



UNIVERSITI
TEKNOLOGI
MARA

Fakulti
Pengurusan
dan Perniagaan

FBM INSIGHTS

UNIVERSITI TEKNOLOGI MARA CAWANGAN KEDAH

Volume 4

2021

e-ISSN 2716-599X

UiTM *di hatiku*

eISSN 2716-599X



9 772716 599000

FBM INSIGHTS

**Faculty of Business and Management,
Universiti Teknologi MARA Cawangan Kedah
e-ISSN 2716-599X**

The editorial board would like to express their heartfelt appreciation for the contributions made by the authors, co-authors and all who were involved in the publication of this bulletin.

Published by : Faculty of Business and Management,
Universiti Teknologi MARA Cawangan Kedah, Malaysia.

Published date : 30 September 2021

Copyright @ 2020 Universiti Teknologi MARA Cawangan Kedah, Malaysia.

All rights reserved. No part of this publication may be reproduced, copied, stored in any retrieval system or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without the prior permission from the Rector, Universiti Teknologi MARA Cawangan Kedah, Kampus Sungai Petani, 08400 Merbok, Kedah, Malaysia.

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

TABLE OF CONTENTS

	Editorial board	iii
	Rector’s message.....	iv
	From the desk of the head of faculty.....	v
1.	CROWDFUNDING: A NEW NORMAL IN MALAYSIA <i>Anita Abu Hassan, Fauziah Mohamad Yunus & Mohd Syazrul Hafizi Husin</i>	1
2	DEVELOPMENT OF THE ARCHAEOLOGY SITE: DOES DONATION- CROWDFUNDING IS THE ANSWER? <i>Anita Abu Hassan, Mohd Syazrul Hafizi Husin & Fauziah Mohamad Yunus</i>	3
3	IMPACT OF MICROCREDIT PROGRAMME ON PARTICIPANTS’ BEHAVIOUR IN MALAYSIA: AN OVERVIEW <i>Zuraidah Mohamed Isa, Dahlia Ibrahim & Zaiful Affendi Ahmad Zabib</i>	6
4	A QUEST ON THE STUDENTS LEARNING PREFERENCES <i>Nurul Hayani Abd Rahman, Shaira Ismail & Nani Ilyana Shafie</i>	8
5	LEVERAGING ON VISITOR’S HERITAGE TOURISM MOTIVATION <i>Khairul Azfar Adzahar, Mohd Fazil Jamaludin & Mohd Shafiz Saharan</i>	11
6	GREEN HUMAN RESOURCE MANAGEMENT AND ORGANIZATIONAL SUSTAINABILITY <i>Nurul Hayani Abd Rahman, Shaira Ismail & Nani Ilyana Shafie</i>	13
7	FACTORS CONTRIBUTING TO HUMAN CAPITAL PRODUCTIVITY <i>Hamizah Hassan</i>	16
8	WEBSITE QUALITY: ITS IMPACT ON THE USERS <i>Norhidayah Ali, Azni Syafena Andin Salamat & Nor Zaini Zainal Abidin</i>	18
9	BRIEF HISTORY OF WAQF: THE OTTOMAN EMPIRE <i>Dahlia Ibrahim & Zuraidah Mohamed Isa</i>	21
10	HALAL FOOD SUPPLY CHAIN MANAGEMENT: ISSUES IN MALAYSIA HALAL FOOD AND BEVERAGES INDUSTRY <i>Musdiana Mohamad Salleh & ETTY Harniza Harun</i>	24
11	SOCIAL ENTERPRISE: NEW WAY TO DO BUSINESS IN MALAYSIA <i>Roseamilda Mansor & Nurul Hayani Abd Rahman</i>	30
12	THE ADVANCEMENT OF HUMAN RESOURCE MANAGEMENT IN THE NEW AGE <i>Sarah Sabir Ahmad & Azfahanee Zakaria</i>	34
13	VOICE OR SILENCE: DOES IT REALLY MATTER? <i>ETTY Harniza Harun, Musdiana Mohamad Salleh & Nor Aslah Adzmi</i>	37

14	TAWARRUQ AS AN ALTERNATIVE TO AR RAHNU STRUCTURE	40
	<i>Mohd Shafiz Sharan, Mohd Fazil Jamaludin, Khairul Azfar Adzahar & Norwahida Wagiran</i>	
16	A SNAPSHOT OF HIGH-PERFORMANCE ORGANIZATION (HPO)	45
	<i>Azfahanee Zakaria, Syed Mohammed Alhady Syed Ahmad Alhady & Sarah Sabir Ahmad</i>	
16	WORKING FROM HOME AND STRESS AMONG LECTURERS: A REVIEW	47
	<i>Zainuddin Mohd Piah, Azyyati Anuar & Bawani Selvaraj</i>	
17	A BRIEF HISTORY OF LEAN	51
	<i>Azyyati Anuar, Daing Maruak Sadek & Bawani Selvaraj</i>	
18	SUSTAINABILITY OF MICRO AND SMALL ENTERPRISES DURING COVID-19 PANDEMIC	54
	<i>Baderisang Mohamed & Mohd. Sukor Bin Md. Yusoff_</i>	
19	THE USAGE OF ONLINE PAYMENT TRANSACTION DURING COVID-19 PANDEMIC	59
	<i>Ramli Saad, Wan Shahrul Aziah Wan Mahamad & Mursyda Mahshar</i>	
20	COVID-19 PANDEMIC: THE INSIGHTS ON ONLINE LEARNING	62
	<i>Ramli Saad, Yong Azrina Ali Akbar & Mursyda Mahshar</i>	
21	IS TIKTOK A NEW JOB BOARD?	65
	<i>Mohd Fazil Jamaludin, Mohd Shafiz Saharan & Khairul Azfar Adzahar</i>	
22	GENDER AS A MODERATING VARIABLES OF E-PAYMENT	67
	<i>Khairul Azfar Adzahar, Mohd Shafiz Saharan & Mohd Fazil Jamaludin</i>	
23	ODL'S POSTMORTHEM, STUDENTS AS CUSTOMER OR PRODUCT?	69
	<i>Shakirah Mohd Saad, Intan Nazrenee Ahmad & Rosliza Md Zani</i>	

ODL'S POSTMORTEM, STUDENTS AS CUSTOMER OR PRODUCT?

Shakirah Mohd Saad
shakirahmdsaad@uitm.edu.my
Faculty of Business and Management, Universiti Teknologi MARA Cawangan Kedah

Intan Nazrenee Ahmad
Intan192@uitm.edu.my
Faculty of Business and Management, Universiti Teknologi MARA Cawangan Kedah

Rosliza Md Zani
rosliza568@uitm.edu.my
Faculty of Business and Management, Universiti Teknologi MARA Cawangan Kedah

The whole world is battling the pandemic, putting social distancing as the prevention measure to combat the COVID-19 pandemic. The education system has drastically adopted online distance learning (ODL) from the beginning of this pandemic in March 2020. ODL is the only alternative available for the education system to survive during the COVID-19 pandemic, thus, it is not an option. Educators and students have been forced to adopt ODL even though normally students would prefer face-to-face learning over online learning (Bunce et al., 2017). Due to the prevalence of COVID-19, ODL may be used for a substantial time, where attention for continuous improvement should be looked into or it will result in poor quality of education and distort the acquiring process of knowledge amongst students (Yekefallah et al., 2021).

ODL has sparked the attention of research in identifying the variables that contribute to the success of its implementation. Malaysia reported in July 2021, that a study on the effectiveness of ODL was conducted by the Ministry of Higher Education (MoHE), to improve the learning process. In 2020, Nordin and Nordin revealed in their findings that the majority of the students are struggling and this had led to a significant impact on their acceptance of online learning. The assumptions that today's young and IT-savvy will have no problems learning online should be investigated. It indicates that students do struggle with the online learning process. Not all students can cope well with online learning, thus, understanding their needs is essential to the betterment of the delivery process. Besides that, the impact of ODL on students and lecturers is different (Li et al., 2021); this revealed that both parties should be given serious attention and research on this would be the mandatory step to understand them.

Students' psychological needs within ODL should be looked at by management in academia (Shah et al., 2021). There are two prevailing approaches to investigate the students' needs based on a student-customer approach or a student-product approach (Emery et al., 2001). These two approaches represent different educational philosophies (Emery et al., 2001). The customer approach looks at the right of the students to fulfill their satisfaction in the learning process over the academic inputs, experiences, facilities, and other needs. The product approach, however, turns the focus from student satisfaction into molding student's capabilities, knowledge, and talents valued by the stakeholders when looking at the output (Emery et al., 2001). In the current situation, both approaches should be investigated under the new normal. As a customer, students have the right to receive the best quality of delivery methods, and lecturers who are competent and equipped to deliver ODL (Lengetti et al., 2021). Lengetti et al. (2021), also indicated that satisfaction can only be achieved through teaching-learning approaches that promote student engagement in ODL. A variety of platforms are used in the process of delivering the learning activities, where the choices may be in the hand of lecturers or depends on the outreach of the students. Mainly the effectiveness of the teaching methods that encourage active engagement may avoid a negative outcome of ODL (Orlov et al., 2021). However, the "customer approach" should not be overemphasized as the findings indicate that the more that students express a consumer orientation, the poorer their academic performance (Bunce et al., 2017). Nevertheless,

the readiness of the students for ODL should be given priority as it affects the willingness of students' active involvement and the quality of ODL (Tang et al., 2021). Meanwhile, despite only focusing on the satisfaction level of the students, the "product approach" on students should also be given priority. In the view of product approach, the faculty is the expert with the right to determine the best output in the market. This approach is sometimes viewed as hard and unfriendly by students, because the process is controlled by the faculty through a standardized and systematic syllabus created to get the best output. The findings have shown that the best output produced can finally manage to compensate the hardness faced by the students (Emery et al., 2001). It can be portrayed by an example of the production of quality products that require systematic planning, high quality resources, best technical implementation, and the result would be the best output. In the view of marketing, the students need to treat the "professors as customers", i.e., as people who are judging their products (e.g., homework, presentation, knowledge), instead of themselves being the customer. This contradicts the "customer-student" approach where the student is the king (Emery, 2001).

Using the customer-student or product-student approach, each should be looked into in the new normal as the university's preparedness should be a continuous process by developing a curriculum that eases the acceptance process, which at the end should be enjoyable as well as enable them to think critically (Mishra et al., 2020). Still, the faculty is held responsible to achieve systematic knowledge and the right approaches in ODL (Lin et al., 2017). It is agreed that communication processes, which in the new normal have an impact on university performances and development, should be evaluated for continuous improvement as if they will have a major impact on the overall organization practices (Sadia et al., 2017).

The constraints and difficulties faced by students and lecturers in conducting ODL are undeniable. Therefore, it is essential that business educators constantly update their curriculum and re-evaluate their pedagogical approaches. Continuous research should be done rapidly by the management to look into the overall needs of all the stakeholders involved in ODL, as negligence may lead to deterioration of knowledge accumulation and jeopardize the university's performance.

REFERENCES

- Bunce, L., Baird, A., & Jones, S. E. (2017). The student-as-consumer approach in higher education and its effects on academic performance. *Studies in Higher Education, 42*(11), 1958–1978. <https://doi.org/10.1080/03075079.2015.1127908>
- Emery, C., Kramer, T., & Tian, R. (2001). Customers vs. products: Adopting an effective approach to business students. *Quality Assurance in Education, 9*(2), 110–115. <https://doi.org/10.1108/09684880110389681>
- Lengetti, E., Cantrell, M. A., DellaCroce, N., Diewald, L., Mensinger, J. L., & Shenkman, R. (2021). Learning environment and evidence among professionals and students satisfaction (LEAPS), experienced during the COVID-19 pandemic. *Teaching and Learning in Nursing, 000*. <https://doi.org/10.1016/j.teln.2021.07.004>
- Lin, M. H., Chen, H. C., & Liu, K. S. (2017). A study of the effects of digital learning on learning motivation and learning outcome. *Eurasia Journal of Mathematics, Science and Technology Education, 13*(7), 3553–3564. <https://doi.org/10.12973/eurasia.2017.00744a>
- Mishra, L., Gupta, T., & Shree, A. (2020). Online teaching-learning in higher education during lockdown period of COVID-19 pandemic. *International Journal of Educational Research Open, 1*(August), 100012. <https://doi.org/10.1016/j.ijedro.2020.100012>

- Nordin, N. B., & Nordin, N. B. (2020). Impact of Pandemic COVID-19 to the Online Learning: Case of Higher Education Institution in Malaysia. *Universal Journal of Educational Research*, 8(12A), 7607–7615. <https://doi.org/10.13189/ujer.2020.082546>
- Orlov, G., McKee, D., Berry, J., Boyle, A., DiCiccio, T., Ransom, T., Rees-Jones, A., & Stoye, J. (2021). Learning during the COVID-19 pandemic: It is not who you teach, but how you teach. *Economics Letters*, 202, 109812. <https://doi.org/10.1016/j.econlet.2021.109812>
- Sadia, A., Salleh, B. M., Kadir, Z. A., & Sanif, S. (2017). Communication Satisfaction among Academic Staff in Malaysian Public Universities. *International Review of Management and Marketing*, 7(3), 171–178
- Shah, S. S., Shah, A. A., Memon, F., Kemal, A. A., & Soomro, A. (2021). Online learning during the COVID-19 pandemic: Applying the self-determination theory in the 'new normal.' *Revista de Psicodidáctica (English Ed.)*, 26(2), 168–177. <https://doi.org/10.1016/j.psicoe.2020.12.003>
- Tang, Y. M., Chen, P. C., Law, K. M. Y., Wu, C. H., Lau, Y. yip, Guan, J., He, D., & Ho, G. T. S. (2021). Comparative analysis of Student's live online learning readiness during the coronavirus (COVID-19) pandemic in the higher education sector. *Computers and Education*, 168(March). <https://doi.org/10.1016/j.compedu.2021.104211>
- Yekefallah, L., Namdar, P., Panahi, R., & Dehghankar, L. (2021). Factors related to students' satisfaction with holding e-learning during the COVID-19 pandemic based on the dimensions of e-learning. *Heliyon*, 7(7), e07628. <https://doi.org/10.1016/j.heliyon.2021.e07628>