of camaraderie. Adding to the festive atmosphere, the walk was held in conjunction with Merdeka Month, with the Jalur Gemilang flags proudly adorning the FSKM Foyer and surrounding campus grounds. This elevated the program beyond a simple recreational outing into an event that rekindled patriotic spirit and unity across the faculty.



Figure 1: Cheerful Smiles of the FSKM Community

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PROGRAM DESCRIPTION

The FSKM Brisk Walk Program ran for three hours, from 8:00 AM to 11:00 AM, bringing together 47 FSKM lecturers from the Seremban, Rembau, and Kuala Pilah campuses. The program began with a warm-up session before participants embarked on the brisk walk. Participants navigated through a predetermined 3.6 km route inside the campus perimeter. The route offered participants the opportunity to enjoy the scenic campus surroundings, while engaging in physical activity in a vibrant yet relaxed atmosphere.

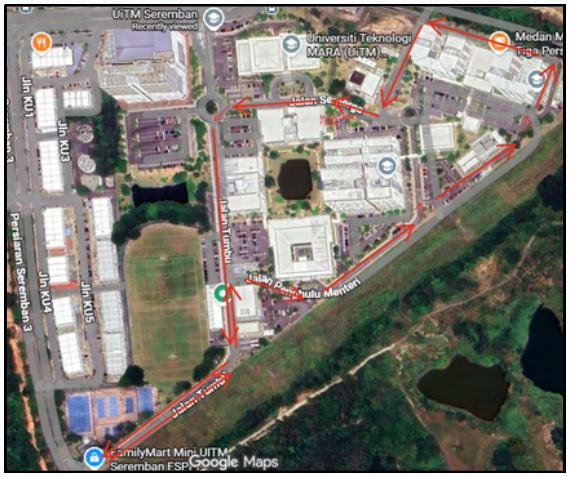

Figure 2: The 3.6 km FSKM Staff Brisk Walk Program route around the Seremban campus area

The program focused on three key objectives: encouraging an active lifestyle through brisk walking, cultivating unity and nationalism, and reducing work stress by exposing participants to fresh outdoor air. It also created a great opportunity for FSKM staff to mingle and connect outside the usual work routine. Participants from all three campuses enriched the event, fostering a shared sense of community across FSKM. The mood was lively as participants showed up in Merdeka colors—blue, red, white, and yellow—and proudly waved the Jalur Gemilang along the way. It was a wonderful blend of patriotic pride and pure, relaxed fun.



Figure 3: Cheerful FSKM Staff Striding Forward While Waving the Jalur Gemilang Flag

FINDINGS, IMPACT AND DISCUSSION

A pre-program survey indicated that staff awareness and activity levels regarding a healthy lifestyle were moderate. Only a small minority, 5 out of 47 strongly agreed ("Sangat Setuju") that they maintained an active lifestyle. Baseline metrics for social unity and stress management opportunities were also recorded.

However, positive shifts became apparent once participants completed the walk together. Post-program feedback demonstrated a significant positive impact. A total of 46 out of 47 participants responded 'Strongly Agree' that the Brisk Walk Program motivated them to adopt a more active lifestyle. The same number of participants confirmed that the activity strengthened interpersonal relationships, improved their physical well-being, and helped reduce work stress.

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Overall, the feedback was overwhelmingly positive. All 47 lecturers selected 'Strongly Agree' when asked to evaluate how well-organized, engaging, and enjoyable the walk was. The positive feedback obtained from the survey indicates that the program successfully achieved the goals set from the beginning.

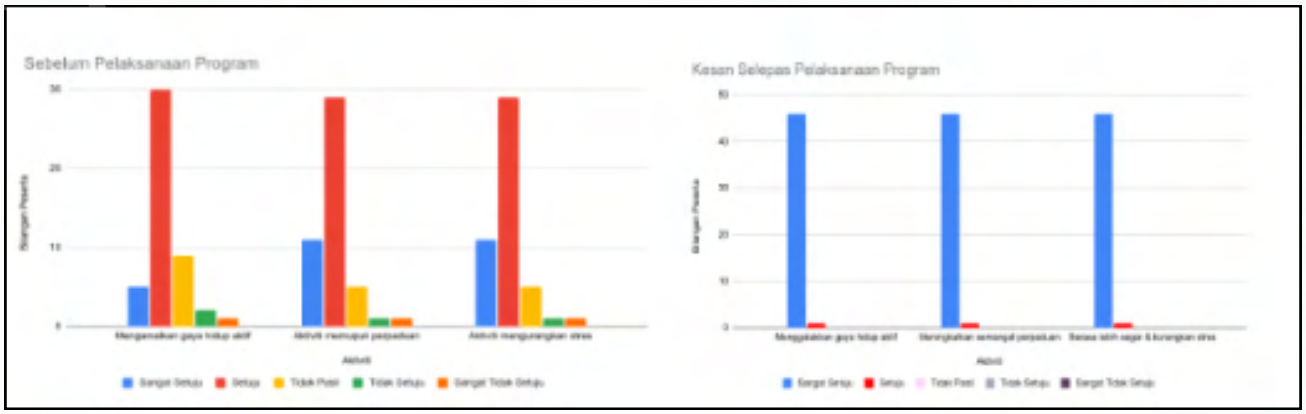

Figure 4: Effectiveness Graph Before and After the Program

CONCLUSION

The 2026 FSKM Brisk Walk Program demonstrated that simple, accessible activities can produce a substantial positive impact on staff well-being. By combining physical exercise, social connection, and patriotism, the event refreshed minds, benefited physical health, and reinforced team cohesion.

"Congratulations to FSKM UiTM Seremban Campus on the successful execution of the 2026 FSKM Brisk Walk Program!"

TEACHING & LEARNING

TEACHING & LEARNING



Gemini and NotebookLM in Teaching, Learning and Research

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EXECUTIVE SUMMARY

Generative AI is changing how people explore ideas, create teaching materials and communicate knowledge. Higher education cannot ignore that shift. Google Gemini supports explanation, brainstorming and content development, while NotebookLM helps users work through a defined collection of sources and trace responses back to the material. Therefore, the two tools can help educators design stronger learning experiences, give students more room to practise and help researchers navigate comprehensive literature. When used carelessly, these tools may provide inaccurate information, discourage independent thinking and make it difficult to distinguish between a person's own work and AI-generated content. Generative AI offers both benefits and risks in Malaysian higher education. Access is important, but responsible use, information verification and well-designed assessments matter even more.

INTRODUCTION

Generative AI can produce text, images, audio, code and other content from a short instruction. Unlike a normal search engine, generative AI allows users to ask follow-up questions and explore a topic in greater detail. In addition, Generative AI can also make mistakes. Its answers may sound convincing even when they contain false references, oversimplified ideas or biased information. Users should therefore check every important response against reliable sources.

Malaysia has taken steps to guide the use of generative AI in higher education. In 2024, the Department of Higher Education published guidelines that emphasise educational benefits, ethical use and academic integrity (Department of Higher Education, 2024). The Pelan Pendidikan Tinggi Malaysia (PPTM) 2026–2035 also recognises AI as a tool for improving curricula, research, innovation, teaching, learning and administration. However, its use must remain guided by moral values, integrity and adab (Ministry of Higher Education, 2025). In March 2026, Google Malaysia announced that all 20 public universities had enabled Gemini for Education. Faculty members received expanded access to Gemini, while selected students gained access to NotebookLM Enterprise (Google Malaysia, 2026). These tools are now part of Malaysia's higher-education environment, so universities must use them carefully and with a clear purpose.

Two Tools, Two Different Jobs

Gemini and NotebookLM serve different purposes. Gemini is useful for open-ended tasks. Educators can use it to explain a concept at different levels, generate examples, develop case studies and create practice questions. Its Guided Learning, quizzes, flashcards and study guides can help students understand a topic step by step instead of simply giving them a final answer (Google, 2025).

NotebookLM focuses on materials selected by the user, such as lecture notes, journal articles, reports and policy documents. It uses these sources to answer questions and can create briefing notes, frequently asked questions and audio overviews (Ministry of Digital, 2025). Its source-linked responses make information easier to check, but users should still read and evaluate the original materials.



Figure 1: Gemini and NotebookLM pros and cons

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What Changes for Teaching?

For educators, one of the main benefits of generative AI is the time it can save. Gemini can help prepare initial drafts of lesson plans, case studies, assessment questions and rubrics. NotebookLM can organise assigned readings and support the development of learning materials based on selected sources. Educators can then spend more time mentoring students, leading discussions and providing meaningful feedback.

Generative AI can also support students with different learning needs. For example, one student may require a simpler explanation, while another may benefit from a more challenging example. Educators can use AI to prepare both, but they must review the content carefully and ensure that it supports the intended learning outcomes.

Assessment may require the greatest change. When Generative AI can complete a task within seconds, the final answer may not show what a student truly understands. Simply banning AI will not solve this issue. Instead, educators can ask students to evaluate AI-generated responses, verify the evidence, explain their decisions and defend their conclusions. Process-based assignments, oral defences, reflective annotations and assessments completed in stages can provide clearer evidence of students' understanding (Ncube et al., 2025).



Figure 2: Goal of using Gemini and NotebookLM

What Changes for Learning?

Students can use Gemini to practise and improve their understanding. It can explain a topic in another way, create revision questions and provide hints without immediately. NotebookLM supports learning through assigned materials. Students can use it to compare arguments, ask questions about their readings and locate the passages that support an answer. However, AI becomes less useful when students rely on it to complete their work. Copying an AI-generated answer may help them finish an assignment, but it does not guarantee that they understand the topic. Excessive dependence on AI may also reduce critical thinking and analytical reasoning (Zhai et al., 2024).

Students should follow four simple steps: ask, verify, reflect and disclose. They should ask clear questions, check important information against reliable sources and reflect on what they have learned. They should also explain the generative AI contribution to their work. This approach supports both learning and academic integrity.

Research Support Without Research Autopilot

Researchers can explore Gemini to develop search terms, understand unfamiliar concepts and explore different ways to outline a research question. NotebookLM can help them to compare selected articles, to identify common themes and prepare an initial summary of the literature. These tools help to make the early stages of research more efficient. However, researchers must verify all AI-generated information. Generative AI may also produce references that appear genuine but do not exist or contain incorrect details. Walters and Wilder (2023), found substantial citation errors in literature reviews generated by ChatGPT. Researchers should check every quotation, summary and reference against the original source. They should also avoid uploading confidential data, unpublished findings or identifiable participant information without proper approval.

The Malaysian Higher-Education Context

Malaysia's education policies give greater importance to the use of AI in higher education. According to Pelan Pendidikan Tinggi Malaysia (PPTM) 2026–2035, AI-supported curricula, future-ready graduates, research innovation, multilingual skills and flexible learning are national priorities (Ministry of Higher Education, 2025). However, providing access to AI tools alone will not achieve these goals. Access is only the first step.

Higher education must also train educators, establish clear guidelines and evaluate how generative AI affects teaching and learning. They should determine whether generative AI improves students' understanding, and helps educators provide better support and maintains the quality of assessment. The number of users may show that generative AI has been adopted, but it does not prove that learning has improved.

What This Means for UiTM

UiTM can use generative AI to strengthen teaching, improve digital skills and increase research exploration. It can also prepare Bumiputera professionals to use generative AI critically and responsibly. not accept every AI-generated response as correct. They must know when to question the information, reject unreliable answers and rely on human expertise.

UiTM has already taken important initial steps by organising webinars and hands-on programmes that introduce educators and students to generative AI tools. These initiatives provide a valuable foundation for developing practical skills and raising awareness of essential considerations, including effective prompting, data privacy, algorithmic bias and academic integrity. Building on these efforts, UiTM could introduce a pilot programme across selected courses, incorporating Gemini and NotebookLM into appropriate teaching and learning activities. The programme should evaluate impact on learning quality, efficiency, user confidence and responsible practice. Evidence gathered from the pilot should guide any wider implementation, ensuring that generative AI is adopted not merely as a technological innovation, but as a tool used purposefully, responsibly and wisely.

Conclusion and Recommendations

In conclusion, generative AI like Gemini and NotebookLM can support higher education, but they should not replace human thinking. Gemini can help users explore ideas, understand concepts and practise skills. NotebookLM can make source-based reading and information synthesis easier. Although these tools can save time and improve access to learning support, they may also produce errors and encourage overdependence without clear guidelines. UiTM should introduce these tools gradually and provide proper training for educators and students. Each assessment should clearly explain how AI may be used. Educators should design tasks that require reasoning, verification and reflection, while students should disclose significant AI assistance and remain responsible for their work. Success should be measured by improvements in students' understanding and skills, not simply by how often they use AI tools.

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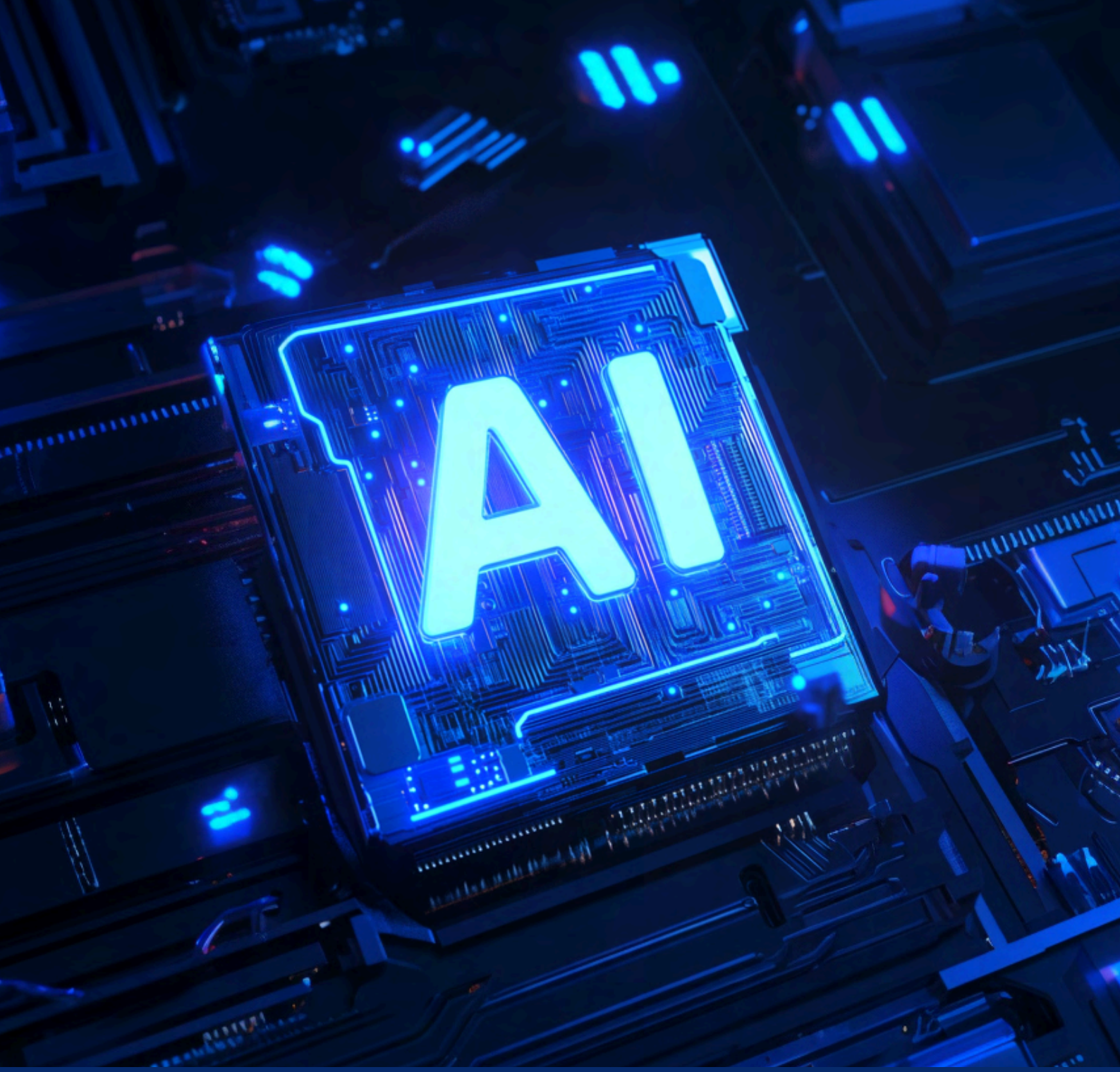

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