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MARA

Cawangan Negeri Sembilan

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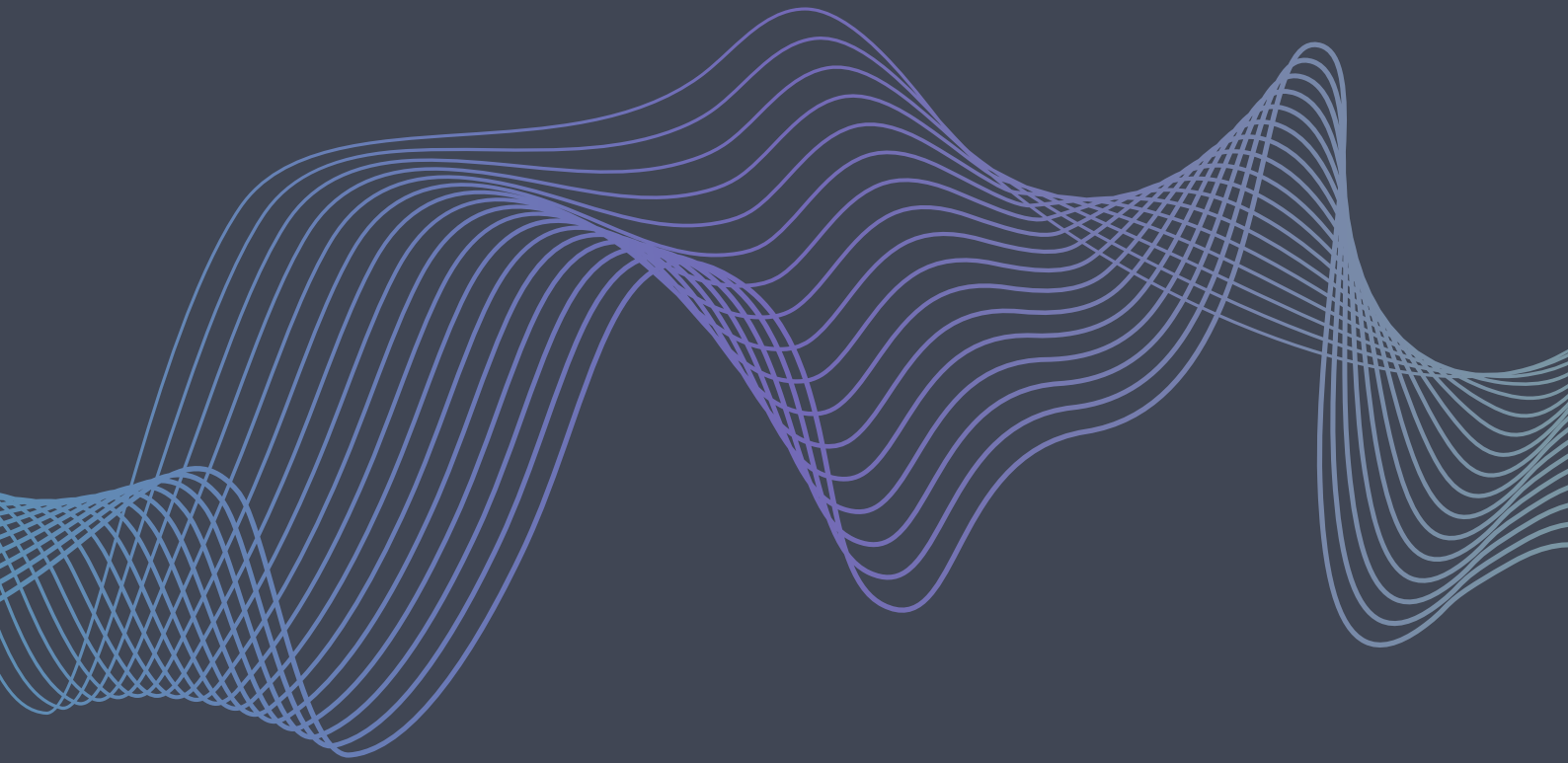
*Global
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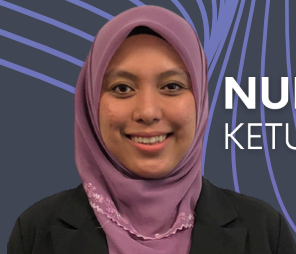
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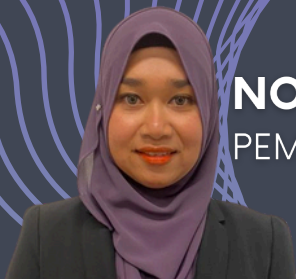
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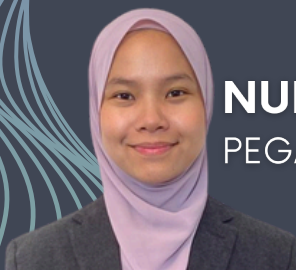
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ARTIKEL

Edisi ini

Global Education Is Not New

ANGELINE RANJETHAMONEY VIJAYARAJOO, AFNI ANIDA ADNAN, SHARINA SALMI AZMI & ARUTCHELVI KUMARAN
UiTM KAMPUS SEREMBAN

Global education equips us to understand the world around us and cope with a world different from ours. In other words, to be able to foster relationships with others and manage communication and collaborations with other countries while holding different stances on culture and mindsets. A global education enables us to see beyond one's own shores with new lenses. The key to global education is knowledge and understanding of other cultures and people different from us, as well as holding respectful engagements and relations with a shared interest in living in peace and harmony for the betterment of all. The point is that global education began in the 60s. It is not a new concept but is being reimaged as one now.

To us, the authors, global education came into being a long time ago. We learnt subjects like history and geography and were transported far away from home. We learnt about the exciting Roman Empire, the Industrial Revolution, and wars between nations and factions, among other events that made history and were necessary to know. Not just the wars in Europe but also the Opium Wars in China and the World Wars, including Japan's surrender after the Hiroshima and Nagasaki bombings. The point being reiterated is that global education began a long, long time ago.

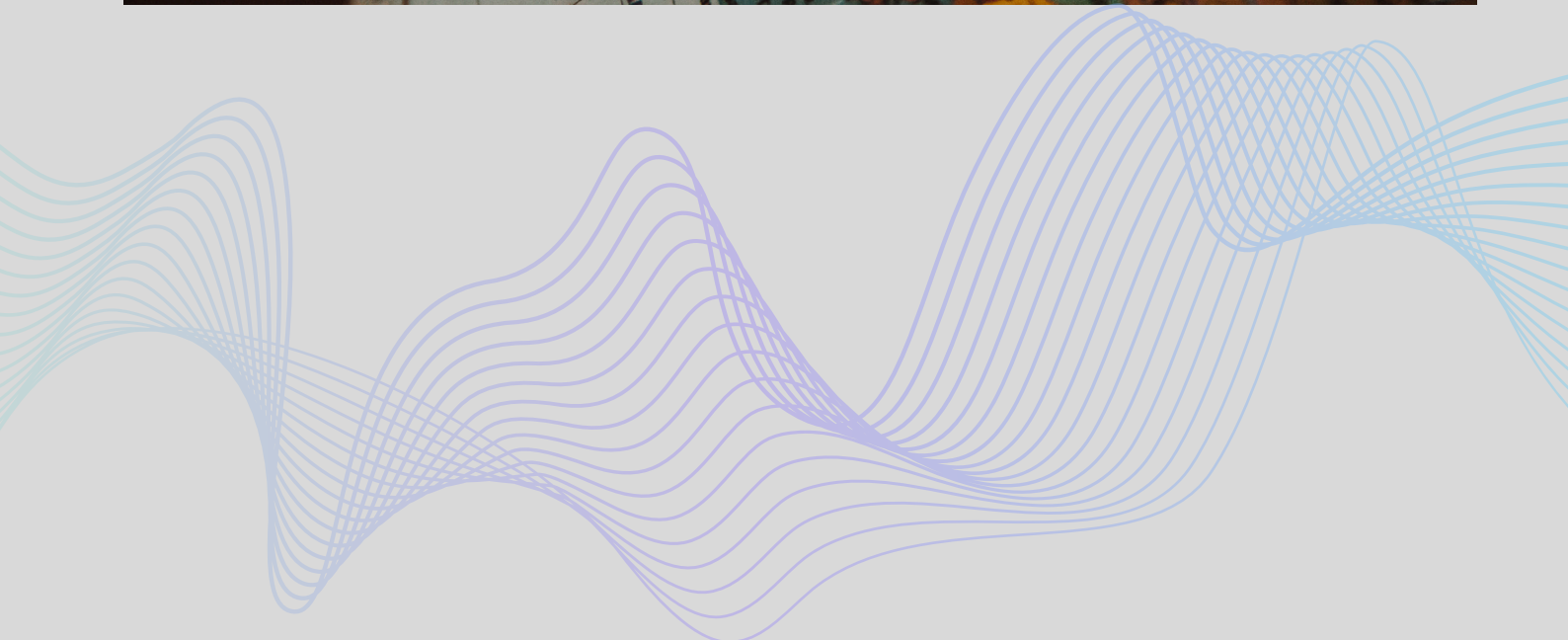
Our days in school were filled with inquiry and awe with all that was learnt. Let us share more of our Global education with the readers. We were intrigued by Genghis Khan, Kublai Khan, and Shih Huang Ti, their influence on the tribes and the events that led to the building of the Great Wall of China. This monumental wall stands as one of the Wonders of the World despite the stories of hard and forced labour with countless deaths resulting from this "Wonder." We recall the Siam -Burma railway or the "Death Railway", also built by hard and forced labour with countless deaths. We also remember the love story and the building of the Taj Mahal – again, at great cost. These were all parts of our ancient history lessons that transported us from our boundaries across oceans, mountains, and new boundaries.



We learnt with interest about South America, the less talked about regions. Then, when we read that one of our then Ministers was married to a lady from Peru, we re-connected to the classroom on our lessons of South America. We recalled that the capital of Peru is Lima, among other bits of information we learned then. We constantly made connections that helped us understand situations and cultures held by various quarters. Lessons on different countries, peoples, cultures, vegetation, climate, way of life and events away from home are classified as a global education.

This global education brought us a greater understanding of the world around us. Our global education took us to boundaries and shores way beyond our own, different and unfamiliar. This global education helped us form informed perspectives of the outside world, preparing us for ways to cope with what is different. We are different. We were global citizens long before the era of technology, which is being said about how AI and other aspects of technology have brought education worldwide long before the era of technology. Remember that global education began long before AI and technology were players in the scene. AI and technology remain as tools for getting information at a speed. This is undoubtedly an asset to Global education, but we need to note that no technology can take the place of a breathing and living being, made of flesh and blood, with a heart that throbs madly at different stimuli.

Global education began a long time ago without Technology. Global education is not new.



Promoting Digital Access in Global Education

**MOHD FAIZAL MOHD RAMSI, SUFY RABEA ADAWIYA IDRIS
& SITI KHAIRIYAH NORDIN**
UiTM KAMPUS REMBAU

In today's world, having access to the Internet and technology is just as important for education as having textbooks and classrooms. The fast-paced development of digital technologies has completely changed how we learn, collaborate, and innovate. However, not everyone has equal access to these benefits. Many students around the world still lack the necessary resources to fully participate in the digital age. As education increasingly relies on technology, it is crucial to ensure that everyone has fair access to digital resources; helping to close educational gaps and empower learners everywhere.

Digital access is essentially about the right and ability to access information using digital tools and the Internet. It is important that everyone, regardless of their background or where they live, can use these resources. The widespread use of smartphones makes it easier to support digital learning platforms, which are especially useful for remote learning (Huda, 2023). Digital access is key to making sure all students can access online study materials and other resources they need for distance education, no matter their social or demographic background (Kulal et al., 2024).



Image 1: Having access to technology allows students to access information more easily

Having digital access means students can tap into a vast array of resources like online courses, educational videos, and interactive platforms. These tools allow students to learn at their own pace and explore subjects outside the traditional curriculum. They also help educational content reach a global audience by breaking down geographical barriers (Marcelo & Yot, 2015). This is particularly beneficial for students in remote or underserved areas, as they can access high-quality educational materials; reducing disparities in educational opportunities.

Resources like Open Educational Resources (OER), which include free and openly licensed educational materials, offer textbooks, course materials, and multimedia resources that enhance learning for both educators and students.

Online education offers flexibility; letting students learn from anywhere at any time, which is a huge advantage for those juggling education with work or family duties. The Internet connects students and educators across borders, promoting global collaboration. It also supports lifelong learning by giving people the resources and flexibility to continue their education beyond formal schooling (Haleem et al., 2022). Online courses and educational content help learners acquire new skills, keep their knowledge up-to-date, and adapt to changing career demands. This global interaction fosters cross-cultural understanding, encourages the exchange of ideas, and prepares students for a diverse workforce.

Digital access makes learning more engaging by offering interactive tools that cater to different learning styles, making education more personalized and effective. Educators can use digital technologies to incorporate videos, animations, and simulations into their teaching. These multimedia elements can help make complex topics more understandable and engaging, improving student comprehension and retention. Adding game-like elements to educational content can also motivate students and make learning more



Image 2: VR and AR will become the future of learning experience in global education

enjoyable. Gamification includes things like quizzes, badges, leaderboards, and interactive challenges that encourage active participation and a healthy competitive spirit. Technologies like virtual reality (VR) and augmented reality (AR) offer immersive learning experiences, allowing students to explore different places and times. For instance, VR can create virtual field trips to historical sites or science labs, providing hands-on learning experiences that aren't possible in a regular classroom.

Of course, digital access is not without its challenges. In many areas, especially in developing countries, Internet connectivity is limited or unreliable, making it difficult for students and educators to fully engage in digital education. To address this, governments and stakeholders need to invest in building and improving Internet infrastructure, particularly in rural and underserved regions. This means expanding broadband coverage and ensuring reliable connections. Policies should also focus on making digital devices and Internet access more affordable for students. Initiatives like subsidies, discounts, and community programs can help lower costs and increase access to information.

Just having access to digital technology is not enough. Students and educators also need the skills to use them effectively. Digital literacy is crucial for navigating online resources safely and maximizing the benefits of digital education. Schools should implement digital literacy programmes to teach students and educators how to use digital technologies effectively and securely. This includes training on online research, digital communication, and cybersecurity.

Digital access is a cornerstone of global education in the 21st century. It enables students to access high-quality learning opportunities, foster global collaboration, and support innovation in teaching and learning. However, to fully realize the potential of digital education, it is essential to tackle the challenges of the digital divide, infrastructure, affordability, digital literacy, and security. By taking proactive steps to ensure equitable digital access, we can create a more inclusive and connected global education system that empowers learners worldwide.

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Mendepani Pendidikan Global: Cabaran Mobiliti Sosial

MOHD NUR FITRI MOHD SALIM, ASMAHANIM HAJI MOHAMAD YUSUF

UiTM KAMPUS SEREMBAN

MOHAMAD SAFWAT ASHAHRI MOHD SALIM

UiTM KAMPUS TAPAH

Kebolehan sesebuah masyarakat untuk bergerak maju dalam arus pemodenan dunia jelas mempunyai perkaitan yang kuat dengan kebolehan setiap individu masyarakat dalam menongkah cabaran mobiliti sosial. Mobiliti sosial adalah suatu konsep pergerakan seseorang atau sesuatu kumpulan manusia merentasi hierarki masyarakat. Kepelbagaian pengaruh dalam hierarki masyarakat mampu mempengaruhi keupayaan mereka untuk meraih peluang dalam kehidupan mereka. Ahli sosiologi tersohor, Pitirim Sorokin (1889 – 1968) mengupas persoalan mobiliti sosial ini dengan lebih mendalam. Secara teori, beliau mengenalpasti wujudnya stratifikasi sosial dalam masyarakat yang membahagi setiap individu atau kumpulan masyarakat ke dalam kelas-kelas sosial yang tertentu. Kewujudan stratifikasi dan keinginan untuk bergerak daripada satu kelas ke kelas yang lain telah mewujudkan konsep pergerakan dalam masyarakat yang didefinisikan sebagai mobiliti sosial.

Bagi mendepani usaha untuk menangani cabaran mobiliti sosial ini, pendidikan global dilihat sebagai salah satu aspek terpenting yang dapat memangkin pergerakan tersebut. Sudah tentu, dalam era globalisasi ini, pendidikan juga turut dilihat sebagai salah satu cabang yang berperanan dalam menghubungkan kepelbagaian maklumat daripada segenap lapisan masyarakat. Sarah Balistreri et al. (2012) dalam buku mereka yang bertajuk *Global Education: Connections, Concepts and Careers* membincangkan isu kepelbagaian maklumat dan kesalinghubungan yang wujud dalam bidang sosial, ekonomi dan budaya. Mereka menyatakan bahawa kesalinghubungan yang wujud ini berlaku dalam setiap aspek pendidikan serta memerlukan penekanan yang wajar bagi membolehkan proses pengajaran dan pembelajaran yang bersesuaian dalam masa yang sama memberi refleksi sebenar kepada keperluan semasa masyarakat.

Oleh itu, adalah wajar untuk kita membincangkan pendidikan global daripada sudut keupayaannya untuk memangkin mobiliti sosial dalam kalangan ahli masyarakat. Keperluan suatu sistem pendidikan yang inklusif dan adil perlu diwujudkan dan dikekalkan agar peluang sama rata dapat diwujudkan bagi semua tanpa mengira latar belakang masyarakat. Ini penting bagi memastikan potensi setiap individu dalam negara ini dapat dibangunkan, dipupuk dan dituai sebaik mungkin. Sudah tentu jika ini berlaku, negara akan menerima limpahan faedah yang akhirnya menyumbang kepada pembangunan negara.



Isu pendidikan global ini turut dibincangkan oleh Molina dan Lattimer (2013) dalam kertas kerja mereka yang bertajuk *Defining Global Education*. Kajian mereka menunjukkan pelbagai perkara berkaitan dengan perubahan dalam sistem pendidikan dalam penyediaan sumber dan program pendidikan di Amerika Syarikat yang diolah untuk membantu para pelajar berasimilasi dengan keperluan pendidikan sedunia. Ini meliputi usaha merujuk kepada pengajaran dan pembelajaran yang mementingkan integrasi intipati antarabangsa dalam kurikulum dan kokurikulum. Ia turut memberi fokus kepada kompetensi guru dan penggunaan teknologi yang bersesuaian.

Ini membolehkan para pelajar menyesuaikan diri dalam perkembangan pesat keperluan masyarakat dunia justeru memastikan diri mereka kekal relevan dalam keperluan masyarakat dan negara. Jelas, pemerhatian Pitirim Sorokin dalam membincangkan isu mobiliti sosial dapat dilihat apabila akses kepada pendidikan yang wajar menjadi kunci kepada seseorang untuk mendapatkan kejayaan dalam hidup sekaligus memperbaiki status sosialnya.

Melihat kepada konteks tempatan, usaha mengemudi pengalaman pengajaran dan pembelajaran yang bersesuaian dengan keperluan global dapat dilihat dalam usaha pengantarabangsaan dan pengukuhan jaringan pendidikan terutamanya dalam pendidikan tinggi negara. Kerjasama di antara institusi dalam dan luar negara dalam program hub pendidikan tinggi global contohnya, telah memberi kesan positif dalam ruang pendidikan global di Malaysia. Pelan Pembangunan Pendidikan Malaysia (PPPM 2013 – 2025) turut mengutamakan usaha yang menyumbang kepada perkembangan pendidikan global negara seperti transformasi pembelajaran digital. Mohamed Nazul (2020) dan Hasin et al. (2022) turut membincangkan isu ini dengan memberi penekanan mengenai kualiti pendidikan yang diberikan harus selari dengan piawaian kualiti global yang digunakan sebagai penanda aras aspek pendidikan tersebut.

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Oleh itu, selain melihat isu pendidikan global sebagai usaha untuk memberi pengalaman pengajaran dan pembelajaran yang setara dengan komuniti global dari sudut teknologi, kerjasama institusi, pengantarabangsaan kurikulum dan nilai global, fokus juga harus diberikan kepada sudut kebolehannya untuk mencetus mobiliti sosial yang positif kepada setiap individu dalam masyarakat setempat. Ini akan memberi refleksi positif terhadap intipati sebenar globalisasi pendidikan, iaitu peningkatan taraf hidup insan.

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Pengembara Digital

NURHIDAYAH NASHARUDIN
UiTM KAMPUS REMBAU

Ledakan digital pada masa kini membolehkan generasi muda mendapatkan pelbagai maklumat hanya di hujung jari. Sepantas satu hari, pelbagai maklumat seperti lokasi pelancongan, tempahan tiket penerbangan, insuran pengembara, jadual pengembaraan atau itinerary dapat disediakan sendiri dengan mengakses pelbagai laman web dan platform media sosial. Kelompok belia yang sangat sukakan cabaran telah mengambil peluang menerokai pengetahuan dan maklumat baharu dengan kecanggihan yang ada pada masa kini.

Pelancongan digital merujuk kepada penggunaan peralatan digital untuk mengatur, mengurus dan menikmati pengalaman perjalanan (Bernama, 2023). Kecanggihan peranti maklumat seperti telefon pintar, tablet dan komputer riba ditambah pula dengan aplikasi pelancongan seperti Agoda, Skyscanner, Klook, Traveloka dan lain-lain memberikan kemudahan terutama kepada generasi muda yang sukakan cabaran dalam menerokai peluang dan ruang yang lebih menjimatkan kos dengan kadar yang lebih rendah berbanding menggunakan khidmat agensi pelancongan. Walaubagaimanapun, generasi yang berusia lebih cenderung memilih agensi pelancongan yang menyediakan pakej-pakej dan jadual lebih teratur berbanding menerokai sendiri maklumat-maklumat yang sedia ada.



Industri pelancongan juga dilihat mengalami ledakan transformasi secara drastik di mana tempahan hotel meningkat menjelang cuti persekolahan, cuti umum dan didapati bahwa aliran trafik juga adalah lebih tinggi pada waktu-waktu berkenaan. Pengarah Serantau Google Cloud Indonesia dan Malaysia, Megawaty Khie berkata, carian mengenai "kad kredit pelancongan" dan "insurans pelancongan" di Malaysia masing-masing telah meningkat lebih 750 peratus dan lebih 250 peratus, manakala carian tentang "pelancongan perubatan" di negara ini juga meningkat lebih 60 peratus dan "visa nomad digital" bertambah kepada 350 peratus (Bernama, 2023).

Ini menunjukkan perkembangan positif dalam merencanakan industri pelancongan dan seterusnya dapat meningkatkan pertumbuhan ekonomi sesebuah negara. Malaysia juga telah menerima seramai 1,185,050 pelancong dari China setakat Mei 2024 dengan peningkatan sebanyak 194 peratus berbanding tempoh sama tahun lalu (KOSMO, 2024).

Aspek pendidikan kemahiran maklumat juga harus dititikberatkan melalui pengumpulan maklumat serta sumber yang sahih dan tepat. Kebanyakan institusi pengajian tinggi turut menawarkan subjek kemahiran maklumat perpustakaan yang dapat membantu mahasiswa menerokai maklumat-maklumat yang relevan dan dipercayai, termasuklah maklumat berkaitan dengan pengembaraan dan pelancongan.

Beberapa pemerhatian telah dibuat di platform media sosial berkaitan penggunaan teknologi digital sebagai alternatif pengumpulan maklumat oleh pengembara. Pertanyaan serta perkongsian seperti lokasi, tempat tarikan yang menarik serta perancangan perjalanan dilihat suatu perkembangan positif kepada pengembara. Antara kebaikan yang lain adalah seperti maklumat dapat dikumpulkan dengan cepat dan pantas, seterusnya disimpan sebagai rujukan ketika pengembaraan atau rujukan pada masa akan datang.

Gambar 1
Kemudahan teknologi dalam mengenal pasti lokasi



Nota. Facebook Page Backpackers Buddies Malaysia (BBM)

Secara kesimpulannya, digitalisasi sektor pelancongan dilihat sangat menyokong kepada perkembangan ekonomi sesebuah negara. Trend pengembaraan atau pelancongan kini beralih arah kepada secara digital. Apa yang pasti, pendidikan literasi maklumat sangat penting bagi memastikan maklumat yang diperolehi adalah tepat dan betul, tanpa mengeneikan aspek keselamatan ketika mengembara.

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Cutting Through Barriers: The Impact of Chinese Paper Cutting on Student Engagement in Mandarin Language Learning

CHONG GEENG LING, TEOH JOO TONG & FATIN ALIYAH HASSAN
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Globalisation has created a substantial demand for multilingual individuals who can bridge cultural and linguistic divides. As businesses and communities become more interconnected, proficiency in multiple languages, particularly those of global significance like Mandarin, has become essential. In response to these global needs, the Malaysia Education Development Plan 2015-2025 has highlighted the importance of learning additional languages, including Mandarin, to better equip students for the challenges of a globalised world.

Learning a new language goes beyond mastering the grammatical structures and vocabulary; it also involves understanding the cultural context in which the language is used. Thus, it is crucial to integrate cultural elements into the Introductory Mandarin curriculum to facilitate a more comprehensive approach to Mandarin language learning.

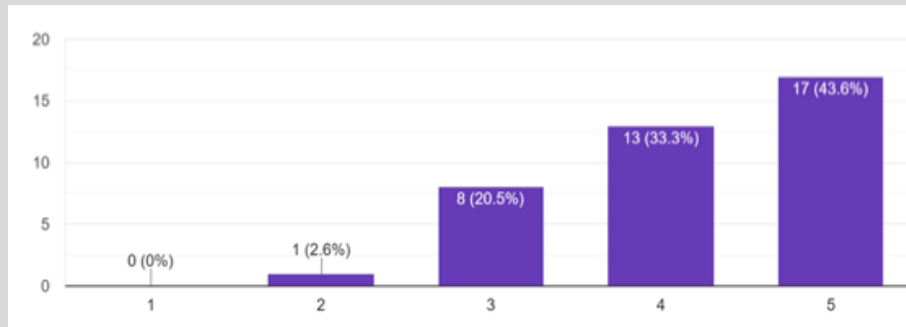
Chinese paper cutting is one cultural activity that can empower the mastery of Mandarin and motivate learners. This traditional art form provides an avenue for practising language skills and offers insights into Chinese symbolism, aesthetics, and customs. By engaging in this activity, learners can gain a deeper appreciation for the cultural nuances of the language, enhancing their language proficiency.

The impact of Chinese paper cutting on their Mandarin language learning

Chinese paper cutting has been shown to enhance Mandarin language learning significantly. Based on the data collected, students reveal overwhelmingly positive feedback, highlighting several benefits that enrich their learning in Mandarin language classrooms. These benefits include increased engagement, better cultural immersion, and improved vocabulary retention.

1. Increased engagement

The Chinese paper-cutting activity is hands-on and visually stimulating, effectively boosting students' motivation and encouraging their commitment to Mandarin language studies.

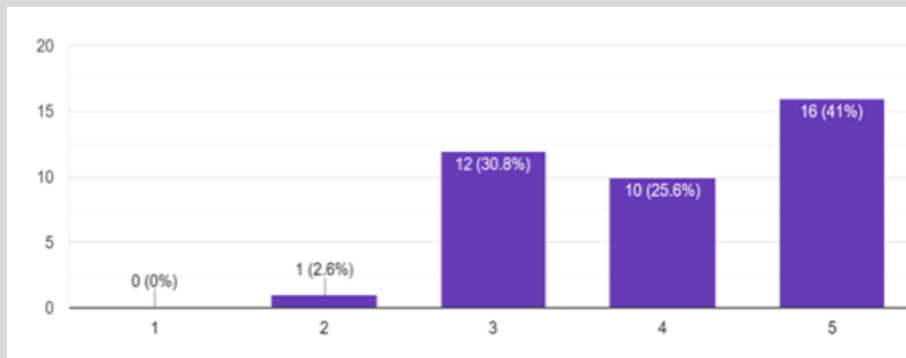


Graph 1: Students' enjoyment of learning Mandarin through Chinese paper-cutting

Graph 1 illustrates that 76.9% of students rated their enjoyment as 4 or 5, highlighting a general trend of positive feedback. The findings suggest that learning Mandarin through paper cutting is well-received; enhancing engagement and enjoyment in language learning, which aligns with the evaluation of innovative educational methods.

2. Better Cultural immersion

Cultural activities create opportunities for in-depth discussions about Chinese festivals, symbols, and traditions. These discussions encourage students to reflect on their creations and explore the cultural meanings behind them, deepening their understanding of cultural nuances and enhancing their overall language proficiency.

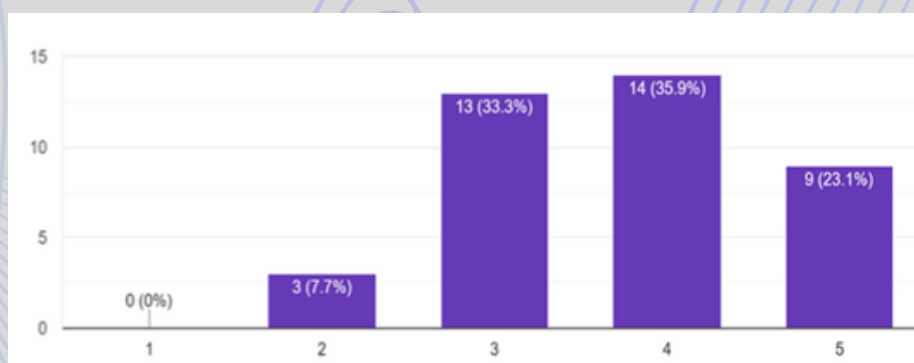


Graph 2: Impact of Paper Cutting on Understanding the Chinese Culture

Most students (66.6%) agreed that paper cutting enhances cultural comprehension. The findings highlight its role in understanding the cultural context of Mandarin, reinforcing the importance of integrating cultural practices into second or foreign language education.

3. Improved vocabulary retention

Chinese characters are complex, making recognising the structure and components essential.



Graph 3: Improvements in Mandarin vocabulary

In the survey, 59% of students reported that paper-cutting activities enhanced their Mandarin vocabulary. Engaging in these activities allows learners to focus on the strokes and components of each character, thereby improving their recognition and writing skills. This finding underscores the effectiveness of creative methods in enhancing Mandarin vocabulary retention.

In summary, integrating Chinese paper cutting into the Mandarin Language curriculum can greatly enhance vocabulary acquisition, cultural understanding, and student engagement. Chinese paper cutting not only helps students learn thematic and contextual vocabulary but also deepens their appreciation for Chinese culture and fosters creative expression, thereby increasing non-native students' motivation to learn Mandarin.



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Reader's Digest: Global Learning through Reading

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Education serves as the foundation for the development of knowledge, skills, and human capital, which drives worldwide innovation and growth in the economy. All students deserve a high-quality global education. As the world grows more interconnected, the government sees the importance of global learning and the need to modernise its educational systems and prepare youth for success. To make this possible, educators play an important role in creating a globally inclusive environment for students.

There is no doubt that our lives are becoming ever more global as barriers between nations and people begin to fade. Students should be exposed to the issues that transcend national boundaries. For example, educators across all fields can create meaningful learning experiences that delve into the viewpoints of other cultures, use international examples, and promote critical thinking about global issues. Together, these global learning experiences equip students to engage the larger world with greater confidence, thoughtfulness, and empathy.

To equip the students with a better understanding of diverse perspectives and cultures, one of the most accessible and effective tools for fostering this understanding is through reading. Reader's Digest is an example of reading material that offers a vital window into diverse cultures, promoting understanding and empathy through its rich collection of stories. The magazine has provided readers with engaging narratives that highlight the customs, traditions, and experiences of people from around the world. Through its insightful content, the magazine not only broadens horizons but also inspires positive social change and deeper cultural appreciation among its readers.



Educators can use Reader's Digest to motivate students to love reading. Besides enhancing their literacy skills, it also promotes critical thinking, as the magazine is known for its well-researched and thoughtfully written articles that cover a wide range of topics. Reader's Digest has always been more than just a magazine; it has been a gateway to the world since 1922. Each issue is a curated collection of stories, articles, and features that provide readers with glimpses into the lives, traditions, and experiences of people from different corners of the globe. This exposure is invaluable in today's globalised society, where cultural awareness and sensitivity are paramount.



Image 1:

CRew RD (Creative Reading and Writing with Reader's Digest) program with Sekolah Menengah Agama Nilai, Negeri Sembilan.

This magazine also has unique features and articles that offer thought-provoking quotes and ideas to urge students to reflect on their beliefs and values. It also excels at telling stories that evoke empathy, whether they are about survival, a heartwarming act of kind-heartedness, or a personal journey of transformation. These stories frequently highlight the shared human experiences that transcend cultural boundaries, reminding us of our common humanity. By reading this magazine, students can develop the cognitive skills necessary for analysing information and making reasoned decisions, which are essential for navigating the complexities of today's society.

Finally, through global learning, students are expected to strengthen their skills in engaging with other people throughout the world and emphasise actions that they can take as citizens of the world. Educators are accountable for developing appropriate learning environments that emphasise the interrelatedness and diversity of people and history, as well as recognising the people's common needs and desires around the world. Reader's Digest can serve as an effective instrument for widening students' perspectives, enriching their lives, and contributing to a more inclusive and harmonious society. It is more than just a magazine; it is an effective tool for global learning. Therefore, it is essential for students to use such tools to broaden their minds, thereby contributing to a more informed and empathetic global community.



Image 2: Some of the articles in the Reader's Digest Magazines

Hari Alam Sekitar Sedunia: Pendidikan Alam Sekitar Global

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Hari Alam Sekitar Sedunia (HAS) yang disambut pada 5 Jun setiap tahun merupakan satu pendekatan global bagi memupuk kesedaran tentang isu alam sekitar dalam kalangan masyarakat di persada dunia. Lebih 150 buah negara di seantero dunia bersama-sama meraikan sambutan HAS dan pada hari tersebut, jutaan manusia menunjukkan komitmen masing-masing terhadap pemuliharaan planet Bumi. Pada asasnya, HAS berasal daripada Persidangan Stockholm 1972 oleh Perhimpunan Agong Pertubuhan Bangsa-bangsa Bersatu (PBB) ke arah pemeliharaan dan pemuliharaan alam sekitar. Maka, HAS diketuai oleh Program Alam Sekitar PBB (UNEP). Jadual 1 menunjukkan antara tema sambutan HAS pada setiap tahun dengan mengetengahkan inisiatif global bagi mendidik dan meningkatkan kesedaran dalam kalangan masyarakat untuk melindungi alam sekitar.

Jadual 1
Tema-tema Hari Alam Sekitar Sedunia

<u>Tahun</u>	<u>Tema</u>
2024	Pemulihan Tanah, <u>Penggurunan</u> , Dan Ketahanan Kemarau
2023	<u>Membanteras Pencemaran Plastik</u>
2022	<u>Hanya Satu Planet</u>
2021	<u>Pemulihan Ekosistem</u>
2020	Masa <u>Untuk Alam Semulajadi</u>
2019	<u>Pencemaran Udara</u>
2018	<u>Mengatasi Pencemaran Plastik</u>
2017	Menghubungkan Manusia Dengan Alam <u>Semulajadi</u> - Di Bandar Dan Di Darat, Dari Kutub Ke Khatulistiwa
2016	Toleransi Sifar Untuk Perdagangan Hidupan Liar
2015	Menghubungkan Manusia Dengan Alam
2014	Meninggikan Suara Anda Bukan Paras Laut
1974	<u>Cuma Satu Bumi</u>

Secara keseluruhannya, tema sambutan HAS memberi fokus terhadap pelbagai aspek alam seperti biodiversiti, pencemaran alam sekitar, pemeliharaan dan pemulihan tanah, perubahan iklim, kenaikan paras laut, pemulihan ekosistem dan sebagainya. Kesemua tema HAS memberi tumpuan terhadap penyelesaian kepada masalah alam sekitar dunia yang semakin meruncing dari aspek ekologi, ekonomi dan sosial. Walaupun tema sambutan HAS berbeza setiap tahun, tetapi motifnya tetap sama, iaitu bagi memupuk pendidikan alam sekitar di peringkat global serta melahirkan kesedaran tentang kepentingan menjaga alam sekitar. Pelbagai program pendidikan alam sekitar dijalankan sempena HAS. Antaranya ialah larian udara bersih dan senamrobik serta kempen pengumpulan bahan buangan elektrik dan elektronik.



Pendidikan alam sekitar memainkan peranan yang amat penting bagi meningkatkan kesedaran dan keperluan tindakan global terhadap perlindungan alam sekitar. Selain itu, sambutan HAS menekankan keperluan untuk pendekatan yang komprehensif dalam memerangi krisis alam sekitar. Tambahan pula, kempen-kempen kesedaran yang dijalankan dikatakan dapat mendidik setiap individu untuk menghargai planet ini demi kelangsungan hidup generasi akan datang di samping mencapai matlamat pembangunan mampan.

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Pendidikan Malaysia: Kualiti atau Kuantiti?

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Setiap tahun apabila keputusan peperiksaan Sijil Pelajaran Malaysia (SPM) diumumkan, kita ditonjolkan dengan keputusan yang cemerlang. Di dada akhbar terpapar laporan peningkatan keputusan berbanding tahun sebelumnya. Contohnya, keputusan pada tahun 2023, seramai 11, 713 calon memperolehi keputusan cemerlang dengan 3.1 peratus peningkatan berbanding tahun 2022 seperti mana yang diumumkan oleh Ketua Pengarah Pendidikan, Azman Adnan. Persoalannya kini, adakah pencapaian ini boleh dianggap sebagai satu gambaran secara keseluruhan prestasi kualiti pendidikan di Malaysia? Adakah ini kayu pengukurnya.

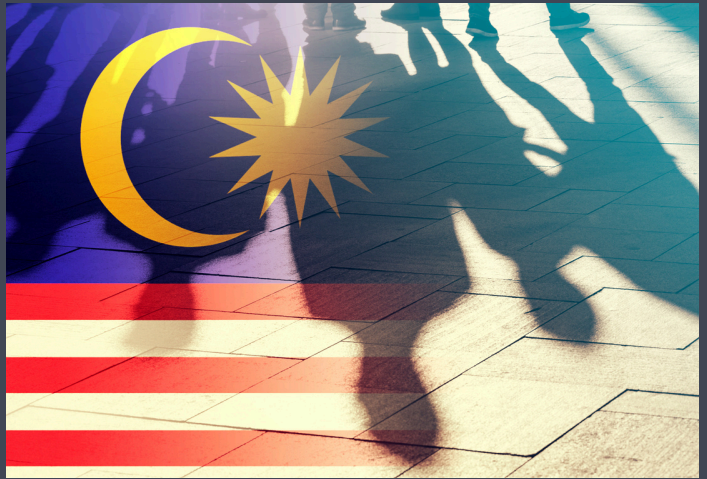


Melalui satu laporan yang dikeluarkan oleh World Bank Group bertajuk “Bending Bamboo Shoots: Strengthening Foundational Skills”, setiap pelajar di Malaysia menghabiskan selama 12.5 tahun masa di sekolah secara purata, tetapi sebenarnya pelajar hanya memperolehi masa pembelajaran sebanyak 8.9 tahun sahaja. Prestasi ini adalah agak rendah jika dibandingkan dengan negara Vietnam yang mempunyai purata masa yang sama, namun purata masa pembelajaran mereka adalah 10.9 tahun. Ini merupakan satu tamparan kepada Malaysia kerana telah memperuntukkan sebanyak 3.2 peratus bagi tujuan pendidikan daripada keseluruhan Keluaran Dalam Negara Kasar (KDNK) negara.

Hasil daripada laporan tersebut juga mendapati bahawa hanya 58 peratus pelajar darjah 5 yang boleh membaca manakala selebihnya tidak dapat membaca dengan baik. Merujuk kepada laporan tersebut, antara punca berlakunya perkara ini adalah disebabkan tahap akses pendidikan awal kanak-kanak yang berkualiti sukar diperolehi, kualiti pengajaran tenaga pengajar dan juga tiada kaedah penilaian prestasi yang telus. Ramai pihak telah mempersoalkan perkara ini dan berharap agar pihak yang bertanggungjawab dapat mencari solusi terbaik untuk menyelesaikan perkara yang menjadi polemik bagi pihak yang terlibat secara langsung atau tidak kepada sistem pendidikan negara. Kesannya dapat dilihat melalui isu ketidaksetaraan dalam sistem pendidikan di Malaysia.

Ketidaksetaraan dalam pencapaian pembelajaran adalah disebabkan oleh beberapa faktor. Faktor sosioekonomi yang rendah juga menyumbang kepada pengurangan prestasi pembelajaran. Berdasarkan satu artikel yang ditulis oleh (Tiong, 2024), tahap kualiti pendidikan terkesan disebabkan perbezaan sosioekonomi keluarga pelajar, di mana perbezaan sosioekonomi ini juga memberi perbezaan dari segi sokongan keluarga dalam perkara berkaitan pendidikan. Tambahan pula, impak daripada tahap sosioekonomi yang rendah menunjukkan tahap kualiti pendidikan yang berbeza kepada pelajar berdasarkan kajian oleh (Winfridah, 2023), di mana kemiskinan sesebuah keluarga itu akan menjadi penghalang kepada pendidikan yang berkualiti. Ini adalah kerana, ia akan membatasi sumber keperluan pelajar seperti buku teks mahupun alat peranti digital. Isu yang sama juga akan memberikan kesan kepada nutrisi pemakanan pelajar. Faktor nutrisi makanan memberikan implikasi kepada kualiti pembelajaran (Prof. Annelie, 2023).

Kementerian Pendidikan sentiasa akan membantu kesenjangan pelajar yang tercicir akibat kemiskinan di Malaysia. Usaha yang dilaksanakan bagi menangani perkara ini perlu dilakukan dengan perancangan rapi dan tidak dibuat secara tergesa-gesa dengan proses yang kabur. Menurut Timbalan Menteri Pendidikan, Wong Kah Who, penelitian perlu dibuat bagi cadangan yang mewajibkan pendidikan negara dijalankan selama 11 tahun sebagai satu cara untuk mengatasi isu keciciran pembelajaran sehingga tamat menjalani peperiksaan Sijil Pelajaran Malaysia (SPM).



Di dalam kajian tersebut juga mendapati ada dalam kalangan ibu bapa yang tidak menghiraukan ketidakhadiran anak-anak mereka ke sekolah, di mana anak-anak perlu menjadi pengasuh kepada adik-beradik yang lain atau terpaksa bekerja untuk menampung perbelanjaan keluarga. Desakan hidup menyebabkan ibu bapa tidak meletakkan pendidikan sebagai perkara utama dalam kehidupan. Kemiskinan signifikan untuk mempengaruhi sikap ibu bapa terhadap pendidikan (Rd Heri, 2023), di mana faktor ekonomi sesebuah keluarga telah menjadi penghalang kepada peluang pendidikan yang baik. Menurut satu kajian di Punjab Pakistan, ibu bapa mengabaikan pendidikan disebabkan desakan hidup dan ini menjadikan ramai kanak-kanak di sana terlibat dengan aktiviti pemeliharaan binatang ternakan untuk tujuan mencari pendapatan (Zahid, 2020). Faktor kemiskinan sememangnya memberi impak kepada kualiti pembelajaran. Terdapat keluarga di Malaysia yang mengabaikan pendidikan kerana merasakan ia bukan satu keperluan penting di dalam hidup mereka. Ini juga dapat dibuktikan oleh satu kajian yang dijalankan antara pihak MASA – UKM di mana dapatan kajian juga menemui masalah yang sama. Maka, pihak MASA - UKM mencadangkan penelitian yang rapi dan telus kepada keseluruhan sistem pendidikan di Malaysia agar Malaysia tidak ketinggalan dalam melahirkan modal insan yang unggul dan cemerlang.



Kualiti guru yang mengajar juga turut menyumbang kepada isu kualiti pembelajaran. Berdasarkan Pelan Pembangunan Pendidikan Malaysia 2013-2025, telah dinyatakan dengan jelas strateginya tetapi kebanyakan guru di Malaysia tidak mencapai sasaran optimum dalam isi kandungan penyampaian dan kemahiran dalam pelaksanaan (Group, 2024). Salah satu komponen daripada pelan strategi tersebut mengatakan bahawa pemilihan dan seleksi bakat guru perlulah melalui satu sistem merit yang mana mampu menarik calon-calon guru yang mempunyai jiwa seorang guru.

Kajian oleh (Candra, 2023) mengatakan seleksi guru yang betul mampu melahirkan guru yang mampu berinteraksi dengan baik dengan pelajar. Guru yang tidak berkualiti yang terpilih berkemungkinan memberi impak kualiti kepada pendidikan secara tidak langsung. Untuk memastikan matlamat untuk menjadi negara yang berpendapatan tinggi, kajian menunjukkan pendidikan tinggi secara signifikan mampu meningkatkan pendapatan individu dan pertumbuhan ekonomi secara keseluruhan (Ruba, 2022).

Perubahan perlu dibuat segera dengan intervensi daripada setiap pihak yang berkenaan dan bukannya melaksanakan satu mekanisma sekadar melepaskan batuk ke tangga. Semua pihak perlu bekerjasama untuk memastikan tiada lagi laporan dari pihak World Bank Group tentang pencapaian mahupun penguasaan pelajar yang membimbangkan terutama dalam menguasai kemahiran 3M (Membaca, Menulis dan Mengira). Anjakan paradigma diperlukan dalam sistem pendidikan di Malaysia secara keseluruhan bagi memastikan masa depan yang lebih relevan, berdaya saing dan bermakna.

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Beyond Literacy and Numeracy: Cultivating Global Mindsets in Malaysian Education

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UITM KAMPUS KUALA PILAH

MOHD HAFIZUL ISMAIL

UNIKL MIIT

Education for sustainable development (ESD) has been globally informed on the mission to transform learning environments at all levels. As the United Nations Educational, Scientific, and Cultural Organization (UNESCO) has become the leading agency for ESD, this organization is also responsible for the implementation of the framework ESD for 2030. Thus, there are five main ideas highlighted, namely, advancing policy, transforming learning environments, building capacities of educators, empowering and mobilising young people, and accelerating local levels of action (UNESCO, 2024).



Teaching and learning should encourage students to be globally prepared in various ways. It is deemed important that education becomes a central part of understanding the surroundings and the world. It should be the means to escape poverty and open the doors to many opportunities. Research done by the Ministry of Education reported that factors contributing to Malaysian students' dropout rates at schools from the family domain were "poverty, parents of low academic backgrounds, and a lack of interest in their children's education" (UNICEF, 2023). At the school level, more than 95% of secondary school students at risk of dropping out came from families with a monthly income of less than RM 1,500. Apart from being financially underprivileged, these students

had low academic achievement, "absenteeism, disciplinary problems, and a lack of motivation to study" (UNICEF, 2023). This suggests that the students need a learning environment to nurture their own learning process. An environment that cultivates knowledge can be obtained through understanding cultural diversity and learning the values that can be adopted.

Through cultural awareness programmes, students can learn about other cultures all over the world, and this can indirectly shape the students' worldview towards global issues. Based on Programme for International Student Assessment (PISA) 2018, 15-year-old Malaysian students demonstrated lower abilities to connect real-world issues to their learning and act upon them (United Nations Children's Fund, 2023). However, the report indicated that the respondents showed an interest in learning about other cultures, whereas Malaysian students scored significantly lower in awareness of "global issues, respect for people of other cultures, cognitive adaptability and self-efficacy regarding global issues and perspective-taking". To promote global awareness at the university level, lecturers and administrators can spread the awareness through campus recycling programmes, hallway displays and study abroad initiatives (Katzarska-Miller & Reysen, 2021). Moreover, the integration of global issues can be embedded in the teaching and learning process where students are exposed to global issues such as global warming and climate change through in-class discussions and activities. Research indicates that the Malaysian education system has made strides in incorporating Global Citizenship Education (GCED) at the school level, which has been shown to effectively nurture global citizenship among students (Kamaruddin & Matore, 2020). GCED is a crucial component of SDG Target 4.7, which aims to attain SDG 4 and Agenda 2030. It assists students in gaining the 21st-century knowledge and skills necessary to become

responsible citizens who can act locally and think globally, as well as contribute to the creation of sustainable, inclusive, and peaceful societies (APCEIU, 2021). Despite that, the implementation of GCED at the university level remains limited, thus, it is a call to integrate these elements more thoroughly among university students. A study involving Malaysian university students found that while they possess moderate levels of knowledge, skills and attitudes towards global citizenship, there is a significant need for deeper and more widespread integration of GCED at the tertiary level (Yusof et al., 2019).

Therefore, education should not only transcend beyond how to read, write and count but also understanding the values and manners. From an educational perspective, students should learn about the importance of having a global mindset alongside the academic knowledge that they have. As academic practitioners work hand in hand to materialise the educational goals at national and international levels, there is a growing need for students to equip themselves with a global approach yet be locally grounded. By being fully prepared with the necessary skills needed, students will be able to become “ethical, empathetic and respectful human beings” (UNESCO, 2024) who can adapt to and survive the challenges and fears of an increasingly interconnected world.

Figure 1
Links between SDG 4 and other SDGs



Retrieved from National Progress Report on SDG 4: Education 2030 Malaysia, as cited in Vladmirova and Le Blanc (2015)

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Promoting Global Education through Memorandum of Understanding

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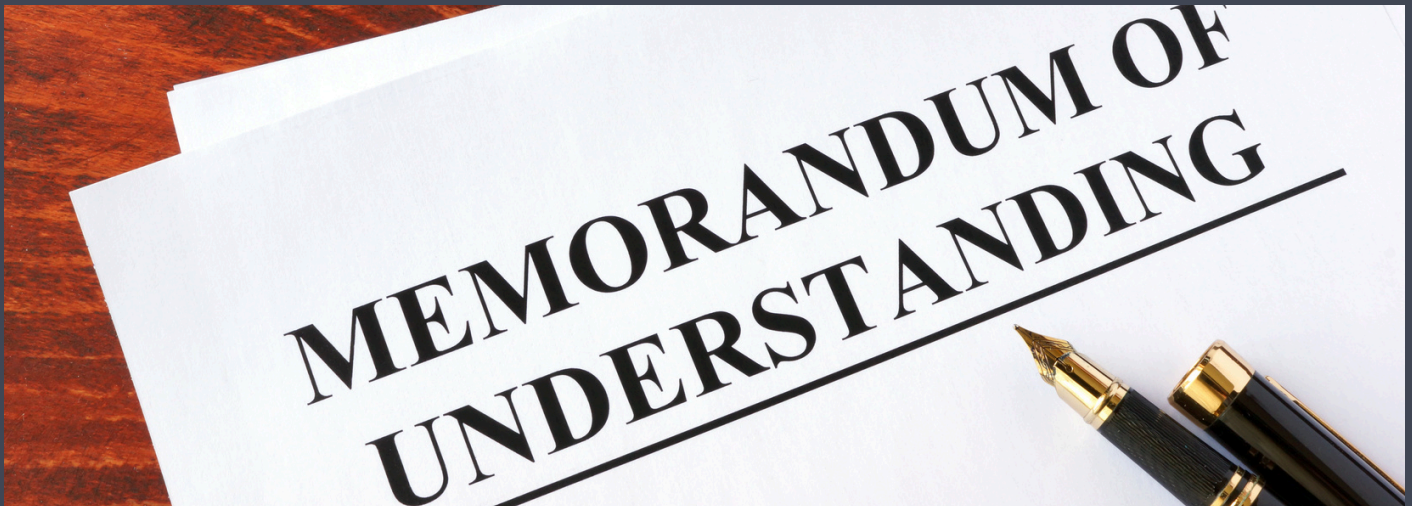
The term MOU refers to a memorandum of understanding, which involves an agreement between two or more parties outlined in a formal document (Kenton, 2024). It is also seen to be one of the starting points for negotiations as it defines the scope and purpose of the talks. Jackie (2024) explained that this formal agreement effectively promotes global education through a range of collaborative activities that enrich educational experiences and broaden academic horizons. By promoting global education through MOUs, universities can successfully enhance student and lecturer exchanges.

Student exchange programs allow students to expand their knowledge and study how their studying profession is practised in another country. Throughout the years, this program has been accepted widely, with many students participating. According to Messer et al. (2007), through such exchanges, students gain a deeper understanding of global issues, diverse cultural perspectives, and different educational ways of teaching and learning. For example, a student from a university in China might spend a semester at a university in Malaysia, immersing themselves in Malaysian culture and learning about the respective subjects. This firsthand experience not only helps to broaden their knowledge but also enhances their networking, personal growth, and cultural awareness (Sahoo, 2023).



Besides, through MOUs, lecturer exchange programs are another significant way to promote global education. Baechar and Chung (2021) in their study mentioned that teachers who take part in exchange programs get to know their partner teachers, which enhances their own teaching and learning and, as a result, improves student learning results. By improving intercultural abilities, lecturer exchange programs help educators better integrate cross-cultural knowledge into their pedagogical practice and create a flexible, creative learning environment for all students. In a study conducted by Kaowiwattanakul (2016), he found that the 23 lecturers who were involved in the exchange program mentioned that they had learned to be more critical; besides, they also claimed that their ideas in teaching and learning are more organized and systematically developed. Therefore, it is believed that by promoting lecturer exchanges through MOUs, universities can ensure their educational programs remain dynamic, relevant, and globally informed.

In conclusion, Memorandum of Understanding (MOUs) between universities around the world serve as a powerful tool for promoting global education. Through student and lecturer exchange, international collaboration can happen and indirectly foster a good relationship between the two countries involved. By leveraging the strategic framework of MOUs, universities can create a more integrated and informed global academic community (Jackie, 2024).



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Global Education Through Global Englishes

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Allow us to begin this article by telling you two stories, both that happened to two of us. The first, as relayed by the late father of one of us, took place back in the 70's, when he was sent to Germany for a stint involving his work. One morning, as he was waiting for a bus, a friendly German chap approached him and said to him 'How are you going?' My father found this odd- simply because both he and the German chap were at a bus stop- there was only one obvious mode of transportation. And so, despite feeling confused, my father answered, full of gusto, 'by bus', much to the amusement of the German man.

One of us made a similar faux pas many years later, when she first arrived in Heathrow airport, London. What was even more ironic was that at that time, she was about to pursue an education degree, specializing in the Teaching of English as Second Language (TESL). Little did she know that she would be receiving her very first lesson in English just minutes after landing. She was actually in the midst of deliberately huffing out air in the crisp August morning while watching smoke form in full awe, when a burly British airport support staff walked up to her and asked. 'Have you got the time, love?' Panic gripped her and she took three steps back and eyed the man full of suspicion, and shot back to him, 'For what?'

In the first incident, the Malaysian man at the bus stop was unaware that 'How are you going?' is another version of "How are you"? in the wide, wide world of English. The same can be said for incident number two. The poor TESL trainee thought that she was about to be kidnapped by some mad man, when all he wanted was to know the time. Sadly, there remains still, very little effort to initiate Malaysians with varieties of world English.

In both incidents, the man and the TESL trainee were unfamiliar with the terms used by the non Malaysians, simply because, even up to this day, the most common way we are taught to converse is a very sanitized, standard version of English. These two incidents highlight how English, being a global language, is truly international as it contains varieties that are spoken by the English Speaking World, most of which vary to a certain degree because just like all other languages, it is deeply rooted in culture and tradition that is unique to its country of origin.



Global education permeates quite prominently through Global Englishes as the underlying tones and nuances of a language are embedded in its cultural history and origins. Very often, if one were to study a language closely, interesting facts about the history that is intertwined with its existence will emerge.



There are many categories that highlight the differences between one type of English and another or the reasons behind the origins of words that make them globally distinctive. Amongst them are the use of idioms, grammatical variations, sociolinguistic expressions, and vocabulary.

Idioms

Idioms are a group of words that make little or no sense if taken literally or word by word. They contain figurative meaning, and the closest equivalent in Bahasa Malaysia is Simpulan Bahasa.

Below are some examples of the origin of some idioms

Idiom	Meaning	Origin
Beat around the bush	To avoid getting to the point of a statement.	From the famous pastime of British aristocrats, which is to hunt birds. Before getting to the real point of killing the birds, they hunters would beat the bushes around them to force some of the birds out of the hiding grounds.
Spill the beans	To leak a secret	The popular belief is that this came from the ancient Greek voting process, in which beans were used. White beans meant yes, while brown/ black ones meant no. Therefore, if one were to drop the bag of beans, the secret votes would accidentally be revealed.
The proof is in the pudding (British) The proof in the pudding is in the eating (American)	Something can only be considered successful/ good if one tries it first.	From the times of old England where pudding was actually a tricky dish to make consisting of meat and spices. So, to really determine its taste, one would first have to taste it.

Grammatical variations

Grammatical variations for this article fall under two categories: (a) the use of the Participle (b) different terminologies in describing Aspects (Tenses). These variations mostly concern American/Canadian and British English.

(a) The use of the participle (particularly for the word 'got')

Word	Grammatical structure	American/ Canadian English	British English
got	Have/had + verb's past participle + noun phrase.	Gotten (I have gotten myself a new car)	Got (I have got myself a new car).
	have + verb's past participle + to + verb phrase.	Got (You've got to get your act together)	The same as American/Canadian English

(b) Grammar Terminology

British	American
Present/ Past Continuous Tense	Present/ Past Progressive Tense
Present/ Past Perfect Tense	Present/ Past Participle Tense
Full stop (.)	Period (.)

Sociolinguistic Expressions

Context / Sentence	Global English	Native Speaker
Offering someone a drink <i>Would you like a drink?</i>	The word 'drink' indicates any type of drink.	The word 'drink' most probably indicates an alcoholic beverage – (such as cocktails, beer or wine), hence the anti-drunk driving campaign – 'Don't drink and drive' and the more social 'Let's go (out) for (some) drinks . Native speakers would use 'Would you like something to drink ?' when offering non-alcoholic beverages.
Asking for the time	<i>What time is it?</i>	<i>Have you got the time?</i>
Asking how someone is	<i>How are you?</i>	<i>How are you going?</i>
Replying to someone asking how you're doing.	<i>I'm fine, thank you.</i>	<i>Couldn't be better. Great!</i>

Vocabulary

Vocabulary for this article also falls under two categories: (a) British English (BrE) versus American English (AmE) and (b) English vocabulary that originated from countries unique in its existence.

(a) BrE vs AmE

British English	American English
Rubber	Eraser (Be warned- Rubber in American English means condom)
Rubbish	Trash
Pavement	Sidewalk
Hoover (colloquial)	Vacuum
Photostat	Xerox (colloquial)
Knackered (tired) - Slang	Beat (tired) - slang

(b) English Vocabulary that exists because of the origin being unique to a country

Word	Definition	Origin
Joey	The young/ baby of a kangaroo	Australia
Batik	A method of printing patterns on cloth, in which wax is put on the cloth before it is put in dye.	Malaysia / Indonesia
Amok (<i>Mengamuk</i> in Bahasa Malaysia)	To (<i>run</i>) amok is to attack furiously.	Malaysia but also traced back to Portuguese Amuco (a murderous tribe)
Dosa (Popularly known as <i>Thosai</i> in Malaysia)	A thin, flat, round cake made from a mixture of flour, milk, and egg, fried on both sides.	India

To conclude, Global Englishes came about because of social phenomena such as mass migration and new communities. Besides making the English Language more interesting, variations of English, if thoroughly studied, help us better understand the world's history and evolving processes, making it one of the best sources of Global Education.

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Peranan Teknologi Dalam Pendidikan Tanpa Sempadan

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Pendidikan merupakan salah satu teras yang penting dalam diri seseorang. Ilmu dapat menghasilkan individu yang berpengetahuan, berkemahiran dan memiliki sikap positif untuk terus maju dalam ekonomi global. Keupayaan untuk mendapat sesuatu ilmu adalah perkara yang perlu dititikberatkan bagi memperolehnya semaksimum yang mungkin. Ilmu itu adalah meluas dan tidak terhad oleh batasan geografi, budaya, atau ekonomi. Ini bermakna pelajar dan pendidik dapat mengakses pengetahuan, sumber, dan peluang pembelajaran dari mana-mana sahaja di dunia tanpa halangan fizikal atau sosial.

Pelan Tindakan Pendidikan Tinggi Malaysia 2015-2025 menggalakkan pembelajaran secara dalam talian bagi membolehkan akses pendidikan serta pengalaman pembelajaran mengikut keperluan pelajar. Teknologi memainkan peranan yang penting bagi menyokong pendidikan tanpa sempadan dan mewujudkan persaingan di peringkat global. Antara teknologi yang penting dalam perkembangan pendidikan ialah internet. Kemunculan internet mewujudkan beberapa aplikasi yang dapat membantu ke arah pendidikan global seperti sosial media, e-pembelajaran, aplikasi kecerdasan buatan, penstriman video serta aplikasi-aplikasi penghasilan bahan pengajaran (Zailan, 2013).



Teknologi-teknologi ini dapat menyokong pendidikan tanpa sempadan dalam pelbagai aspek. Antaranya ialah:

Kolaborasi dalam bidang pendidikan di peringkat antarabangsa

Teknologi membolehkan kerjasama di antara universiti terutamanya untuk menjalankan aktiviti pendidikan seperti melakukan penyelidikan, pertukaran budaya pembelajaran dalam kalangan pelajar, pelaksanaan projek, dan perkongsian daripada pelbagai perspektif (Taylor, 2019). Ini dapat dilakukan melalui media sosial dan ruang maya seperti MsTeam, Google Meet dan Webex serta penggunaan platform pembelajaran secara dalam talian iaitu MOOC, Coursera dan lain-lain. Platform-platform ini membantu meningkatkan akses kepada bahan pembelajaran sekali gus membawa kepakaran Malaysia ke peringkat dunia. Dengan ini, pendidik akan bersifat lebih terbuka dan mengenal budaya pembelajaran daripada negara-negara lain. Secara tidak langsung, pendidik akan menjadi lebih kreatif dalam menyampaikan ilmu dan memupuk pelajar-pelajar untuk memahami budaya luar secara global.

Teknologi membenarkan pembelajaran jarak jauh

Pelajar-pelajar boleh menyertai pembelajaran jarak jauh secara global dengan menyertai kursus-kursus secara dalam talian yang ditawarkan oleh institusi-institusi pendidikan di seluruh dunia menggunakan bahan pembelajaran berbentuk digital seperti e-book serta kursus dalam talian seperti MOOC dan Micro-credential (Aziz & Sieng, 2019). Selain itu, terdapat juga bahan rujukan seperti Pustaka digital dan Open Education Resources (OER) yang menyediakan perisian kursus serta bahan pembelajaran secara percuma samada dalam bentuk video, simulasi serta permainan. Ini memberi peluang kepada pelajar untuk mendapatkan sumber alternatif daripada institusi pendidikan yang lain. Bentuk bahan secara digital ini juga diaplikasi dalam aktiviti penilaian pelajar untuk melihat samada pelajar layak untuk lulus atau gagal (Herry, 2023). Kaedah ini dilihat telah dapat mengurangkan kos dari segi penyampaian ilmu.

Teknologi membenarkan pembelajaran Bahasa dan pendidikan dalam pelbagai Bahasa

Teknologi membenarkan perkembangan dari segi pembelajaran bahasa samada secara formal atau tidak formal. Mempelajari bahasa asing terutamanya Bahasa Inggeris adalah amat penting dalam era pendidikan global. Pembelajaran bahasa asing dapat diperoleh melalui aplikasi-aplikasi pembelajaran, tutor maya, aplikasi penterjemahan serta kursus-kursus yang disediakan secara dalam talian. Selain itu, pembelajaran secara tidak formal juga dapat dilakukan melalui platform media sosial seperti Facebook, TikTok dan Instagram dengan cara berinteraksi secara terus melalui aplikasi tersebut. Selain itu, terdapat juga aplikasi berasaskan kecerdasan buatan (Artificial Intelligence) yang membenarkan pembelajaran bahasa dapat dilakukan secara sendiri seperti Duolingo, Babbel, Talkpal, Memrise dan Hello Talk. Kepelbagaian kaedah pembelajaran ini akan memudahkan pelajar-pelajar untuk mempelajari bahasa asing serta menghargai budaya dari negara lain, sekaligus meningkatkan potensi dan kebolehpasaran diri pelajar hingga ke peringkat antarabangsa.

Teknologi dalam Pembangunan Kerjaya

Teknologi dapat membantu membantu pembangunan kerjaya seorang pendidik melalui webinar, kursus secara dalam talian serta komuniti maya bagi memastikan mereka sentiasa mendapat kaedah pengajaran yang terkini daripada komuniti global (Taylor, 2016). Pendidik juga perlu mendapat bimbingan serta berkongsi praktis yang terbaik dari negara-negara maju melalui beberapa platform yang bersesuaian seperti LinkedIn, Research Gate, forum-forum, serta mana-mana platform yang membolehkan pengguna untuk berkomunikasi secara global.

Kesimpulannya, teknologi memainkan peranan yang penting dalam pendidikan tanpa sempadan. Ia memudahkan proses capaian maklumat dan membolehkan kolaborasi secara global serta menyokong pendidikan secara lebih meluas tanpa batasan geografi. Di samping itu, teknologi juga membuka peluang kepada pelajar, pendidik serta penyelidik daripada seluruh dunia untuk berinteraksi di antara satu sama lain serta menggalakkan mereka untuk menjadi lebih kreatif dalam pembelajaran dan pengajaran yang lebih fleksibel. Secara keseluruhannya, pengintegrasian teknologi dalam pendidikan adalah satu aspek penting dalam pembangunan pendidikan secara global pada masa kini.

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Pendidikan Pengurusan Sistem Pangkalan Data Dalam Era Globalisasi

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Pada era globalisasi hari ini, internet menawarkan pelbagai maklumat dalam menguruskan aktiviti harian. Maklumat kini berada di hujung jari kita, sama ada untuk tujuan pendidikan, penyelidikan, pembuatan keputusan, pemantauan prestasi, pelaporan, dan juga penambahbaikan bagi meningkatkan kecekapan produktiviti atau perkhidmatan. Dengan adanya internet dan bantuan alat carian serta sistem pangkalan data dalam talian, ia membolehkan kita mencari dan mendapatkan maklumat yang diperlukan dengan cepat. Maklumat yang diperolehi digunakan untuk membantu dan menyelesaikan setiap urusan yang berkaitan dengan keperluan individu atau organisasi.

Secara umumnya, maklumat yang dicapai merujuk kepada data yang telah dikumpul dan disimpan dalam talian. Menurut Carlos dan Morris (2018), data boleh dibahagikan kepada dua bentuk iaitu data berstruktur (structured) dan tidak berstruktur (unstructured). Contoh data berstruktur ialah seperti pangkalan data tradisional iaitu maklumat pelanggan, transaksi bank, rekod markah pelajar, dan tempahan tiket penerbangan. Manakala, contoh data tidak berstruktur ialah seperti video, gambar, dan teks. Data adalah aset penting kepada seseorang individu dan sesebuah organisasi. Ia perlu diurus dan dianalisis dengan betul. Data boleh diperolehi daripada pelbagai sumber. Pertama, data yang dihasilkan daripada operasi harian organisasi seperti rekod transaksi e-dagang, sistem perbankan, ciapan (tweet), dan komen di media sosial. Kedua, data berkaitan dengan pengguna atau pelanggan yang diperolehi daripada profil media sosial, ulasan produk, atau borang pendaftaran di laman web. Ketiga, data juga boleh diperolehi daripada aktiviti penyelidikan dan pembangunan (R&D), iaitu hasil dan laporan kajian. Sumber data yang keempat pula adalah data berkaitan dengan pekerja seperti rekod kehadiran dan laporan penilaian prestasi.



Pengurusan data di era global membawa pelbagai cabaran dengan kemunculan data raya (big data) di mana ia memerlukan penggunaan dan simpanan data yang sangat besar. Antara cabaran yang dihadapi dalam pengurusan data ini termasuk:

- Data yang diproses dan disimpan sangat banyak dan memerlukan ruang penyimpanan data yang besar, contohnya sistem pangkalan data utama (PADU) dan sistem semakan dalam talian (SSO) PDRM. Pengurusan data ini memerlukan tenaga pakar, infrastruktur yang sistematik, dan kos yang tinggi.
- Penyimpanan data secara digital akan terdedah kepada serangan siber, seperti penggodaman, kecurian data, dan serangan ransomware.
- Data yang diperolehi daripada pelbagai sumber mungkin tidak konsisten, tidak lengkap, atau mengandungi kesilapan. Data yang tidak tepat ini boleh menyebabkan analisis yang salah dan pembuatan keputusan yang tidak tepat.
- Pengurusan dan perkongsian data di peringkat global agak rumit disebabkan oleh peraturan yang berbeza dari segi undang-undang dan keselamatan data.

Perkembangan teknologi telah membantu mengatasi masalah ini dengan adanya penggunaan teknologi awan (cloud) dan pembangunan aplikasi perisian yang inovatif.

Teknologi ini membolehkan perkongsian data dilakukan di mana banyak urusan seperti pendidikan, kesihatan, kesenian, dan perniagaan yang melibatkan kerjasama merentas sempadan. Pengetahuan tentang teknologi dan pengurusan data ini menjadi suatu keperluan bagi setiap individu atau organisasi dengan kemunculan pelbagai perisian dan aplikasi moden seperti e-dompet (contoh PayPal, Apple Pay), e-dagang (contoh: Lazada, Shopee, dan Amazon), dan media sosial (contoh: WhatsApp, Telegram, Facebook, dan TikTok). Perisian anti-virus (contoh: Norton, McAfee, dan Kaspersky), dan firewall, dapat membantu mengatasi masalah penyimpanan data daripada serangan siber. Alat pembersihan data (data cleansing) dan pengelolaan data (data governance) boleh digunakan bagi mengatasi masalah data yang tidak tepat. Semua perisian dan aplikasi ini memerlukan sistem pangkalan data yang cekap dan boleh dipercayai. Justeru itu, pendidikan dalam penggunaan perisian dan aplikasi moden ini menjadi elemen utama bagi membantu individu dan organisasi menggunakan teknologi terkini.

Pendidikan memainkan peranan penting dalam sistem pangkalan data yang berkaitan dengan pembangunan, penggunaan, dan pengurusan pangkalan data. Berikut adalah antara kepentingan pendidikan dalam sistem pangkalan data:

1. Pemahaman konsep asas pangkalan data, seperti entiti, atribut, hubungan, normalisasi, dan skema dapat menghasilkan reka bentuk pangkalan data yang baik.
2. Pengetahuan berkaitan sistem pangkalan data membolehkan individu memahami cara mengintegrasikan pangkalan data dengan teknologi canggih bagi membantu pengurusan dan analisis data dalam pembuatan keputusan. Contoh sistem pangkalan data yang boleh diintegrasikan seperti ERP (Enterprise Resource Planning) dan CRM (Customer Relationship Management) untuk menyokong operasi perniagaan global.
3. Pendidikan sistem pangkalan data membantu dalam bidang penyelidikan dan pembangunan (R&D). Ia menyediakan tenaga pakar untuk membangunkan sistem yang diperlukan melalui pengetahuan tentang penggunaan algoritma baru, teknik pengurusan data, serta melahirkan idea baharu yang kreatif dan inovatif.

Di samping itu, pengurusan data yang baik perlu mengambil kira keselamatan data bagi melindungi pengguna daripada ancaman siber. Contohnya, Akta Perlindungan Data Peribadi 2010 (APDP) di Malaysia dan European Union General Data Protection Regulation (GDPR) di Eropah. Akta ini sangat penting untuk melindungi pengguna daripada penyalahgunaan informasi Internet. Justeru itu, pendidikan tentang undang-undang membantu organisasi untuk mematuhi peraturan penggunaan dan perkongsian data, meningkatkan keselamatan data peribadi, dan melindungi hak-hak pengguna dalam era digital.



Pendidikan yang berterusan adalah penting dalam era dunia tanpa sempadan yang sentiasa berubah. Keupayaan untuk belajar dan menyesuaikan diri dengan teknologi dan kaedah pengurusan data yang terkini adalah sangat diperlukan. Pengurusan data dan pendidikan yang baik mengenai cara untuk mengurus dan menganalisis data membolehkan individu dan organisasi meningkatkan kecekapan, mengurangkan kos, dan membuat keputusan yang lebih efisien. Secara keseluruhan, pendidikan dalam pengurusan data menjadi asas dan kemahiran yang penting bagi individu dan organisasi untuk bersaing, berinovasi, dan berkembang pada masa depan. Pengetahuan pengurusan data ini turut membantu pengguna memahami tentang kepelbagaian budaya, isu-isu antarabangsa, dan tanggungjawab sosial. Pendidikan dalam pengurusan data dapat membina kemahiran seperti pemikiran kritis, kreatif dan melahirkan warga global yang peka dan bertanggungjawab.

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Pertingkat Program Advokasi: Kunci Kepada Penyelesaian Isu Sosial Global Pelajar

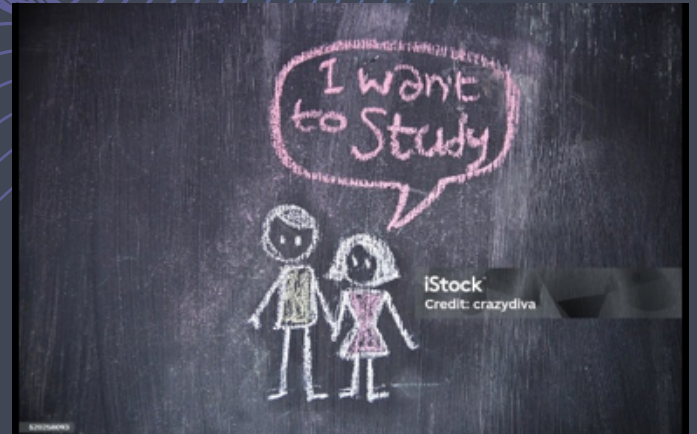
FAKRULNIZAM BIN JAFRI
UiTM KAMPUS REMBAU

Permasalahan berlaku dalam kalangan pelajar yang melibatkan sosial semakin menjadi perhatian utama dalam masyarakat. Daripada masalah buli, tekanan akademik, hinggalah kepada penyalahgunaan media sosial, pelajar menghadapi pelbagai cabaran yang boleh menjejaskan perkembangan mereka. Untuk menangani isu-isu global ini, penganjuran program advokasi merupakan langkah yang efektif dan perlu diperkasakan. Program advokasi bertujuan untuk memberi kesedaran dan pendidikan kepada pelajar mengenai pelbagai isu sosial yang mereka hadapi. Melalui program ini, pelajar dapat mempelajari kemahiran hidup yang penting, seperti komunikasi yang berkesan, pengurusan emosi, dan kepimpinan. Peningkatan penganjuran program advokasi di sekolah dapat membantu membina persekitaran yang lebih selamat dan selesa untuk pembelajaran.

Peranan Sekolah dan Guru

Institusi pendidikan seperti sekolah dan warga pendidik memainkan peranan penting dalam memastikan kejayaan program advokasi. Guru boleh dilatih untuk menjadi fasilitator yang berkesan dalam menyampaikan program ini. Selain itu, kerjasama di antara sekolah dengan agensi kerajaan dan organisasi bukan kerajaan (NGO) juga boleh meningkatkan kualiti dan keberkesanan program yang dijalankan.

Contohnya, program seperti kempen anti-buli, bengkel pengurusan tekanan, dan seminar mengenai keselamatan dalam talian boleh dianjurkan secara berkala. Aktiviti-aktiviti tersebut memberi pendedahan kepada pelajar, tetapi menariknya membolehkan mereka berkongsi pengalaman dan mencari sokongan dalam kalangan rakan sebaya.



Gambar 1: Poster "Hentikan buli! Saya ingin belajar"

Keluarga dan Komuniti

Penglibatan institusi keluarga dan komuniti juga sangat penting dalam penganjuran program advokasi. Ibu bapa perlu diberi pendedahan awal melalui pengetahuan asas serta kemahiran bagi mengenal pasti sebarang petanda awal masalah sosial dalam kalangan anak-anak mereka. Kewujudan sinergi mantap di antara ibu bapa, guru, dan pihak sekolah membuatkan pelajar berasa lebih disokong dan dijaga.

Selain itu, komuniti turut memainkan peranan penting dalam persiapan menyediakan platform dan sumber untuk sebarang program advokasi mengenai isu sosial melibatkan pelajar. Contohnya, pusat komuniti boleh dijadikan tempat untuk mengadakan ceramah atau aktiviti sokongan bagi pelajar dan keluarga mereka.

Manfaat Jangka Panjang

Selain memberi manfaat segera kepada pelajar, peningkatan penganjuran program advokasi turut memberikan kesan jangka panjang kepada masyarakat. Pelajar yang mendapat pendidikan dan sokongan yang mencukupi akan membesar menjadi individu yang bertanggungjawab dan berdaya tahan.

Mereka akan lebih bersedia untuk menghadapi cabaran hidup dan memberi sumbangan positif kepada masyarakat. Secara keseluruhan, usaha untuk meningkatkan penganjuran program advokasi di sekolah adalah langkah yang penting dan perlu diberi perhatian serius. Dengan kerjasama semua pihak, ia dapat mengurangkan isu sosial dalam kalangan pelajar sekolah dan mewujudkan generasi yang lebih cemerlang dan bermoral tinggi. Usaha individu dan masyarakat dalam membendung isu sosial dan pendidikan yang meluas perlu dilaksanakan di seluruh negara.

Umpamanya, idea dan inisiatif penganjuran program berbentuk advokasi dalam kalangan pelajar sekolah dan ibu bapa yang diusahakan oleh Kerajaan Negeri Melaka menerusi pelbagai agensi berkaitan dalam usaha mengurangkan isu atau kes sosial melibatkan pelajar sekolah di negeri itu harus dihargai.

Kesimpulan

Di Malaysia, isu sosial dalam kalangan pelajar semakin menjadi perhatian utama. Masalah seperti buli, tekanan akademik, ketagihan internet, dan masalah kesihatan mental adalah antara cabaran yang sering dihadapi oleh pelajar. Oleh itu, peningkatan program advokasi dilihat sebagai satu pendekatan yang berkesan untuk menangani isu-isu ini dan memastikan pelajar dapat menjalani kehidupan yang lebih sejahtera dan produktif. Program advokasi adalah alat yang berkesan untuk menangani pelbagai isu sosial dalam kalangan pelajar sekolah. Peningkatan penganjurannya memerlukan kerjasama semua pihak termasuk sekolah, guru, ibu bapa, dan komuniti.



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Fostering Transformational Leadership Among Administrative Staff in Higher Education: Strategies for Institutional Success

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In today's rapidly evolving academic landscape, developing leadership skills among administrative staff is not just a valuable asset but a critical investment for higher education institutions. Leadership plays a key role in addressing both present and future challenges, with transformational leadership emerging as a powerful model for driving necessary changes in educational environments (Lamm et al., 2021). This leadership style inspires and motivates staff members, aligning their individual development with the strategic objectives and administrative needs of the institution.

Transformational leadership emphasizes empowering administrative staff, fostering their connection to institutional goals, and promoting a sense of ownership in their roles. In times of rapid change and growing complexity, raising awareness about the importance of leadership processes and comprehensive leadership training programs becomes essential. These programs are vital for fostering innovation, adaptability, and resilience, helping institutions to effectively respond to local, national, and global challenges (Dumulescu & Muțiu, 2021).

A recent study by Niță and Guțu (2023) highlights the role of sustainable leadership practices in higher education, particularly in the context of digital transformation. This research offers a framework for improving leadership teaching and learning practices, enabling institutions to enhance their administrative capabilities. However, further empirical evidence is necessary to fully demonstrate how these practices impact student engagement and success in the labour market.

Moreover, solving complex societal and environmental challenges requires leadership skills that extend beyond traditional management practices. Effective leaders must act as role models, offering younger staff members broader perspectives and innovative approaches to addressing contemporary issues (Haage, Voss, Nguyen, & Eggert, 2021). This kind of leadership not only fosters cross-institutional and global collaborations but also equips administrative staff to guide institutions through multidimensional challenges, preparing them for impactful roles within academia and beyond.

Figure 1
Administrative Staff Driving Leadership Forward



In summary, developing transformational leadership among administrative staff is crucial for navigating the complexities of higher education and ensuring institutional success in the long term. Through comprehensive leadership training that emphasizes innovation, adaptability, and excellence, institutions can cultivate leaders who inspire their teams, drive growth, and uphold their institution's mission. As institutions advance, it is vital to equip these leaders with the tools they need to manage the challenges and opportunities that come with a rapidly changing educational landscape.

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Global Education “On the Heels of Recovery” After the Pandemic: Resilience and Adaptation

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Source: Author, 2024

Introduction

Everything has changed now with the arrival of COVID-19, including education. The world is gradually coming out of the gloom and doom due to COVID-19. When we thought that the world was recovering well from the chaos of the pandemic, it became clear that the educational system was changing rapidly, and the pandemic reshaped the global education landscape. The crisis also produced disturbances that were unprecedented in the history of any crisis, but these were answered with new strategies that required changes in real-time and highlighted the need for the concept of resilience in the educational systems. Thus, this article delves into how the global education landscape has evolved for the better in the post-COVID-19 period, focusing mainly on **the rise of e-learning, resilience through adaptation of technology and innovation; bridging the gap for the future of global education; and concluding remarks.**

The Rise of e-Learning

With the onset of the pandemic in early 2020, the educational landscape worldwide was, to say the least, thrown in disarray (Azevedo et al., 2021).

More than 1.6 billion students aged 5-18 globally had their education stalled when schools, colleges and training institutions were declared closed in more than 190 nations (Khalil et al., 2021). The sudden change to remote learning and teaching exposed major inconsistencies in access to technological devices, learning material and opportunities for continued education. For students who are geographically ignored or in low-income geographical areas, the disadvantages of operational modern-day digitalisation and education were evident. Millions of eager students found themselves disadvantaged and unmotivated by circumstances such as no access to the internet, gadgets or mere amenities which made it hard to progress in their studies (Bozkurt et al., 2020). But in the arms of this enormous calamity, learning institutions and teachers or universities from other countries showed incredible adaptability and even more impressive original skill in their tasks (Khamis et al., 2021). They were no longer bound by time, space, or traditional teaching methods; they learnt to improvise when necessary. A change without exception reveals new potential.

Unfortunately, every single change seems to be a change in a situation one does not want to be in.

Amongst the most prominent was the swift assimilation of other systems, development of e-learning over the time of the pandemic. Such changes were the requirement for education systems to adopt these technological changes at a very high rate (Al-Nuaimi et al., 2021). To fill the gap, some schools, colleges, and even some companies took big steps into online education with the help of Zoom, Google Classroom, and Teams (Seladorai et al., 2021). At first, it was not as easy as it sounds. It meant that lecturers who delivered some lectures 'home', students and any other barriers were to be crossed. But with time, all such problems seemed to have been addressed in reasonable time. Efforts made towards provision of devices, internet access and technology support have made a great contribution to relieve the educational contingency. Most notably, educators have been forced to quickly change their knowledge, teaching methods and learning environments, trying out interactive lessons provided online, and work with virtual and mobile classrooms (Bahja et al., 2022). Therefore, this adaptability and innovation have been the order of the day regarding the response to the pandemic.

On the other hand, e-learning also has some advantages: it is more comfortable as it provides students with a wider selection of learning time and geographical location. Unfortunately, it also revealed its drawbacks: lack of face-to-face interaction, the risk of boredom, and complications for physically challenged students. With the pandemic, those accorded a degree as a requirement have gone, and attention now lies on how to adopt the advantages of offline and online education focusing on coming up with a less rigid and more available hybrid model (Khribi, 2022).

Resilience Through Adaption of Technology and Innovation

As Low (2023) explains, the pandemic has forced educators and authorities to rethink their education systems. In the future, educational resilience will be a matter of how well systems adapt to new waves of disruption (future pandemics or related shocks, environmental disasters, and economic crises).

In this modern age of education, the field is seeing an increased importance in pedagogical innovation. In response to this, lecturers have begun incorporating pedagogies that enable collaborative learning and emphasise problem-solving skills instead of rote memorisation as opposed to reliance on teaching direct content (Paniagua & Istance, 2018) This transition is based towards a focus on vulnerability in student strength; the ability for them not only remember offering font-tips of revision but also being emotionally robust within a dynamically evolving society.

Furthermore, mental health and well-being in education were highlighted as a topic of interest. This is due to the pandemic era, the students, faculty and families have suffered unprecedented anxiety. Thus, mental health services need to integrate themselves with educational systems and create a culture of mental well-being for success. Low (2023) also pointed out that the emergence of the pandemic and with it, the learned ability to "see" our education in a different way also contributes. How resilient the systems are moving forward is a function of how resilient our education system has become in adapting to future disruptions such as new emerging pandemics, recurring phenomena due to natural disasters or crisis like recession. In these modern ways of education institutions, this process must be changed. The academicians have embraced teaching methods which involve curriculum development-oriented project work, of which the concept of teaching, skills out of leaf are no more of value (Paniagua & Istance, 2018).

Even as many saw some form of technology satisfying their educational needs, the outbreak of the pandemic exposed critical educational deficits and inequality (Harris & Jones, 2020). In return, particularly in developing countries where the availability of the internet and other relative devices was almost impossible, that inequality increased. This meant that many children living in isolated regions of the country was cut off from such learning because of a lack of access to online lessons. However, as the future looks ahead, bridging this gap as caused by lack of access to learning resources comes up as a key problem.

Hence, governmental and international organizations should offer available means to that end and support digital education. Certainly, there will be no hope for progress in global education unless all learners, irrespective of geography and economic status, are equally afforded access to learning materials. It is time for such a post-pandemic period to come for sure, as the global education system can be redesigned. This period after the pandemic gives us a unique chance to entirely rethink global education. The consensus now is that we cannot just return to normal but need a “construct back better” agenda instead. In the future, a constantly changing learning environment is possible (Çetin et al., 2023).

Bridging the Gap for the Future of Global Education

Despite the advantages that technology provided to some people, it also underscored extreme inequalities in education (Harris & Jones, 2020). Developed nations studied in literature review, all had the privilege of internet access, however in majority developing countries, the connection, computer, and technological gadget provision were lacking. For this reason, in most cases, students located in the rural parts could not attend classes held online. However, as we look at the days to come, resolving this digital gap is one of the significant hurdles to overcome. It has become quite apparent that numerous governments and international agencies will have to spend more money on infrastructure and their technologies will have to be made cheaper and encourage people to use technologies more. Comprehensive schooling will not progress unless each learner, no matter where he/she lives or what their social/economic background is, has equal access to educational materials. This period that comes after the pandemic is probably the best time to think fresh about global education. There is a feeling that instead of simply siding with the existing order of things, the existing order has come under intense pressure and change that it must be ‘built back better’ (forward better) and the restructuring of the international community as well must reposition itself. Forward-looking factors such as adaptability, inclusivity, and resilience are what describe the next stage of education (Çetin et al., 2023).

Postsecondary education is likely to increasingly adopt a hybrid approach that combines traditional classroom teaching and distance education (Ahmad et al., 2023).

These types of models allow one to switch to a different mode of learning, whether traditional or remote, quickly in case of a disruption in the future as it is now. Further, the bringing together of a variety of digital components and materials can add value to students’ education. In this way, students have access not only to a wider range of information on local content but also information from other parts of the world. In the same way, inclusiveness in education has been reshaped because of COVID-19. As time goes on, such global strategies should be aimed at reaching the poorest students and, at the same time, guaranteeing that no child is left behind. Here, the one-size-fits-all strategy must be rejected; resolving the problem of only bridging the digital divide will not be sufficient. Eventually, the COVID-19 pandemic was a stress test for the entire international educational system. While economists said that, many flaws were exposed that must be corrected, they also saw tools for improvement in advance. They have contributed tremendously towards our transformation, as will still be the case in future; this positive attitude will define the future of education. Trying to devise educational systems that are dynamic, open and responsive to developments that have not occurred yet will be the major challenge in the post-COVID era.

Concluding Remarks

Ultimately, global education faced and met the biggest challenging test, that is, the COVID-19 pandemic. While exposing so many areas that need redress, it nonetheless showed the possibilities for applying innovation in the future. Indeed, academicians, students and policymakers have been so helpful in our self-re-engineering and it is such a positive attitude that will carry on nourishing education even in the future. Now as we prepare to move into the post-COVID-19 era, the challenge will be to create education systems that are more flexible, evasive and transformable to other unforeseen aspects.

By making use of technology, innovation and fairness as the high-level approaches to global education all will emerge much more than before. That atmosphere will arise after this present crisis and this will be the anchorage of faith and hope for tomorrows and the worlds that are yet to come. Admittedly, resilience and adaptation are -at the same time and just no longer methods of coping; they are the new way of moving forward. Global education, after the pandemic, is not just going back to yesterday but rather planning into tomorrow -this towards what is well-escaped lowland – a more beautiful and more just society. And most importantly, towards a more resilient future for global education.

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Pendidik: Penyuntik Pendidikan Global

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Dewasa ini, sering terlihat di dada akhbar dan platform dalam talian tentang berkurangnya sambutan graduan lepasan Sijil Pelajaran Malaysia (SPM) untuk menyambung pelajaran ke peringkat institusi pengajian tinggi. Pendidikan peringkat tinggi tidak lagi dilihat sebagai satu medium yang memberi jaminan kebolehpasaran graduan dalam alam pekerjaan. Tidak mengejutkan apabila generasi muda berpendapat bahawa melanjutkan pelajaran ke pendidikan tinggi adalah satu pembaziran. Melihat kepada situasi ini, pendidik dilihat sebagai satu medium penting sebagai jambatan yang menghubungkan generasi muda untuk kembali mempercayai institusi pendidikan sebagai alternatif bagi meningkatkan kebolehpasaran individu dalam bidang pekerjaan.

Perkara utama dalam menarik kembali kecintaan generasi muda dalam menimba ilmu adalah dengan meningkatkan taraf pendidikan warga pendidik dalam bidang teknologi. OECD/Asia Society (2018) menekankan bahawa kemajuan teknologi dapat membantu menghubungkan negara dan pasaran secara global. Keperluan terhadap teknologi ini menjadikan kecekapan dan penguasaan kemahiran satu keperluan kepada pelajar bagi meletakkan mereka di peringkat dunia (Yacob et al., 2022). Oleh itu, warga pendidik perlu menyedari peranan guru bukan sahaja terhadap kepada pemulihan pendidikan akan tetapi merangkumi cara pendidik mencorak pelajar, meneroka pelbagai bidang baharu dan mereka pembelajaran yang efektif. Antara perkara yang perlu diberi penekanan oleh pendidik adalah dengan meningkatkan ilmu dan kemahiran dalam bidang teknologi. Dalam usaha memberi pendedahan kepada pelajar dalam pendidikan yang bersifat global, kemahiran yang tinggi dalam mengelola dan mengendali teknologi amatlah diperlukan. Ini adalah kerana antara kualiti pembelajaran yang berkesan adalah melalui tauladan dan model daripada pendidik sendiri. Melalui kemahiran tinggi dan ilmu dalam mengendali teknologi yang kukuh, pendidik akan

kembali menjadi tempat bergantung ilmu dan pakar rujuk pelajar, justeru, hal ini dilihat mampu untuk mengembalikan kepercayaan mereka terhadap pendidikan di institusi pendidikan yang bersifat global dan memenuhi permintaan terkini pasaran.



Penggunaan bahan pengajaran yang mengambil kira kepelbagaian perspektif dan budaya akan memberi ruang kepada penglibatan dan pendedahan pelajaran terutama dalam perbincangan. Namun begitu, pendedahan ini bukan hanya perlu disasarkan kepada subjek atau program tertentu sahaja malahan terdapat keperluan untuk penyepaduan isu global secara menyeluruh merentas semua mata pelajaran (Ibrahim & Mohd Matore, 2024). Penglibatan pendidik secara menyeluruh dapat menjadikan pendidikan sebagai pemangkin dalam memupuk pemikiran lestari, rasa tanggungjawab dan sikap positif dalam kemampuan adaptasi budaya dunia.

Selain itu, penglibatan pendidik dalam membuat keputusan perlulah diberi penekanan dalam sesebuah institusi pendidikan. Hal ini bukan sahaja melibatkan pendidikan di peringkat sekolah akan tetapi juga merangkumi peringkat tinggi. Laporan UNESCO (2023) turut memberi penekanan kepentingan penyusunan semula penglibatan guru dalam keputusan di samping penyusunan semula pengajaran dan pembangunan profesional pendidikan dalam penekanan dalam bidang tersebut.

Dengan mengambil kira pendapat dan idea warga pendidik bagi membuat keputusan dalam memajukan serta menarik minat generasi muda adalah amat penting kerana golongan ini merupakan barisan yang mempunyai pengalaman berhubung secara terus dengan bakal graduan. Situasi ini membolehkan golongan pendidik memahami dan mengenalpasti keperluan dan kehendak pelajar. Secara tidak langsung, mereka mempunyai kelebihan daripada segi memberi pengaruh kepada arah tuju keputusan dan penglibatan pelajar dalam dunia pekerjaan. Hal ini terutamanya dapat membimbing generasi muda agar lebih bersikap realistik dalam menceburi bidang pekerjaan dan membuka mata bakal graduan bidang-bidang berpotensi membawa mereka ke peringkat global.

Konklusinya, warga pendidik, secara khususnya, perlu lebih cakna dan kreatif dalam mengambilkira sesi pembelajaran, meningkatkan penguasaan dalam bidang teknologi dan terlibat secara terus dalam pembangunan pelajar di negara ini. Selain itu, pihak kerajaan dan institusi pengajian tinggi perlu mengambil langkah mempromosi dan menarik minat generasi muda untuk menimba ilmu dan menyambung pelajaran ke peringkat lebih tinggi. Bukan itu sahaja, kepentingan pendidikan perlu mendapat sorotan dan keabsahan pihak kerajaan bagi mendapat perhatian rakyat terutama generasi muda. Hal ini bagi mengelakkan ketandusan golongan profesional bukan sahaja dalam bidang sains, teknologi dan ekonomi, tetapi juga lapangan pendidikan.



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Rethinking Education and Health in a Post-Pandemic World

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Introduction

The COVID-19 pandemic has forced a reevaluation of essential aspects of travel, trade, and globalisation. With the closure of airspaces and the rise of video conferencing platforms like Zoom and Microsoft Teams as practical and cost-effective alternatives, daily life norms have undergone significant changes. Home offices have become standard for many, and education has shifted online across all levels, from primary schools to universities. This shift to online education is referred to as "Teleeducation." Similarly, the provision of healthcare services has increasingly moved online, a practice known as "Telehealth" (Field, 1996).

Michel, Murugasampillay, Sauter, and Tanner (2022) stated that the pandemic provides an opportunity for higher education institutions to rethink their strategies and foster collaborations. These developments align with initiatives such as decolonizing global health and higher education, aiming for a more equitable and sustainable global educational system—Teleeducation.

Literature Review

a) The Rise of Teleeducation and Telehealth

Teleeducation and Telehealth have become crucial adaptations during the pandemic. The closure of physical spaces led to a significant increase in online education and healthcare services, providing unprecedented accessibility and flexibility (Field, 1996; Michel et al., 2022). These changes have enabled continuous learning and healthcare provision despite restrictions, demonstrating the resilience and adaptability of digital platforms.

b) Decolonizing Global Health and Education

The transition to online education supports initiatives to decolonize global health and higher education. By utilizing digital tools, institutions can create a more equitable global educational system that transcends traditional boundaries and fosters inclusivity (Michel et al., 2022). This shift allows for a redistribution of educational resources, making high-quality education accessible to marginalized and underserved communities.

c) The Role of Health Education

Health education is a vital component of the healthcare system, with the potential to greatly improve global health outcomes.



Researchers advocate for the digitization of health education to enhance its accessibility and effectiveness. Such initiatives can promote global health by supporting health and safety programs that go beyond mere disease prevention (Rizvi, 2022). By integrating health education into digital platforms, individuals can gain timely and relevant health information, which empowers them to make informed decisions and adopt healthier lifestyles.

d) The Impact of Medical Students on Health Literacy

Medical students play an essential role in advancing health literacy. Providing them with the necessary competencies and learning environments can help bridge knowledge gaps, dispel misconceptions about diseases, and improve the public's ability to make informed health decisions (Lei et al., 2023). Engaging medical students in community outreach and educational programs can enhance their practical skills while simultaneously increasing public awareness and understanding of health issues.

e) Global Health Education During the Pandemic

The pandemic has created unique opportunities for global health education. Educators can adopt sustainable remote engagement, collaborate globally to manage resources, and support efforts to combat the pandemic and its subsequent phases. Collaborations with international healthcare professionals and joint research efforts can address pandemic-related health disparities and document the pandemic's impact on healthcare workers and students worldwide (Weine et al., 2021). These strategies not only mitigate the immediate challenges posed by the pandemic but also lay the groundwork for a more resilient and interconnected global health education system.

Conclusion

The COVID-19 pandemic has highlighted the need for innovation in education and healthcare. By embracing Teleeducation and Telehealth, higher education institutions can promote a more equitable and sustainable global system. Fostering global collaborations, enhancing health education, and supporting medical students are crucial steps towards a resilient global health system. The lessons learned during the pandemic offer valuable insights for overcoming future challenges and advancing global health and education.

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Barriers to Learning: The Educational Challenges Faced by Refugees in Malaysia

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Education is a basic human right, yet for refugee children in Malaysia, accessing quality education remains a formidable challenge due to a combination of legal, socio-economic, and cultural barriers. Despite approximately 190,370 refugees and asylum-seekers being registered with the United Nations High Commissioner for Refugees (UNHCR) in Malaysia, access to formal education is largely restricted by legal limitations and systemic exclusion (UNHCR, 2024). Although NGOs and community-led initiatives strive to address these gaps, numerous obstacles continue to impede refugee children's educational opportunities. A comprehensive approach is necessary to fully address the complexities of the refugee experience in the country.

One of the most significant challenges facing refugees in Malaysia is their exclusion from the formal education system. Malaysian law does not recognise refugees as legal residents, preventing them from enrolling in public schools (Lee & Hoque, 2024). As a result, refugee children are often left with only informal educational institutions, usually operated by NGOs and community-based organisations. While these institutions play a vital role in providing basic education, they frequently grapple with limited funding, insufficient resources, and a shortage of trained teachers (Awoke & De La Cruz, 2023). Furthermore, the absence of accreditation from these informal schools creates a significant obstacle, as students who complete their education through these channels are often unable to pursue higher education or secure formal employment, limiting their long-term opportunities (Lee & Hoque, 2024). As the global refugee crisis intensifies, the number of displaced children in Malaysia in need of education continues to rise, further straining these already under-resourced initiatives.



The socio-economic conditions of refugee families in Malaysia also limit their access to education (Loganathan et al., 2023). Many refugees live in precarious financial situations, struggling to meet essential needs such as food, shelter, and healthcare. For these families, education often becomes a lower priority when survival is the main concern. As a result, many refugee children are compelled to engage in informal work to support their families, leaving them with little time or energy to focus on schooling (International Labour Organization, 2017). The prevalence of child labour within refugee communities exacerbates the cycle of poverty and reduces the likelihood of children remaining in school. Even when refugee families prioritise education, financial barriers such as school fees, transport costs, and the need for learning materials frequently prove insurmountable. Without access to free or subsidised education, many refugee children are forced to drop out, unable to meet these demands. This pattern is consistent with global research, which identifies poverty as a major factor contributing to school dropouts among refugee populations (Alkharouf et al., 2024).

While Malaysia's legal framework does not officially recognise refugee status, ensuring access to education can still help fulfill SDG 10: 'Reduced Inequalities, by providing refugee children with opportunities to integrate and overcome socio-economic disparities'. Through collaboration with NGOs and the international community, Malaysia can address these challenges and promote sustainable educational solutions, contributing to global development goals while ensuring that no child is left behind.

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Global Education: Promoting Reader's Digest in Extensive Reading for Understanding Diverse Cultures

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Developing global competencies through global education is imperative in today's world. It prepares students to understand, function and develop in global communities. One of the competencies that is essential in today's interconnected world is understanding various cultures all around the world. It may help them to increase their cultural awareness, which is crucial in making them see and respect other perspectives. Moreover, cultural awareness may also facilitate them in appreciating the essential values of people from various places. It may also prove beneficial in the future when students engage in professional environments that require collaboration with individuals from diverse cultures.

Students must immerse themselves in communities that actively practice different cultures to fully understand them and prepare for future endeavours. A common way to have immersion is by travelling to the places and staying in the communities for a period of time. However, not many people can afford to do this as they may have constraints such as financial support, time limitations and language barriers. Therefore, they need to opt for a more affordable way to learn about different cultures. One of the ways is through extensive reading. Extensive reading is reading various texts for pleasure and to enhance general knowledge. It is different from intensive reading, where students read for comprehension for a specific purpose, such as completing learning tasks. Unlike intensive reading, extensive reading allows students to choose the text they want to read and explore what they like. Therefore, extensive reading can be a tool for students to understand diverse cultures all around the world by selecting reading materials related to cultures.



One of the essential reading materials that can be chosen for extensive reading is Readers' Digest. It is an international magazine that was first published in 1938 in the United Kingdom, it is now available in 23 countries worldwide, and it was published in 22 languages in 40 countries during its peak (Readers' Digest. 2024). In Asia, the magazine is available in English and Mandarin. The articles in the magazine, regardless of the language, include diverse topics such as personal stories, health, travel, food, history, cultural practices and current events. The topics offer cultural insights from various places in the world that can be read in multiple languages. Therefore, students can understand and appreciate the contents better. As such, they can be interconnected to cultures other than their own which can arouse their interest in reading.

Figure 1 A picture of Readers' Digest magazine



One good thing to know is that Readers' Digest can be accessed in the hardcopy form and digital form. The digital form in various languages can be accessed at <https://www.rd.com/readers-digest-worldwide/>. As such, the magazine can cater for the needs of extensive reading both ways, either conventionally or digitally. By offering the contents in various languages, the magazine provides access to reading materials with cultural insights in the students' preferred language. Thus, they may appreciate the content more by eliminating the language barrier for facilitating them to understand the content.

Readers' Digest also contains educational values in terms of enhancing students' vocabulary. Readers can learn unfamiliar words when reading articles in the magazine. As a result, they can improve their comprehension and broaden their knowledge and understanding of cultural diversity and global issues. When they read other reading materials, they may find it easier to understand any cultural insights embedded in the materials as they have sufficient vocabulary to comprehend the materials.

By reading the magazine regularly, students can develop a deeper understanding, appreciation and awareness of various cultures around the world. Students should be encouraged to read Readers' Digest for extensive reading. Some activities can also be carried out in class to instil their interest in reading Readers' Digest regularly. What is there to lose anyway? Knowledge is power and reading simply opens doors to the knowledge and cultural insights of the world.

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Education in Malaysia- Building Global Citizens

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The importance of global education cannot be overstated in today's interconnected world. It equips students with the values, skills, and abilities to navigate and participate in a complex, interdependent society. Global education is also important because it promotes cultural awareness and social responsibility among Malaysian students, a country noted for its cultural diversity. This results in informed and compassionate global citizens.

Global education encompasses various aspects of life, including cultural awareness, critical thinking, global awareness, social responsibility, and collaboration. Therefore, exposing students to diverse cultures and global issues prepares them to become active and responsible global citizens and broadens their perspectives on life.

Cultural awareness is important in global education as it entails being aware of and understanding the various cultural backgrounds and viewpoints that exist both inside and outside one's community. Hence, it is essential to foster cultural awareness in Malaysia, where different cultures live side by side.

Multicultural education promotes a sense of shared humanity among students while helping them recognise and appreciate cultural differences (Banks, 2008). Malaysian educational institutions can assist students in appreciating their own and other people's cultural heritage by incorporating multicultural education into the curriculum. This will help foster social cohesiveness in a diversified culture and improve students' cultural competency (Banks, 2008).

For example, educational institutions can incorporate lessons on the history, traditions, and contributions of Malaysia's various ethnic groups to help students develop a deeper appreciation of

national cultural patterns. Furthermore, cultural exchange programmes can facilitate interactions between students from different cultural backgrounds, enhancing understanding and fostering mutual respect.



Social responsibility is also an essential part of global education. It involves instilling a sense of duty and commitment to the students to impact society positively. Tharp (2015) emphasises that education fosters consciousness and empowers students to engage in social justice efforts.

Integrating social responsibility in education addresses societal issues in Malaysia. Educators should incorporate community service and service-learning projects so that students can practically apply classroom knowledge. These initiatives foster responsibility and empathy. Activities like recycling campaigns, assisting local shelters, and enhancing environmental awareness teach the value of social responsibility and collaboration. Such experiences help students realise that even small actions can significantly impact their communities and the world.



Technology also enhances global education by providing access to information and connecting students and educators worldwide. Castells (2010) notes that the digital age has transformed interaction and information access, facilitating a global perspective in education. Therefore, Malaysian institutions can use technology to help students engage with international classrooms, participate in virtual exchanges, and access diverse resources, making global issues more tangible and relevant for students.

Supportive policies are also an important part of global education. The Malaysian National Education Blueprint 2013-2025 emphasises preparing students for global citizenship through critical thinking, communication, and cultural awareness (Ministry of Education Malaysia, 2013). Therefore, educators and policymakers must work together to integrate global education into the curriculum. It is also important to implement multicultural education and global competencies for trainee teachers to raise awareness on the importance of global education to the students.

In summary, global education plays a vital role in shaping culturally aware and socially responsible global citizens. This is particularly significant in Malaysia, as the country has diverse culture and global citizenship. By promoting cultural awareness and social responsibility in education, educators can leverage students' diverse backgrounds to enhance learning experiences and make a positive difference in our interconnected world, fostering a more inclusive, empathetic, and equitable society.

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Reciting the Quran Using Symbols: A Global Learning Approach

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Symbols play a crucial role in communication by transcending language barriers and enhancing understanding. In multimedia, they appear as visual icons that convey clear and quick messages. In religious texts like the Quran, and in music, symbols are equally important. These elements significantly influence how the brain processes and interprets information, engaging unique cognitive functions during activities such as Quranic recitation or reading music (Al-Galal et al., 2016).

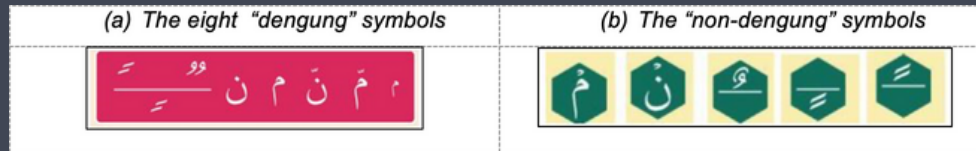
With the global Muslim population expected to reach 2.03 billion by the end of 2024, Islam will remain the second-largest religion. This growing community spans continents, emphasizing the need for accessible tools to learn Quranic recitation. Correct recitation, governed by tajweed rules, is a fundamental duty in Islam, ensuring proper pronunciation and articulation for a valid and reverent recitation (WorldPopulationReview.com, 2024).

Muslims regard the Quran as the literal word of Allah, offering spiritual guidance, moral instruction, and emotional fulfillment. Reciting the Quran brings comfort and confidence, but it must follow tajweed, which includes specific rules like "izhar" (clear enunciation), "ihfaq" (suppression), and "iqlab" (sound substitution) (Hassan & Zailaini, 2013). Studies show that proper tajweed recitation activates brain regions like the auditory cortex, Broca's area, and cerebellum, enhancing memory, focus, and emotional well-being (Kamal et al., 2013). However, mastering tajweed can be challenging, especially for beginners, as there are around 28 core rules (Asa'ad, 2019). For many learners, the complexity of these rules can be overwhelming, making recitation stressful rather than fulfilling.

Recent researches highlight how Quranic symbols can ease the process of mastering recitation. These symbols serve as visual aids, guiding reciters through verses and reducing the need to memorise complex tajweed rules. Symbols like "sabdu," "noon," and "meem" with or without "sukoon" prompt specific

pronunciation or articulation adjustments, allowing reciters to follow proper tajweed without recalling every rule. For example, "dengung" (requiring nasalization) symbols, as shown in Figure 1(a), signal reciters to join two letters and apply nasal intonation ("ghunnah") at a 2-beat rhythm known as "harkat" (Asa'ad, 2019). By following these cues, learners can recite accurately without memorizing all tajweed rules. Additionally, "non-dengung" symbols, illustrated in Figure 1(b), guide reciters to articulate sounds clearly without nasalization, ensuring correct pronunciation and clarity.

Figure 1
Example of tajweed symbol usage in Quran



Note. Retrieved from "Oh Mudahnya Tajwid: #GunaSimbolJe: Tak Perlu Ingat Hukum Tajwid Yang Banyak" by A. Asa'ad, 2019. Cetakan ke 5. Infitah Training & Consultancy Sdn. Bhd.

This structured approach to recitation parallels how musicians rely on symbols in musical scores to guide performance. As shown in Figure 2, music symbols provide key information about notes, tempo, rhythm, and pitch, allowing musicians to accurately interpret and perform pieces. Like Quranic reciters, musicians use visual symbols to adjust actions, engaging their brains to translate symbols into precise performances (Fourie, 2004).

Figure 2
Symbols usage in music score



Note. Retrieved from "How to Read Piano Sheet Music" by J. Preis, 2024, Hoffman Academy. <https://www.hoffmanacademy.com/blog/how-to-read-piano-sheet-music/>

The use of symbols in both music and Quran recitation highlights the cognitive complexity of these tasks. Musicians and Quran reciters must interpret symbolic cues and apply corresponding rules, whether musical or phonetic. This process involves memory, attention, and decision-making, activating both the left and right brain hemispheres. For Quran reciters, recognizing symbols not only ensures correct recitation but also enhances cognitive engagement, making the spiritual experience more mentally stimulating.

In conclusion, the parallels between Quranic recitation and music score interpretation show how both activities engage similar brain functions. The Quran's symbolic language offers Muslims a unique way to deepen their faith while stimulating their intellectual faculties, reinforcing its role in promoting mental, emotional, and spiritual well-being. Reciting the Quran with "tarteel" (in proper order) is both a religious obligation and an intellectually enriching practice.



For those looking for better understanding Quranic symbols and Tajweed rules, resources such as <https://www.ohmudahnyatajwid.com/>, offers instructional videos. Additionally, UiTM's UFuture e-learning platform will soon provide a micro-credential course, offering structured guidance on mastering Quranic recitation through symbols.

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Membentuk Masa Depan: Rangkaian Strategi Kebolehpasaran Graduan

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Pada era globalisasi ini, kebolehpasaran graduan universiti merupakan isu yang semakin mendapat perhatian, terutamanya dalam meniti arus modenisasi serta kemajuan teknologi yang menjadikan pasaran kerja semakin kompetitif. Kebolehpasaran merujuk kepada kemampuan seseorang individu untuk mendapatkan dan mengekalkan pekerjaan, yang bergantung bukan sahaja kepada kelayakan akademik tetapi juga kepada kemahiran praktikal dan kebolehan untuk beradaptasi (*National Graduate Employability Blueprint 2012-2017*).

Terdapat beberapa faktor utama yang mempengaruhi kebolehpasaran pelajar termasuklah kemahiran teknikal dan interpersonal, pengalaman kerja melalui latihan industri, serta jaringan profesional yang dibina semasa tempoh pengajian di peringkat universiti. Bagi mempersiagakan graduan universiti dalam menghadapi cabaran dunia kerja yang berdaya saing, berikut merupakan rangkaian strategi untuk membantu mempertingkatkan kebolehpasaran graduan baik untuk pasaran domestik mahupun global.

1. Kurikulum Bersepadu: Merekabentuk dan mengemaskini kurikulum seiring dengan keperluan pasaran agar pengetahuan serta kemahiran mahasiswa mampu memenuhi keperluan industri pada masa kini di samping memastikan kejayaan bagi jangka masa panjang. Institusi pendidikan perlu menyediakan program latihan kemahiran, serta memperluas peluang untuk para mahasiswa universiti menjalankan latihan industri, amali, klinikal atau kerja-kerja komuniti. Selain daripada teori pembelajaran, mereka perlu dilatih untuk menerapkan pengetahuan dalam situasi dunia nyata. Melalui pendekatan ini, kemahiran praktikal yang diperlukan di tempat kerja dapat dipertingkatkan.

2. Sokongan Pusat Kerjaya Universiti: Menyediakan maklumat dan bimbingan mengenai peluang pekerjaan di pasaran global, serta cara memasarkan kemahiran graduan di pasaran tempatan. Pelan Strategik Kebolehpasaran Graduan 2021-2025 telah menggariskan empat strategi utama untuk membantu institusi pengajian tinggi menghasilkan graduan yang mampu menghadapi masa depan, serta seimbang dan holistik. Strategi tersebut merangkumi pengukuhan kecemerlangan bakat, peluasan peluang kerjaya untuk pelajar, penguatan proses pengajaran dan pembelajaran, serta pengukuhan hubungan dengan industri.

3. Teknologi: Memperkasakan kemahiran digital, pengaturcaraan, dan penggunaan perisian serta perkakasan terkini yang lain. Graduan yang berkualiti perlu lebih proaktif dalam memanfaatkan pelbagai kemahiran digital yang dikehendaki oleh majikan untuk meningkatkan peluang mereka mendapatkan pekerjaan idaman. Antara lima bidang utama yang berkaitan dengan kemahiran digital yang diutamakan oleh majikan dalam era globalisasi ialah pemasaran digital, perisian dan pembangunan aplikasi, e-dagang, analitik data serta pangkalan data. Dengan adanya pengetahuan dan kemahiran sebegini, graduan akan lebih bersedia untuk menghadapi cabaran dunia kerja yang semakin berkembang dan kompetitif.



4. Kemahiran: Memfokuskan kepada cara graduan untuk mempertingkatkan kemahiran seperti pemikiran kritis dan kreatif serta cara berkomunikasi dan berkolaborasi. Kemahiran seperti ini sangat dihargai di peringkat global dan ia lazimnya dapat diperoleh melalui penglibatan mahasiswa dalam pelbagai aktiviti seperti program pertukaran pelajar, pertandingan berasaskan pendidikan dan penyertaan dalam aktiviti sukan terutamanya di peringkat antarabangsa.

5. Kerjasama Antarabangsa: Mewujudkan jalinan kerjasama dengan institusi pendidikan di luar negara untuk membangunkan program-program yang menyokong proses pembelajaran seperti program *dual-degree* atau projek penyelidikan bersama.



6. Sumber Pembelajaran Digital:

Memanfaatkan platform digital sebagai akses kepada kursus dan sumber pendidikan global seperti *Massive Open Online Courses (MOOC)* dan *Open Educational Resources (OER)*. Graduan perlu mempertingkatkan kemahiran dan pengetahuan masing-masing dalam pelbagai cabang ilmu. Dengan adanya teknologi, pendidikan telah menjadi lebih mudah diakses, menarik, bersifat kolaboratif dan berkesan.

7. Mentor dan Jaringan: Menyediakan peluang untuk pelajar berinteraksi dengan profesional dan alumni yang mempunyai pengalaman meluas tentang alam pekerjaan. Institusi pendidikan khususnya perlu memperbanyakkan program mentoring yang sedikit sebanyak dapat membantu graduan memahami pasaran kerja tempatan serta antarabangsa. Mentor juga dapat membimbing graduan untuk mengembangkan karier dan memperdalam potensi diri mereka secara lebih efektif.

8. Kesedaran Budaya: Mendedahkan graduan tentang kepelbagaian budaya, bahasa dan nilai-nilai berbeza yang terdapat bukan sahaja di Malaysia, bahkan di seluruh pelusuk dunia. Ini boleh dilakukan melalui penganjuran kursus, seminar, serta pelbagai jenis aktiviti kebudayaan yang ternyata dapat membantu mereka beradaptasi dan berkomunikasi dengan berkesan dalam persekitaran kerja yang pelbagai dan sekaligus menjadi calon keutamaan majikan di peringkat global.

Inisiatif-inisiatif ini ada di antaranya telah pun dilaksanakan di institusi pengajian tinggi tempatan, tetapi mungkin perlu ditambahbaik mengikut keperluan semasa. Secara keseluruhannya, usaha bersepadu dan libat urus semua pihak termasuk institusi pendidikan, pihak industri, serta pihak-pihak berkepentingan yang lain perlu diperhebatkan bagi memastikan perancangan untuk kebolehpasaran graduan adalah lebih komprehensif dan mampan, terutama sekali dalam mendepani revolusi industri yang semakin berkembang. Walaupun masa depan sukar diramalkan dengan tepat; namun, graduan berkualiti pasti dapat dipersiapkan bagi meraih kejayaan pada masa hadapan.

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Tamat

Hak Cipta Terpelihara

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2024