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**ISTLI**

International Symposium on  
Teaching & Learning Innovation

*EMBRACING NEW NORMS*

**International Symposium on  
Teaching & Learning Innovation**

**CONFERENCE PROCEEDINGS**

**14<sup>th</sup> November 2021**

*Organized by*

**Future Ready Educators (FREE)  
Azman Hashim International Business School  
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## Message from the Dean of AHIBS



*Assalamualaikum w.b.t and Sincere Greetings to All,*

Thank you to the Almighty God for all of HIS blessings. With great pleasure, I would like to extend my warmest regards to all participants and welcome you to the very first inaugural International Symposium on Teaching & Learning Innovation (ISTLI) 2021, organized by Azman Hashim International Business School, Universiti Teknologi Malaysia. It is a great pleasure for us to become the host of this symposium. This year we brought an essential, timely global topic with the theme of Embracing New Norms, bringing together various and countless inspiring researchers who will be centre staged in ISTLI 2021. Indeed, in this era, the education sector has been pushed to innovate faster than ever before. Hence, it has attracted much concern globally, and it has a vast potential for further exploration.

The symposium aims to provide a forum for academics, educators, researchers, and scholars, to exchange ideas, information, expertise and an invention in teaching and learning. I hope it provides all practitioners with exposure and discussion on innovative ideas, methods, latest development, and experiences. It also promotes and encourages interdisciplinary research, development, and international collaboration.

With deep respect, I wanted to express gratitude to the enthusiasm committee for making the possibility of holding this symposium through the virtual environment, even during the unfavourable condition of the Covid-19 pandemic, new normal regulation that restricts face to face meetings as well as travel restrictions around the world. I would also like to thank technical reviewers for their hard time volunteering their precious time to referee the papers included in these proceedings. Special thanks to all authors, speakers, presenters, and session chairs who have contributed their time and effort to this symposium.

Finally, I hope that the event will be memorable academically and the joy of meeting with others for mutual collaboration. May this symposium make a substantial contribution and experience to the educators in embracing the new norms. I trust this symposium have developed a sharing culture, empowering educators by giving them hope, understanding and a sense of belonging, connecting educators to safe and supportive environments.

I hope that the sharing spirit continues in the future with more collaboration involving other universities, industry partners, and government agencies; mutually working together, providing a platform for educators to innovate curriculum and teaching, thereby creating and disseminating new knowledge to impact our communities, leading change in higher education positively. Last but not least, I thank you all for preparing and sharing your research findings in the symposium, and with great pleasure, let us meet again next year, InsyaAllah.

Thank you, Wassalam.

**Associate Professor Dr. Rosmini Omar**  
**Dean of Azman Hashim International Business School (AHIBS)**  
**Universiti Teknologi Malaysia**



## Foreword by the Director of ISTLI 2021



Bismillahirrahmanirrahim

*Assalamualaikum Warahmatullahi Wabarakatuh and  
Salam Keluarga Malaysia*

With HIS blessing, Alhamdulillah, we are pleased to introduce you to the International Symposium on Teaching and Learning (ISTLI) 2021 proceedings. The first ISTLI, which took place on November 14, 2021, led academics and researchers worldwide to discuss their newest research findings and ideas, theories, technologies, systems, tools, applications, work in progress and experiences arising from teaching and learning innovations reshaping higher education for the twenty-first century. Furthermore, it provides a platform for academicians to enhance future research networking and collaboration at national and international levels.

With the COVID-19 epidemic affecting our lives in 2020, it has been an unusual year; many things are changing, and our perspectives are too. The health and safety of the participants involved in ISTLI 2021 is our priority. Since it would be impossible to organize face-to-face networking and interaction, we decided to organize ISTLI in a virtual format — an online full-day symposium and social gathering. Our top focus is the health and safety of the ISTLI 2021 participants by exploring alternative solutions more cost-effectively and efficiently to allow still exchanging ideas platform.

We have accepted an exceptional more than 30 abstracts for an oral presentation from different universities: Universiti Teknologi Malaysia, Universiti Teknologi Brunei, and Universitas Andalas Indonesia; an excellent achievement for an inaugural event indicates a positive sign of sharing culture from authors of various backgrounds. The papers cover a wide range of fundamental issues, challenges, and opportunities facing contemporary academia embracing the new norms within 8 big interests. Major topics include Issues in Education, Teaching and Learning Challenges during the Pandemic, Innovation in Teaching and Learning, Assessment in New Norms, Engaging Student through Online, Adapting to Teaching and Learning to the New Norms, Tools for Online Teaching and Learning and Learning Methods and Principles (Andragogy, Pedagogy & Heutagogy).

The technical symposium program consists of 7 plenary sessions. A single blind refereeing method was used for all manuscripts submitted for the symposium. The proceedings contain the papers that were presented during the symposium. We have also put together a distinguished keynote speech by Associate Professor Dr Rosmini Omar, who delivered the keynote speech entitled "How Business Schools Shall Dance in the New Norms?". Besides, we have cordially invited 2-panel speakers from different fields to share their knowledge, expertise, and experiences. Awards were given for each category for a more competitive and exciting session. Our sincere congratulations to all the award winners for their excellent contributions and best paper award.

The great success of the conference depends on the conscientious efforts of many that we are grateful for. I would like to thank all participants and authors who joined the symposium, the reviewers, the faculty support and the program committee for their tremendous efforts and teamwork in this valuable volume. Without each and everyone dedication, it was impossible to have a successful ISTLI 2021 and a quality volume of the conference proceedings.

We are looking forward to the next ISTLI 2022. Thank you.

Wabillahi Taufik Walhidayah  
Wassalamualaikum Warahmatullahi Wabarokatuh.

**Dr. Siti Zaleha Omain**  
**Director of International Symposium Teaching and Learning Innovation (ISTLI) 2021**  
**Azman Hashim International Business School (AHIBS)**  
**Universiti Teknologi Malaysia**

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**Sub-Theme 1**  
***Issues in Education***

## **INSTILLING ANTI-FRAGILITY IN POSTGRADUATE TEACHING AND LEARNING: THE CASE OF UNIVERSITI TEKNOLOGI MALAYSIA'S MASTER OF MANAGEMENT PROGRAMME**

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### **ABSTRACT**

In this volatile, uncertain, complex and ambiguous (VUCA) world, it is becoming increasingly vital for graduates to be anti-fragile, not only to resist stress, but also to improve and gain from such stress and turmoil. The purpose of this paper is to report on a pilot study that examined the extent to which a single postgraduate academic curriculum (Master of Management) provided at Universiti Teknologi Malaysia trained students to be anti-fragile. The study discovered moderately anti-fragile characteristics in the programme, indicating the need for a re-evaluation of the program's curriculum, learning, and teaching delivery.

**Keywords: Anti-Fragile, Postgraduate Programme, Learning And Teaching, Curriculum Development, Entrepreneurial**

### **INTRODUCTION**

The COVID-19 pandemic has major employment implications. According to Labour Survey, Department of Statistic Malaysia, In 2020, the unemployment rate reached 4.5 percent, up from 3.3 percent in 2019. In June 2021, the rate was 4.8% with 768,700 unemployed persons. Many unemployed persons are graduates. In 2020, graduates' unemployment rate increased to 4.4% (202,400 unemployed graduates from 3.9% in 2019 (165,200 unemployed graduates). Competition of getting jobs among fresh graduates become more challenging with the presence of more unemployed persons who lost their job during pandemic. Many graduates are forced to work in fields unrelated to their studies, with pay that is below par.

Graduates must have resilience to face the pandemic's challenges. Shaw (2020) claims that resilience helps people overcome despair, helplessness, and uncertainty. Employers expect prospective employees to have high resilience and not be vulnerable to disasters (CBI, 2019).

However, Malaysian research shows that adolescent resilience is only moderate (Noraini et al., 2019). The level of Malaysian higher education institution students' resilience is moderate, according to a research, with no significant differences between public and private HEI students (Norasmah, 2017). This VUCA world requires graduates to not only withstand stress but also to wisely find a way to generate income. This distinguishes anti-fragile from resilient. Resilient people can handle stress and stay the same. However, anti-fragile people not only survive but thrive on stress and chaos (Shermer, 2012).

Taleb (2012, in Shermer, 2012) coined the term anti-fragile in his book "Antifragile: Things That Benefit from Disorder". Since then, additional empirical research utilising anti-fragile techniques have been published (e.g. Derbyshire, & Wright, 2013; Kiefer et al., 2018; Monperrus, 2017). Anti-fragile refers to the capacity to recover from stress and unpredictable situations (Taleb, 2012 in Shermer, 2012). Anti-fragile is critical given the dynamic nature of the world and the nature of VUCA (Volatility, Uncertainty, Complexity and Ambiguity). This indicates that simply being able to resist stress is insufficient. To survive, an individual's viewpoint on life must be shifted 360 degrees. Anti-fragile research are gaining popularity but are still limited.

Anti-fragile is closely related with resilience. Individuals who improve and grow as a result of adversity and uncertainty almost always manage stress successfully. The American Psychological Association (2014) defines resilience as the ability to adapt to stress, problems, trauma, tragedy, and threats. A resilient individual is able to preserve mental and physical health in the face of adversity (Resnick & Inguito, 2011). According to a study conducted in the United States, the greater an individual's resilience, the lower their anxiety, depression, and anxiety related to the COVID-19 virus (Barzilay et al., 2020). Additionally, resilience is linked to perseverance, self-esteem, and an achievement orientation (Masron Mensih et al., 2021). Interestingly, Stallman (2011) asserts that resilience is not an inherent characteristic but a method of thinking and acting (Stallman, 2011). Thus, resilience can be nurtured and learned in addition to being developed through training (Robertson et al., 2015; Stallman, 2011).

There is also evidence that resilience has an effect on an individual's emotional well-being and IQ (Barbe et al., 2021; Masron Mensih et al., 2021). Emotional intelligence is the capacity to effectively manage negative emotions (Gardner, 2000). Goleman (1998) defines emotional intelligence as the capacity for self-control, enthusiasm, perseverance, and self-motivation. Along with emotional control, emotional intelligence is inextricably linked to social abilities. Individuals with a high level of emotional intelligence are naturally cooperative and capable of developing healthy relationships with others (Nelson & Low, 2003). They are sensitive to the needs of others and are capable of being good leaders (Monika et al. 2016). When confronted with obstacles, those with emotional intelligence think constructively, which enables them to be resilient and problem solvers (Promsri, 2019). It follows that Anti-fragile individuals, will possess emotional intelligence.

Shermer (2012) defines anti-fragile in his assessment of Taleb's book as the capacity to gain from a variety of shock events. These attributes are highly compatible with the development of an entrepreneurial mindset and competences such as opportunity recognition, creativity and innovation, risk-taking capacity, tolerance for uncertainty, ability to solve creative

problems creatively, initiative, and self-confidence (McClelland & McBer, 1985; Mohamad et al., 2019). The entrepreneurial mind is supposed to be a forward-thinking, opportunity-seeking mind (growth-oriented perspective; Ireland et al., 2003; Mohamad et al., 2019; Timmons & Spinelli, 2004). In other words, those with an entrepreneurial mindset recognise opportunities (opportunity recognition) and are capable of acting in uncertain situations (Chen et al., 2012; McGrath & MacMillan, 2000; Mohamad et al., 2019). Individuals with an entrepreneurial mindset exhibit characteristics such as creativity, adaptability, a propensity for continuous innovation, a love of innovation, and a desire to do things differently (Ireland et al., 2003; Kuratko, 2009; Similarly to resilience, the entrepreneurial mindset can be nurtured (Kuratko & Hodgetts, 2004; Zupan et al., 2018), perhaps even more so at the university level (Bourgeois, 2012; Mohamad et al., 2019; Zupan et al., 2018). Universities can help students develop their entrepreneurial abilities through small-scale business ventures, supportive learning environments, and teaching techniques that promote entrepreneurial competencies (Bourgeois, 2012; Geldhof et al., 2013; Zupan et al., 2018). The equation below best describes anti-fragile.

Anti-fragile = Resilient + Entrepreneurial + Emotionally Intelligent

Correspondingly, one of the ten leaps outlined in the Malaysian Education Development Goal (Higher Education) 2015-2025, the country's long-term plan for higher education, is to cultivate holistic graduates with a job creator mindset (<https://www.mohe.gov.my/en/pppm-pt>).

The essential question is "Is Future Ready Education being implemented in Malaysia's public universities effective at producing graduates with anti-fragile characteristics?" Thus, this article examines the extent to which the Master of Management programme, a postgraduate programme offered by the Azman Hashim International Business School to recent or fresh undergraduates since 1993, can equip students to be anti-fragile.

## **METHODS**

The methodologies employed were document analysis of the Programme Specification and Course Information for the offered course. These materials were analysed to determine the extent to which the anti-fragility principle has been included into the program's curriculum and delivery of learning and teaching.

## **FINDINGS AND DISCUSSION**

When we examine the educational objectives of the programme, we see that none of the five objectives address the need to develop graduates with anti-fragile characteristics. With regards to the Programme Learning Outcomes, there is only one expected outcome that is associated with anti-fragility, namely the creation of graduates who display managerial abilities and are capable of identifying and analysing business opportunities.

In comparison to the abilities anticipated of students at the end of the courses and the programme, as shown in Figure 1, the weighting for entrepreneurial and managerial skills is only 8.6 percent of the entire skill set addressed in the programme. The majority of the abilities emphasised in this curriculum are connected to knowledge and technical skill.

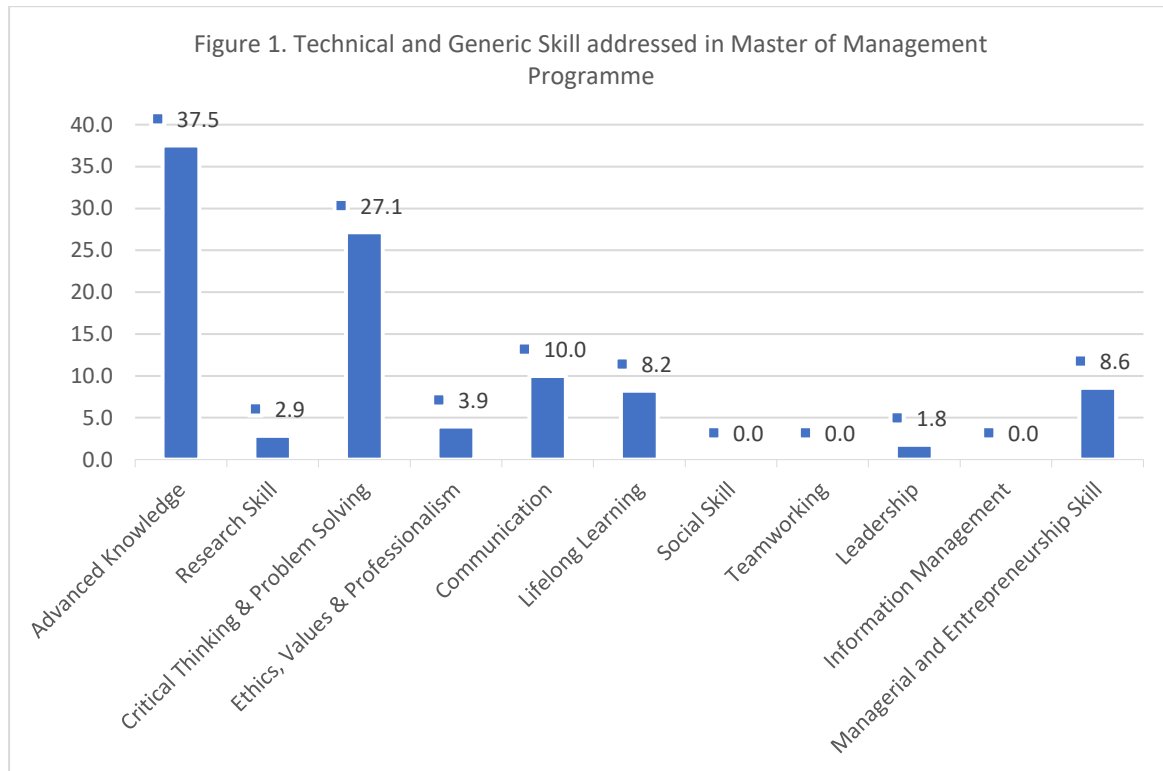


Figure 1: Technical and Generic Skills addressed in UTM Master of Management Programme

Additionally, further study of each course provided revealed that just six courses have learning outcomes that require students to acquire entrepreneurial and managerial abilities. For all courses, more than 70% of the Course Learning Outcomes focus on Technical and Knowledge Skills rather than Generic Skills, which helps students develop an anti-fragile mindset and behaviour.

In terms of assessment, the majority of courses are evaluated conventionally by closed book final exams at a percentage of 30%-40%. For the teaching methods, it was found that the traditional lecture was the primary method of delivering Learning and Teaching. In comparison to alternative evaluations that may aid in establishing an anti-fragile mentality and behaviour, the conventional assessment approach centred on the final exam also comprises a substantial percentage of the assessment.

According to our findings based on the related programme specification and course information, the curriculum content (as represented by the weighting of each PLO), learning and teaching delivery, and assessment method for this programme do not appear to place a premium on producing graduates who are anti-fragile and resilient.



This is a wake-up call for school and programme leaders to reassess curricular content in light of global changes, most notably the worldwide pandemic.

## CONCLUSION

This preliminary investigation indicates that the programme is only moderately anti-fragile. This demonstrates the importance of improving the curriculum and delivery of L&T in order to generate anti-fragile graduates who are resilient, entrepreneurial, and emotionally savvy in order to survive in this VUCA world.

There is a particular need to embed Adaptability Skills (e.g., the ability to adapt to the culture of new communities and work environments; the ability to identify areas for improvement; the ability to apply known solutions to novel situations; the ability to initiate and implement change; and the ability to work effectively under pressure). Also, the programme should instil additional entrepreneurial abilities in students, such as the ability to discover business opportunities, develop a business strategy, establish, research, and exploit business and employment opportunities, and the ability to be self-employed.

## STUDY LIMITATION

This is a pilot study based on a single programme and publicly available data on the curriculum's content. It has, however, provided an important overview of the extent to which antifragility has been integrated into a university academic programme. This would require the institution to include a question on entrepreneurial and adaptable generic skills in the e-ppp, which now does not. Future research should be conducted using student surveys and lecture surveys (end of course surveys), as well as exit surveys and alumni surveys, to obtain a more holistic, valid, and accurate picture of the anti-fragility characteristics of the university programme.

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**Sub-Theme 2**  
***Teaching and Learning  
Challenges During  
The Pandemic***

## **STUDENTS' CHALLENGES IN THE IMPLEMENTATION OF ONLINE LEARNING**

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### **ABSTRACT**

Malaysian government has announced Movement Control Order (MCO) due to COVID-19 pandemic. Consequently, educational institutions require the teaching and learning to be conducted online. During pandemic, online learning is very important to ensure the continuation of teaching and learning as well as maintaining social distancing. Nonetheless, the literatures suggest that online learning is not without difficulties and various issues arise in the implementation of online learning. Hence, this study intends to explore what are the challenges faced by students in the implementation of online learning. This study employed qualitative research design as a method of study. Data were collected through semi-structured interviews that were conducted online. A total number of fifteen (15) students consisting of year 1 students of Bachelor of Accounting from Azman Hashim International Business School, UTM were selected as respondents by using convenience sampling. The data then were analysed by using thematic analysis. The results showed that there were five (5) main challenges faced by students when there were doing online learning during COVID-19 pandemic. The challenges are (a) internet issues, (b) unconducive learning environment, (c) loss focus, (d) team works and (e) house chores. The findings of this study can provide some insight to the interested parties to understand what are the challenges faced by students in the implementation of online learning and the necessary steps to be taken to overcome the challenges.

**Keywords: Online Learning, Challenges, Covid-19 Pandemic**

### **INTRODUCTION**

Virus COVID-19 has been declared as a global pandemic. Part of the initiative taken by Malaysian government to control and reduce the widespread of COVID-19 virus is the execution of Movement Control Order (MCO) that came into effect from March 18, 2020. The MCO has resulted to restriction in movement and face-to-face activities. Hence, most people need to change routine practices and adapt with the new normal.

The pandemic has greatly influenced the teaching and learning environment. During this pandemic, online learning has been widely applied as an alternative to face-to-face learning due to closure of educational institutions. Online learning means teaching and learning is conducted via online platform by using internet, computers and multimedia technology. It refers to teaching and learning in which both educators and student use suitable learning platforms (Gunasekaran, 2002). The adoption of online learning as a teaching and learning method during the pandemic is very significant to ensure the continuation of teaching and learning process as well as maintaining social distancing.

Nonetheless, the literatures suggest that there are various problems and difficulties in the implementation of online learning. As stated by Ali, Uppal and Gulliver (2017), technology, individual, pedagogy and enabling conditions constitute the four (4) major constraints to online learning. Mohd Adam, Mohd Radin, Hashim & Sulaiman (2021) in their study found that students faced problems with lecturers, family, personal problems, classmates, technical problems, class requirements and home environment. The study also found that lacking of skill to manage time, bad internet connection and a noisy home environment becomes the major problem faced by students in online learning. Moreover, a study conducted by Al-Kumaim, Alhazmi, Mohammed, Gazem, Shabbir & Fazea (2021), on students from different universities in Malaysia revealed that the constraints faced by students in online learning includes (a) overloaded work and information from instructors, (b) inadaptability and unfamiliarity of the new environment of online learning, and (c) stress and anxiety as part of personal health challenges.

A study conducted by Mallilin, Carag, Mallilin and Laurel (2020) found that bad internet connection and devices may obstruct the learning process. Hence, students may face difficulties in the process of online learning due to lacking of learning facilities and limited internet connectivity. Mohd Adam et.al. (2021) in their study found that apart from technical issues, time management skills and home environment constitute main challenges faced by students in online learning. Mustafa and al-Hamadi (2016) found that noisy learning environment is another problem that may hinder the effectiveness of online learning.

Fernandes, Parisi, Santos & Sandars (2020) et al. reported that lacking of self-discipline, suitable learning spaces at home and learning materials are the problems in online learning. Similarly, a study conducted by Bao (2020) among Chinese university students found that the lacking of good attitude, self-discipline, learning material and home environment constitute the main problem in online learning compared to technical issues. Based on the above issue, this study intends to explore the challenges faced by students in the implementation of online learning.

## **RESEARCH METHODOLOGY**

This study employed qualitative research design as a method of study. Data were collected in October 2021 through semi-structured interviews that were conducted online. A total number of fifteen (15) students consisting of year 1 students of Bachelor of Accounting from Azman Hashim International Business School, UTM were selected by using convenience sampling. In convenience sampling, the selection of respondent is based on the researcher's convenience and availability. The data then were analysed by using thematic analysis.

## MAIN RESULTS

The results showed that there were five (5) main challenges faced by students in the implementation of online learning during COVID-19 pandemic, that is (a) internet issues, (b) unconducive learning environment, (c) house chores, (d) loss focus and (e) team works.

### 1. Internet Issues

Majority respondents (73%) viewed that internet issue is the major problem in the implementation of online learning. They admitted that unstable internet connection has affected their learning whereby they could not catch up the lesson.

*“For me, just samewith everyone else may be, is unstable connection because I live in like really kampong, so the internet is so bad. Sometimes I missed some of the topics that lecturer discussed, so I have to revise it again by myself or ask my friend” (R6).*

Respondents also viewed that sometimes the lecturer’s internet problem that affect the online learning.

*“From my previous experience, the first one would be internet connection because even though we as a students have a good or stable internet connection, sometimes it would come from the lecturer themselves because I guess internet connection is something that is out of our control eventhough we tried our bst to subscribe for the most highest data” (R15)*

### 2. Unconducive Learning Environment

Majority respondents (60%) viewed that unconducive learning environment is the biggest challenge. They felt that the sharing of room with other siblings disturb the online learning session.

*“The most challenging part is study environment. Study environment is not conducive, I have my siblings and I have to share rooms with other family members and when online class sometimes, it disturbs online class because I have my little siblings, they do not understand when we do online class, so they always make noise” (R 12)*

### 3. Loss Focus

Some respondents (33%) viewed that loss focus is one of the challenges when they are doing online learning.

*“I also easily get distracted or loss focus during online learning because it is online learning right, so no one see us, so I feel like I can do whatever I want like I can eat during the class, so it makes me loss focus during the class” (R 7)*

#### 4. Teamwork

Some respondents (53%) viewed that they faced problem with teamwork.

*“When I want to do group discussion it quite hard to do some discussion with my friends and sometimes with international friends I need to find suitable time because our time is different” (R 10).*

#### 5. House Chores

A few respondents (13%) viewed house chores as one of the challenges whereby they unable to manage time between house chores and learning.

*“In my experience, some of challenges, first is time management of course, I can't really manage my time in my house because there is so much things to do, I have to study, I have to do assignment, I have to do house chores, I have to cook for my family and it hard to manage my time” (R7)*

### CONCLUSION

Based on the findings of this study, online learning is not without difficulties. Apart from internet issues, another major challenge is uncondusive learning environment. Other challenges include teamwork, loss focus and house chores. Hence, apart from technical issues, there are other issues particularly the issue of uncondusive learning environment at home that may affect the effectiveness of online learning. The findings of this study can provide some insight to the interested parties to understand what are the challenges faced by students in the implementation of online learning and the necessary steps to be taken to overcome the challenges. This study was limited to 15 students from one (1) course only from Azman Hasim International Business School, UTM by using qualitative method of study. The findings could not be generalized to a larger number of higher learning institutions in Malaysia. Hence, future research may conduct study to all higher learning institutions in Malaysia by employing both qualitative and quantitative method of study.

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## **ONLINE TEACHING AND LEARNING VERSUS FACE TO FACE LEARNING BASED ON STUDENT PERSPECTIVE OVERVIEW**

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### **ABSTRACT**

Online teaching and learning have started to increase due to the Covid19 epidemic. Some researchers state that students were more comfortable learning via online e-learning. However, some researchers argued with this statement. This research aims to identify the condition of students for facing online learning during a pandemic Covid 19. This research also aims to identify student perception and satisfaction regarding online learning and face-to-face learning. This research involves quantitative analysis and descriptive analysis. The data will be analyzed using descriptive analysis via Statistical Package for the Social Sciences (SPSS) version 26.0.0. This study indicates that face-to-face learning perception was higher than online learning regarding accessibility, adaptability, understanding, and satisfaction. However, some students agree that online teaching and learning are more comfortable than face-to-face learning. This research contributes to understanding students' performance during epidemics and improving the online teaching and learning industry.

**Keywords: Online Teaching and Learning, Covid 19, Education, Internet**

### **INTRODUCTION**

Online teaching and learning speedily develop at the end of 2019 due to epidemic Covid 19. Many software and applications such as google meet, zoom, webex, and others are getting being sought by the education industry. Due to this Covid 19, a new norm of teaching and learning, especially online, need to be faced not only on the teachers but also students. The questions come the students are ready to face online teaching and learning. Hence, this research aims to understand the student's situation, condition, and perspective based on online teaching and learning. This research also aims to comprehensively view students' experiences and preferences in online learning versus face-to-face learning. This research is expected to help various field education industries to see the student's situation and perspective.

## **ONLINE LEARNING**

Online teaching and learning are defined as the opposite term of face-to-face learning (Ryan et al., 2016). Online teaching and learning involve many challenges but at the same time provide an opportunity, especially for disabled students. Accessibility of material and tools is important during online teaching and learning. There are many studies showings that lecturing using online material has led to positive benefits. Coates and Humphries (2001) demonstrated that it is useful to have available online material. However, it may cause stress on the students' engagement towards the material to have its full effect.

Over the years, the interaction between computers to the computer has long been implemented. It became accessible via tablet and mobile phone and became easier for students and teaching to communicate (Bebell and O'Dwyer, 2010, Fleischer, 2012, Zucker and Light, 2009). In addition, these innovations, especially in education, promote the evolution of online teaching and learning (Lan et al., 2007, Roschelle et al., 2010). Implementing online resources helps students find and increase their knowledge and produce good results (Asdaque et al., 2010; Grace-Martin and Gay 2001). These advantages of having accessibility to material and tools can increase academic performance and diverse teaching styles.

Besides, adaptability and understanding are also the most important thing for online teaching and learning. The student performance is to be affected by prior knowledge, well understanding, and effectiveness of online learning. Uncertainty still exists based on students online learning interaction, environments, and performance (Picciano,2002). Even though the participation of students is high, that can contribute to students achieving higher results. It also found that minimal students participation also does not necessarily reflect students' results.

Many researchers have argued that students are more satisfied with face-to-face learning than online teaching and learning. Gunawardena and Zittle (1997) also state that interactions between teachers and students also contribute to satisfaction. Satisfaction deals with lecturer effectiveness and support, satisfaction with own commitment to learning, and satisfaction with online learning. However, this study mainly focused on the accessibility of material and tools, the adaptability and understanding of students during online learning, and satisfaction.

## **METHODOLOGY**

Target respondents in this research are students from one of the Statistical Method classes of Azman Hashim International Business School, University Technology Malaysia. The population is 30 students where this course was conducted 100% by online learning due to Covid-19. The sample is chosen by using the method of purposive sampling. Purposive sampling was used to develop the sample of the research under discussion. Freedman et al., 2007 justify that purposive sampling belongs to the non-probability sampling techniques; respondents are selected based on certain categories such as knowledge, relationships, and expertise on that research objective.

The research uses quantitative research methods. The survey consisted of eight multiple-choice questions and 27 questions that were measured on a 5-point Likert scale. The questionnaire was distributed to students via social media, namely WhatsApp and google Forms. The data will be analyzed using descriptive analysis via Statistical Package for the Social Sciences (SPSS) version 26.0.0.

## RESULT AND DISCUSSION

A total of 30 respondents were involved in this study. In this study, the number of female respondents was 60%, equal to 18 respondents. At the same time, the remaining 40% of the total respondents were male, which accounts for 12 male respondents. The majority of respondents are Malays, with 56.7% followed by 20% Chinese, 16.7% Indian, and the remaining 6.7% others. There were no respondents from Year 1, while Year 2 contributed 60%, Year 3 contributed 36.7%, and the remaining 3.3% were from Year 4. Table 1 shows the mean accessibility of students based on facilities, materials, and tools for online learning. Based on Table 1, most students are ready for online teaching and learning with an overall mean of 3.90. The lowest means is an internet connection with 3.63. This shows that some students have problems with internet capacity or coverage for online teaching and learning.

**Table 1:** Accessibility of Facilities, Materials, and Tools

<i>In your home, do you have access to the following?</i>	<i>Mean</i>
1. A desk	4.11
2. Required software and programmes	3.93
3. Webcam	4.04
4. A good internet connection	3.63
5. Course study material (e.g., compulsory, and recommended literature)	3.81
<b>Overall score</b>	<b>3.90</b>

Table 2 shows the adaptability and understanding of students for online teaching and learning. The highest means is 3.67, where students using online learning was not an effective way to learn about the assigned topics rather than during face-to-face classes. However, the lowest means is 1.85. The majority of students feel more tired during online classes rather than during face-to-face classes. Overall mean score showing medium level with mean 3.05.

**Table 2:** Adaptability and Understanding

	<i>Mean</i>
1. Does student become more active learner during online classes rather than during face-to-face classes?	3.56
2. Do students improve their time management skills during online classes rather than during face-to-face classes?	3.63
3. Do you feel that online test is more accessible than paper-based exams?	2.56
4. Do you feel more tired during online classes rather than during face-to-face classes?	1.85
5. I found that using online learning was an effective way to learn about the assigned topics rather than during face-to-face classes.	3.67
<b>Overall score</b>	<b>3.05</b>

Table 3 shows the mean of satisfaction in online teaching and learning. The highest mean is 3.67, where students enjoyed completing this course via online teaching and learning rather than during face-to-face classes. However, students disagree that online teaching and learning can provide the same benefits as face-to-face lectures. This shows by mean 2.81. The lowest mean is 2.11, where most students do not prefer online learning. This is also reasonable due to moderate accessibility on the internet in Table 1. Overall mean score showing medium level with a mean of 2.95.

**Table 3: Satisfaction**

	<i>Mean</i>
1. Do you really enjoyed completing this course via online learning rather than during face-to-face classes?	3.67
2. Since on-site classes were cancelled, how satisfied have you been with support of teaching staff?	3.15
3. Since on-site classes were cancelled, how satisfied have you been with support of technical support or IT services	3
4. Can online teaching provide the same benefits as face-to-face lectures?	2.81
5. Do students prefer online learning?	2.11
	<b>2.95</b>

## CONCLUSION

This research has been successfully conducted. The results show that the majority of students preferred face-to-face learning compared to online learning. Not all students possess full equipment for online teaching and learning. This can be justified by the smaller mean in Table 1 for internet connection. It is important to consider whether students have frequent access to electronic devices and the internet. If the students are not computer-savvy, accessing the content and navigating through their materials can become challenging and affect their motivation levels. Some students cannot adapt to online teaching and learning. However, online learning may increase student’s participation, engagement, and knowledge retention while cutting down on the costs and inconvenience caused by face-to-face learning. Hence, based on statistical data, online teaching and learning have good benefits but need more time for students to adapt to a new online way.

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## **ACCOUNTING STUDENTS' PERCEPTIONS AND BEHAVIOUR TOWARDS ONLINE LEARNING EXPERIENCE**

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### **ABSTRACT**

During the Covid19 Movement Control Order, students have been going through online learning where classes and other learning activities are conducted using various online platforms which could lead to various challenges and may affect students' learning experience. Thus, this research attempts to examine students' perceptions and behaviour towards online learning experience which include their assessment activities. Using an online survey, a total of 88 students from two public and two private Universities have participated in this research. It can be concluded that the majority of accounting students have good perceptions towards online learning but in the opinion that face-to-face classes are more efficient, enjoyable and engaging. When examining their behaviour during online learning, they confess their inclination to do something else during online class. Findings also show that students would normally disagree that they have lied about being sick, having bad connections, or used the help of tutors from online platforms in completing assignments and claiming it as their own work. But their level of disagreement seems to decline when asked about their friends' behaviour. This input on online learning provides areas of improvement for lecturers in preparing their online classes where lecturers should be creative in organizing the online classes. The impact of the findings and creativity initiatives are discussed in the paper.

**Keywords: Online Learning, Pandemic, Accounting Students**

### **INTRODUCTION**

The COVID-19 outbreak which hit globally caused a severe impact on education as almost all educational institutions need to be closed and 90% of academic staff are ordered to work from home. In Malaysia, the Ministry of Higher Learning has suggested institutions of higher learning to refer to the advisory note issued by the Malaysian Qualifications Agency (MQA) on 8th February 2021 as a guide to conduct their study programmes during the movement control period. Based on the advisory note, providers of higher education are given the flexibility to conduct their teaching and learning activities online and are required to prepare action plans according to the suitability of the teaching needs by taking into account the current situation (Malay Mail, 13 July 2021).

During the Covid19 pandemic, students have been going through online learning where learning outcomes have to be achieved using asynchronous and synchronous methods. Classes are conducted via online (Maqableh, and Alia, 2020) using various platforms and similarly other teaching activities such as doing assignments or projects are implemented

which could create challenges to the students including exposure to academic ethics violations. Online learning refers to an electronic learning environment where there is no physical peer learning and can further be elaborated as e-learning which is flexible and serves as an alternative to those that cannot attend physical classes at any cause (Thanji & Vasantha, 2018). Online learning can be conducted using both synchronous and asynchronous. Online learning involves implementation of advanced technology to direct, design and deliver learning content and to create two-way communication between students and lecturers (Thanji & Vasantha, 2018). The knowledge gain and performance of the students as a result of e-learning were shown to be equivalent to that of face-to-face methods (Maqableh, and Alia, 2020). But the question is does online learning create a good experience for students?

Past research shows that, on a negative note, online learning could lead to students' dissatisfaction as it is a distraction, it reduces focus and students' poor interaction with instructors and colleagues (Hussein et.al., 2020). In addition, students faced psychological issues such as feeling more bored, anxious and frustrated during the online learning than traditional learning, which aligns with previous research findings (Hussein et al., 2020). Students also faced time management issues (Fidalgo et al., 2020). This finding supports the recently published research results examining the online learning and students' satisfaction during COVID-19 Pandemic (Aristovnik et al., 2020). In Aristovnik et al. (2020), analysis results show that students raised many concerns about the study issues and were mainly bored, anxious, and frustrated. In summary, factors are a distraction and reduced focus, technology and Internet connectivity, inadequate support, workload, difficulty level, interaction, psychological issues, and management. On top of that, another issue with online learning is, with the free access to all forms of resources and material on the internet, students attempt to cheat, plagiarism or fabricate material.

Based on the problems highlighted, this research attempts to achieve these objectives:

1. To examine students' perceptions towards online learning experience
2. To examine students' behaviour towards online learning experience

This research is important as it helps understand the perceptions and behaviour which may reflect the challenges that students face in their endeavor to learn online. As there is limited literature discussing the topic in Malaysia, this study provides evidence on the recent stage of online learning experience among accounting students which may help the faculties to facilitate the challenges. This input on online learning provides area of improvement for lecturers in preparing their online classes. Faculties and universities administration may be able to improve procedure and process of learning and teaching to enable students to achieve their learning outcomes.



## METHODOLOGY

This study examines students' perceptions and behaviour towards online learning and a total of 100 surveys have been sent to accounting undergraduate students in both public and private Universities in Malaysia. This survey has been developed based on past literature of similar topics (references). A total of 88 students from two public and two private Universities responded to the Google Form survey which creates 88% response rate. The questionnaire has two sections; Section A refers to demographic background while Section B is about students' perceptions and behaviour towards online learning. A five-point Likert scale is used ranging from 1 (Strongly Disagree) to 5 (Strongly Agree) for students to rate their agreement on the statements given.

## FINDINGS

The collected data was analysed using descriptive analysis (mean). The respondents of this consist of a variety of profiles; almost half of them are in their 23-24 years old as they are either in their final year or graduating. The ethnicity is almost equally distributed while for their academic performance, the majority excel as they achieved good CGPA (3.5 and above).

**Table 1.** Students' perception on online learning

No	Students' perception	Mean	Std Dev
1.	It is not hard for me to study through online classes	3.4773	1.0764
2.	I am able to focus during online classes compared to face-to-face classes	3.1250	1.1561
3.	In my opinion face-to-face class is more efficient compared to online class	3.8491	0.9757
4.	In my opinion face-to-face class is more enjoyable compared to online class	4.1818	0.8055
5.	In my opinion face-to-face class is more engaging compared to online class	4.1591	0.8378
6.	It is okay to skip online classes whenever I feel so	1.7386	0.9474
7.	The online environment gives me the opportunity to cheat in assignments / quizzes / tests / examinations	3.4318	1.3382
8.	It is okay to use the help of tutors from online platforms in completing assignments and claiming it as my own work	1.9318	1.0202
9.	It is okay to reuse senior students work and claim it as my own	1.6477	0.9050

Based on Table 1 it is reported that students are inclined to slightly agree regarding the easiness and focus in online classes. However, they are more inclined to agree that face-to-face classes are more efficient, enjoyable and engaging as compared to online classes.

Interestingly, academic ethics is at risk as students tend to slightly agree that the online environment gives me the opportunity to cheat in assignments / quizzes / tests / examinations. However, they disagree to skip classes, use the help of tutors to do assignments and reuse senior students' work and claim it as their work.

**Table 2.** Students' behaviour during online learning and online assessment

No.	Students' Behaviour	Mean	Std Dev
1.	I tend to do something else while attending online classes	3.9318	0.9020
2.	I am always punctual for the online classes	3.9091	1.0621
3.	I have attempted to cheat in online examination	2.1818	1.1923
4.	I know my friend has attempted to cheat in online examination	2.7841	1.2653
5.	I have lied to my lecturer about having bad network connection	1.9886	1.0606
6.	I know my friend has lied to the lecturer about having bad network connection	2.3636	1.3330
7.	My friend has answered my online assignments / quizzes / tests / examinations on my behalf	1.5000	0.9045
8.	I have lied about being sick just to skip class	1.7841	1.0385
9.	I know my friend has lied about being sick just to skip class	2.0000	1.1966
10.	I have used the help of tutors from online platforms in completing assignments and claiming it as my own work	1.8636	0.9791
11.	I know my friend has used the help of tutors from online platforms in completing assignments and claiming it as their own work	2.1250	1.0314
12.	I do reuse senior students work and claiming it as my own	1.7045	0.9789
13.	I know my friend has reuse senior students work and claiming it as their own work	1.9773	1.0869

Findings on students' behaviour during online learning are sought and reported in Table 2. It is found that, although students are always punctual to class, which is an advantage of online over face-to-face classes, students as expected, would tend to do something else while attending online classes. When examining their behaviour on cheating, analysis shows that students tend to disagree that they have lied to the lecturers saying they have a bad connection. But interestingly, 11% of them agree (and being honest!) they have lied. Their agreement has slightly increased when it comes to the statement whether their friends have lied about having a bad connection. Similarly, students do not agree that they have lied about being sick just to skip class or use the help of tutors from online platforms in completing assignments and claiming it as their own work, but their level of disagreement seems to decline when it comes to their friends' behaviour. In addition, they are also inclined to disagree that they reuse senior students' work and claim it as their own work.

## CONCLUSION

The study examines the perceptions and behaviour of accounting students towards online learning. It is found that although accounting students prefer the traditional face-to-face classes,

they have good perceptions and accept the online learning. They are of the opinion that the former is more efficient, enjoyable and engaging as compared to the latter. This finding is consistent with the results of Fidalgo et.al (2020) who found that students may face many challenges and obstacles during online learning but they are receptive and willing to endure. In examining the behaviour of accounting students toward online learning,

it is interesting to highlight that although students perceive they are able to focus in an online class, the majority of them would tend to do something else as the instructors are not able to detect or know what they are doing. Thus, it is imperative that instructors or lecturers request students to switch on their cameras to ensure that the students are in front of their devices and pay attention. In addition, lecturers should not conduct a one-way communication type of class, rather adopt active learning and make participation compulsory. Another interesting finding is that students would normally not agree that they have lied about being sick, having bad connections, or used the help of tutors from online platforms in completing assignments and claiming it as their own work. But their level of disagreement seems to decline when asked to agree to their friends' behaviour.

The impact of the study is three-folds. The findings are important as it helps understand the perceptions and behaviour which may reflect the challenges that students face in their endeavour to learn online and post a challenge to the lecturers in organizing the online class in order to attract students' attention. Firstly, as there is limited literature discussing the topic in Malaysia, this study provides evidence on the recent stage of online learning experience among accounting students which may help the faculties to facilitate the challenges. Secondly, the input on online learning provides areas of improvement for lecturers in preparing their online classes which demands lecturers' creativity to ensure students stay focused in front of the screen. Among initiatives would be making sure that every student can be seen by the lecturers, so they must switch on their cameras all the time. The use of ice-breakers, giving quizzes in the middle of the class, using break-out rooms, use interactive apps such as Kahoots, Mentimeter, Padlet etc would definitely make the students stay alert. Thirdly, faculties and universities administration may be able to improve procedure and process of learning and teaching to enable students to achieve their learning outcomes.

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## **THE EFFECTIVENESS OF ASYNCHRONOUS ONLINE LEARNING APPROACH: STUDENTS' PERSPECTIVE**

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### **ABSTRACT**

The outbreak of Covid-19 disease, followed by the Movement Control Order (MCO) announcement, has forced Malaysia's education system to change into online learning. Online learning is conducted either using a synchronous or asynchronous approach. During this pandemic crisis, asynchronous learning is perceived as one of the prevalent online and distance learning platforms. Asynchronous means learning does not occur within the same place or at the same time between students and instructors. It provides flexibility that allows students to learn at their own pace as the learning can be carried out anytime, even when they are offline. Nevertheless, this approach to learning is not without challenges. The experience and effectiveness of this learning style among University students remain unknown. Therefore, this study is conducted to examine the effectiveness of asynchronous learning among University students' of Azman Hashim International Business School (AHIBS) UTM. The study adopts a quantitative research approach, using an online survey method. 143 responses were received, consisting of AHIBS final year students. The results show that the purposes of engaging with asynchronous learning are mostly related to submitting assignments, quizzes and tests, followed by conducting offline lectures and performing class discussions. The common asynchronous platforms used include E-learning, social media such as WhatsApp/telegram, and Google Classroom. The results also show that students perceived asynchronous learning as effective since they could understand their courses better, enhance their skills and abilities, and achieve learning objectives through this approach. Nevertheless, most students still prefer to have a face-to-face class, and they believe that the asynchronous learning approach prevents them from communicating effectively with their lecturers.

**Keywords: Asynchronous learning approach, effectiveness, students, Covid-19 pandemic**

### **INTRODUCTION**

The COVID-19 pandemic is causing all educational institutions, including schools and universities, to change suddenly towards online learning. On 18 March 2020, the Ministry of Higher Education Malaysia announced that all colleges and university campuses must close

to control Covid-19 infection from spreading. Consequently, colleges and universities were forced to shift rapidly towards online and distance learning to replace face-to-face education. Since then, there has been an urgent need for the Malaysian education system to respond immediately with distinctive and accessible online distance learning modes such as asynchronous and synchronous.

Before the crisis, an asynchronous learning mode has been the most prevalent form of online learning because of its flexibility in learning (Perveen, 2016). It provides flexibility that allows students to learn at their own pace as the learning process can be carried out anytime, even when they are offline (Anshari et al., 2017) Some universities also depend critically on this asynchronous approach to their curriculum and education, especially during the Covid-19 crisis. Online courses, including a massive open online course (MOOC) and a web-based distance learning program that adopted e-learning in teaching and learning activities, are some of the University's asynchronous learning platforms. However, since learners have different learning styles or a combination of the techniques, online educators should design activities that include multiple learning modes (Carr, 2012, Dada et al., 2019).

In addition, the asynchronous learning approach is also one of the most adopted methods for online education because learners are not time-bound to learn at a specific time and can respond at their own leisure time (Parsad and Lewis, 2008). Finol (2020) also found that many instructors engaged with their students asynchronously rather than synchronously because it does not involve internet connectivity, to which not all students are lucky to have internet access all the time. However, regardless of this settlement and flexibility, this asynchronous learning approach is not without a challenge for students (Trach, 2018). Moreover, the effectiveness of this asynchronous learning approach among students is also unclear (Nguyen, 2015, Trach, 2018).

Thus, it is important to assess the learning effectiveness among students to evaluate the success of this strategy in educating students. Therefore, this research is conducted to get some overview of the experience and efficacy of asynchronous learning from a student's perspective.

## **METHODOLOGY**

The study adopts a quantitative research approach, using an online survey method. A total of 143 responses from 164 respondents representing an 87% response rate were received, consisting of AHIBS final year students. The selection of final year students is to gain more insight from mature students on the effectiveness of the asynchronous online learning approach. Data were analysed using descriptive statistical analysis of frequency, percentage and mean.

## **MAIN RESULTS**

Table 1.1 shows that the main purpose of conducting an asynchronous learning approach is to give students assignments, quizzes and tests. Then, the asynchronous learning approach is also used to conduct offline lectures by providing pre-recorded videos. Next, asynchronous learning is also performed to engage students with class discussion through online forums.

**Table 1.1: Purposes Of Conducting Asynchronous Learning Approach**

No.	Purposes of asynchronous learning	Percentage (%)
1.	Submit assignments, quizzes and tests	90.6%
2.	Offline lecture / pre-recorded video	86.5%
3.	Class discussion (forum)	73.2%

Table 1.2 provides results related to the platform commonly used for asynchronous learning. It shows that the e-learning platform is the most common platform for conducting asynchronous learning. The second widely used platform for asynchronous learning is social media such as Whatsapp or Telegram. Next, Google Classroom is ranked as the third common platform used to engage with asynchronous learning, followed by Youtube and MOOC websites. The other platforms used for asynchronous learning include Google Drive, Google Jamboard, and e-mail.

**Table 1.2: Platform Used In Asynchronous Learning**

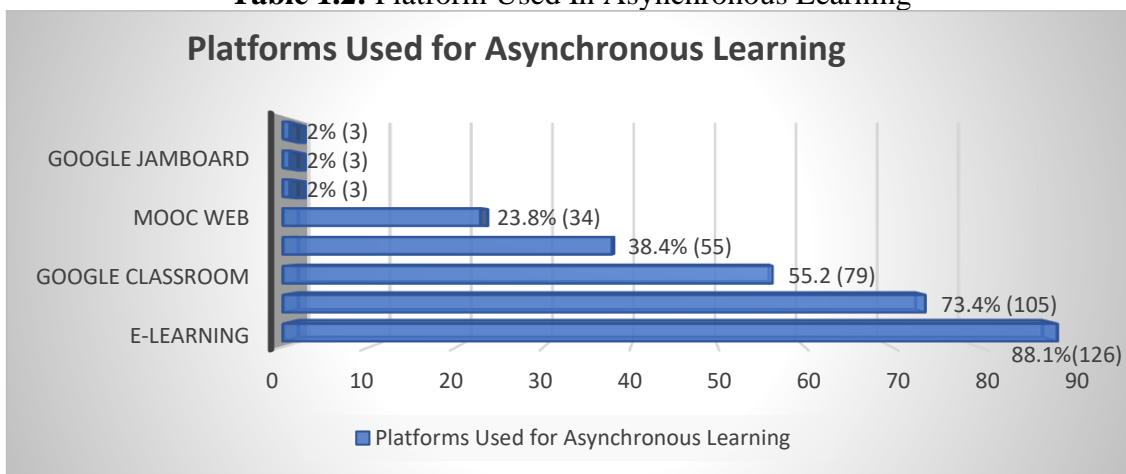


Table 1.3 illustrates the students' experience and thought related to the effectiveness of the asynchronous learning approach. The majority of students agree that the use of asynchronous learning helps them understand their course better. They also agree that this approach allows them to improve their skills and learning abilities and meet the course learning objectives. However, the results show that this asynchronous learning approach is less effective in assisting students in communicating effectively with their lecturers. Most of them agree that the face-to-face approach is still better than using this asynchronous learning approach.

**Table 1.3: Students' Experience On The Effectiveness Of Synchronous Learning Approach**

Areas of effectiveness	Likert Scale					MEAN
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
Asynchronous learning allows me to understand my course better	3.5% (5)	6.3% (9)	27.3% (39)	37% (53)	25.9% (37)	3.74
Asynchronous learning allows me to improve my skills and learning abilities.	2.8% (4)	4.9% (7)	28% (40)	41.3% (59)	23% (33)	3.77
Asynchronous learning allows me to communicate effectively with my lecturers	5.6% (8)	16.8% (24)	32.8% (47)	25.2% (36)	19.6% (28)	3.20
Asynchronous learning allows me to meet my course learning objectives	0.7% (1)	5.6% (8)	32.8% (47)	35% (50)	25.9% (37)	3.78

Areas of effectiveness	Likert Scale					MEAN
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
Asynchronous learning is effective than face to face learning	7% (10)	16.8% (24)	32.2% (46)	25.8% (37)	18.2% (26)	3.31

## CONCLUSION

This study examines the experience and the effectiveness of asynchronous learning from the University students' perspective. In summary, asynchronous learning is effective and successful in meeting students learning needs. However, other learning platforms and teaching tools are needed to add a more value and enjoyable moment for students during online learning. The results of this study are important for instructors who engage with an asynchronous teaching approach. They should provide an extra and active communication platform that can allow their students to communicate well with them.

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**Sub-Theme 3**  
*Innovation in  
Teaching and Learning*



## **TYPES OF PERSONALITY THAT ARE RELEVANT TO THE ACADEMIC STAFFS' INNOVATION PRODUCTIVITY**

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### **ABSTRACT**

This paper presents a study conducted to investigate types of personality that are relevant to the innovation productivity of the academic staff at Universiti Teknologi Malaysia. The objectives of this study are to identify the relationship between types of personality of the academic staff, including openness to experiences, conscientiousness, extraversion, agreeableness, and neuroticism with innovation productivity. Methodologies used in this research include the literature review to develop the research model, followed by empirical validation through a survey. Respondents of the survey include 54 productive academic staff in intellectual properties from various faculties at Universiti Teknologi Malaysia. Data has been analyzed using quantitative methods such as descriptive analyses, Pearson Correlation and Regression. Results showed that types of the personality of the academic staff have a positive relationship with the level of innovation productivity, except agreeableness did not have a positive relationship towards the level of innovation productivity.

**Keywords: Personality, Innovation, Productivity**

### **INTRODUCTION**

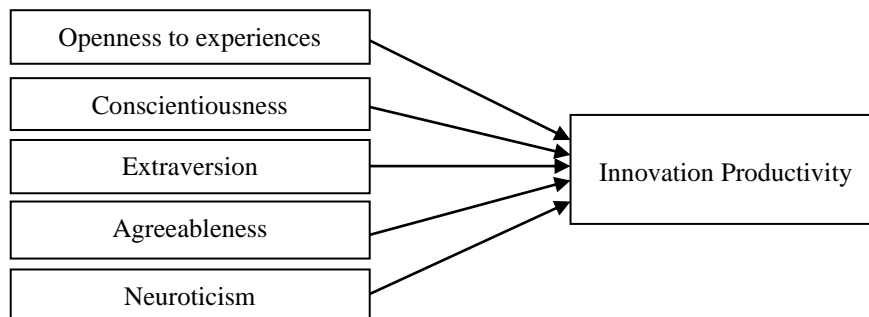
Academic staffs are the main actors of the university's research and innovation productivity (Ramli and Jusoh, 2015). Academic staffs' personality and behaviour to participate in research and innovation activities are vital for the betterment of the university's research and innovation program. There are a few previous research that linking personality, innovation and productivity. According to Patterson et al. (2009) and King et al. (1996), individuals who have personality types of extroversion, neuroticism and openness to experiences having a high level of creativity, thus contributed to high innovation productivity. Abdullah, Omar and Panatik (2016) used the Big Five Theory in their research to analyze personality, creativity and innovative behaviours. Hasso (2013) examined the impact of the Chief Executive Officer's personality traits (Big 5) and human resources management practices on the innovation performance in SMEs. Hsieh, Hsieh and Wang (2011) studied the relationship of the Big Five Theory, innovation and the mediating role of knowledge management. The Big Five personality traits were the model used to comprehend the relationship between personality and academic behaviours (Poropat, 2009 and Digman, 1990). Rothmann and Coetzer (2003) applied the Big Five Theory to determine the relationship between personality dimensions and job performance.

It is imperative to note that the Big Five Theory was the predominant theory which the previous researchers employed when studying personality, traits and behaviours which are related to innovation, productivity and performance.

The Big Five Theory identifies five factors, i.e., extraversion (outgoing/energetic vs. solitary/reserved); agreeableness (friendly/compassionate vs. critical/rational); openness to experience (inventive/curious vs. consistent/cautious); conscientiousness (efficient/organized vs. extravagant/careless); and neuroticism (sensitive/nervous vs. resilient/confident) (Roccas et al, 2002).

## PROPOSED RESEARCH MODEL

Figure 1 below shows the proposed research model.



**Figure 1:** The Propose Research Model

### Openness to experience

Openness to experience refers to the degree to which someone is open to new experience, creative, thoughtful and curious (Hasso, 2013). Individuals high in openness reveal tolerance for ambiguity and seek out risks and excitement while individuals who reveal a low level of openness prefer the familiar to avoid risk (McCrae & Costa, 1997; Judge et al., 2002). Openness involves six facets, or dimensions: active imagination (fantasy), aesthetic sensitivity, attentiveness to inner feelings, preference for variety (adventurousness), intellectual curiosity, and challenging authority (psychological liberalism) (Costa and McCrae, 1992). People who are open to experience are intellectually curious, open to emotion, sensitive to beauty and willing to try new things.

### Conscientiousness

Conscientiousness is the personality trait of being careful, or diligent. Conscientiousness implies a desire to do a task well, and to take obligations to others seriously. They tend to show self-discipline, act dutifully, and aim for achievement; they display planned rather than spontaneous behaviour, and they are generally dependable. It is manifested in characteristic behaviours such as being neat, and systematic; also including such elements as carefulness, thoroughness, and deliberation (the tendency to think carefully before acting) (Thompson, 2008). Individuals high in conscientiousness are hardworking and self-disciplined (Barrick et

al., 2003) and tend to reduce uncertainty and receive specific feedback on performance (Judge et al., 2002).

### **Extraversion**

Extraversion includes characteristics such as sociability, talkativeness, assertiveness and dominance (Hasso, 2013). A high level of extraversion indicates that an individual is outgoing and optimistic (McCrae & Costa, 1997; Judge et al., 2002; Barrick et al., 2003). Extraverts enjoy interacting with people and are often perceived as full of energy. They tend to be enthusiastic, action-oriented individuals. They possess high group visibility, like to talk, and assert themselves. Extraverted people may appear more dominant in social settings (Friedman and Schustack, 2016).

### **Agreeableness**

Agreeableness is the degree to which someone shows personal warmth, cooperation and trust (Hasso, 2013). Highly agreeable individuals are easy to get on with as they represent the tendency to be kind, cooperative, modest, attentive to others as well as flexible, forgiving and courteous (McCrae & Costa, 1997; and Barrick et al., 2003). Agreeable individuals are generally considerate, kind, generous, trusting and trustworthy, helpful, and willing to compromise their interests with others (Rothmann and Coetzer, 2003).

### **Neuroticism**

Neuroticism is the tendency to experience negative emotions, such as anger, anxiety, or depression (Jeronimus et al., 2014). Neurotic individuals are worried, anxious and emotionally unstable. Neuroticism is interlinked with a low tolerance for stress or aversive stimuli (Norris, Larsen and Cacioppo, 2007). Those who score high in neuroticism are emotionally reactive and vulnerable to stress.

### **Innovation Productivity**

Productivity is defined as a ratio of outputs to inputs. Measures such as R&D inputs, patent counts, patent citations, or counts of new product announcements, and more specific survey-based measurements of this particular performance by companies have been used in trying to capture the innovative performance of companies (Hagedorn and Cloudt, 2003). There are various types of intellectual properties, however, only a few types are included in this research, consist of patents count, copyrights, industrial designs, trademarks and trade secrets.

## **MAIN RESULTS**

A sample of 234 questionnaires was sent to the academic staff (researchers) from five faculties at Universiti Teknologi Malaysia (refer to Table 1) which were selected for having the highest intellectual properties. However, only 58 questionnaires were returned and four were rejected due to incomplete answers. It showed that only 24.78% of the sample were collected.

**Table 1.** Academic Staffs Having Highest Intellectual Properties

Faculties	FIC	FM	FGHT	FME	FBE	FCE	FTE	FS	FBME	FC	FE	FEE
Intellectual Properties	4	59	102	150	202	211	228	243	277	383	540	1072

Table 2 shows demographic analyses of the respondents.

**Table 2** Demography of the Respondents

Demographic		Frequency ( <i>f</i> )	Percentage (%)
<b>Sex</b>	Male	28	51.9
	Perempuan	26	48.1
<b>Age</b>	< 30	0	0
	30-39 years	21	38.9
	40-49 years	23	42.6
	50-59 years	10	18.5
	>59 years	0	0
<b>Length of service</b>	1-10 years	13	24.1
	11-20 years	29	53.7
	21-30 years	10	18.5
	>30 years	2	3.7
<b>Position</b>	Professor	3	5.6
	Associate Professor	3	5.6
	Senior Lecturer	31	57.4
	Lecturer	16	29.6
	Tutor	1	1.9
<b>Faculty</b>	FBME	12	22.2
	FC	11	20.4
	FKE	14	25.9
	FE	10	18.5
	FS	7	13.0

Table 3 shows min analysis of all dimensions of the researchers' personality.

**Table 3.** Min analysis of all dimensions of the researchers' personality

Researchers' Personality Dimensions	$\Sigma$ Min
Openness to Experiences	4.00
Conscientiousness	4.13
Extraversion	4.03
Agreeableness	3.05
Neuroticism	3.33
<b>Overall Min</b>	<b>3.71</b>

Table 4 shows the overall min for the level of innovation productivity dimensions.

**Table 4.** Overall min for Level of Innovation Productivity Dimensions

Level of Innovation Productivity Dimensions	$\Sigma$ Min
Patent	4.24
Trademark	4.17
Industrial Design	1.67
Copyright	4.43
Trade Secret	4.02
<b>Overall Min</b>	<b>3.7</b>

Table 5 shows the Pearson Correlation Analysis.

**Table 5.** Pearson Correlation Analysis

Variables	<i>r</i>	<i>p</i>
Openness to experiences and level of innovation productivity	0.314	0.021
Conscientiousness and level of innovation productivity	0.105	0.452
Extraversion and level of innovation productivity	0.240	0.080
Agreeableness and level of innovation productivity	-0.100	0.473
Neuroticism level of innovation productivity	0.211	0.125
Individual personality and the level of innovation productivity	0.287	0.036

Tables 6 and 7 show the Simple Regression analyses.

**Table 6.** Simple Regression analysis

Model	R	R <sup>2</sup>
1	0.331	0.110

**Table 7.** Simple Regression analysis

Model	Unstandardized Coefficients		Standardized Coefficients
	B	Std. Error	Beta
1 Continuous	2.577	.779	
AP	.151	.111	.240
AH	-.010	.100	-.015
AE	.069	.123	.092
AM	.000	.144	.000
AN	.045	.112	.065

The result shows that all respondents have a high level of openness to experiences and a positive relationship with the level of innovation productivity. This result is consistent with Hsieh, Hsieh and Wang (2011) which found that significantly positive relationship between openness to experiences and the level of innovation productivity. According to Sung and Choi (2009), openness to experiences is a characteristic that has a big impact on innovation productivity due to the effect of fast information absorption and the tendency to do new things through innovation.

There was no significant relationship between conscientiousness and level of innovation productivity, however, there exists a positive relationship between the two variables. This is consistent with Costa & McCrae (1992), which found a positive relationship between conscientiousness and innovation productivity. Conscientiousness includes efficiency, effort and self-discipline, affect persistence in facing challenges in ideas generation and development.

The result of this study has also supported the finding of Hasso (2013) that there is a positive relationship between extraversion and the level of innovation productivity. Further, it is strengthened with the min score of respondents in research activities that the majority of the respondents have high extraversion. This finding proposes that extraversion play important role in the researcher's productivity.

In contrast, the result of this study shows that agreeableness has a negative and not significant relationship with the level of innovation productivity. Hasso (2013) found that agreeableness has a positive relationship with innovation productivity. According to Steel et al. (2011), agreeableness has a positive relationship with innovation productivity because cooperation and trust are important for managing innovation networks.

Result also shows that there exists a weak positive and not significant relationship between neuroticism and the level of innovation productivity. Patterson et al. (2009) found that there was a positive relationship between neuroticism and innovation productivity because neuroticism influences individual emotion. High emotional stability or low neuroticism shows that the person is calm when facing difficulties and confronting all risks undergo (McCrae & Costa, 1997).

## CONCLUSION

This study focused on analyzing the relationship between researchers' personalities and level of innovation productivity because it is essential and timely to identify factors relevant for improving the university's research and innovation productivity. Findings from this research could provide input for the university by enabling administrators to better recruit, select, and develop productive faculty members. For the betterment of university research programs, in the long run, the university has to select and recruit researchers with the appropriate personalities that contribute to research and innovation productivity. A few previous studies in the literature demonstrated that researchers' personality in the Big Five Theory has a relationship with innovation productivity. Same as the survey results of this study show that all personality dimensions in the Big Five Theory including openness to experiences, conscientiousness, extraversion, and neuroticism, except agreeableness, have a positive relationship with innovation productivity. This means that if the researchers have a high score in the Big Five dimensions, then they might have more tendency of having a high level of innovation productivity. Thus, the more high or low score in the personality dimensions, the higher or lower the academic researchers' innovation productivity. In summary, the relationship direction of personality dimensions in the Big Five Theory moves along with the innovation productivity.

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## **CREATING A STUDENT-CENTERED COLLABORATIVE LEARNING THROUGH PLANNING A SUCCESSFUL WEBINAR**

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### **ABSTRACT**

Student-centered collaborative learning is one of the most powerful pedagogical strategies to transform learning, create student-centered classrooms, promote communication and develop social skills that helps learners to learn more effectively. Using problem-based learning (PBL) and project-based learning (PjBL), Customer Relationship Management (CRM) 2.0 is a dedicated webinar series hosted and organised by students to learn about the realities, challenges, and importance of maintaining good relations with customers. A total of 10 industrial speakers were invited for the webinars. Feedback data was collected from 1486 participants and the reflection from the individual committee members is used to gauge the effectiveness of collaborative learning. The finding shows that the classroom is a great place to introduce basic life skills that focuses on cultivating personal life skills such as self-reflection, decision-making, critical thinking, problem-solving and interpersonal skills. These skills they learn throughout university life could positively impact their academic performance and future career.

**Keywords: Student-centered Collaborative Learning, Webinar, Life Skills**

### **INTRODUCTION**

Over the years, the government has encouraged the use of new approaches that place the students at the centre of classroom activity, with increased interaction between educators and learners and new technology. Therefore, learning experience in university is more effective and active using various techniques. In addition, the lecturers could encourage active learning by delivering content in creative and impactful ways. Students have to engage in the learning process through discussions, problem-solving, case studies, role plays and other methods. Most lecturers use a collaborative learning approach for students to work together to create knowledge and achieve shared learning goals. This approach requires students with different backgrounds, race, or upbringing to work together. Hence, students are worked in groups of two or more members to solve problems, complete tasks or learn new concepts.



Student-centered collaborative learning is one of the most powerful pedagogical strategies to transform learning, create student-centered classrooms, promote communication and develop social skills that helps learners to learn more effectively. This approach is advocated in New Academic Learning Innovation (NALI) model which is the concept of blended learning to create more meaningful and active learning experience using innovative teaching approaches with the aid of digital teaching materials. As proven, student-centered learning environment using collaborative learning theory is closely related to positive interdependence, individual accountability, promotive interaction, social skills, and group processing [1]. Using problem-based learning (PBL) and project-based learning (PjBL), Customer Relationship Management (CRM) 2.0 is a dedicated webinar series hosted and organised by students to learn about the realities, challenges, and importance of maintaining good relations with customers.

### **CUSTOMER RELATIONSHIP MANAGEMENT 2.0 WEBINAR SERIES**

CRM 2.0 was organised by students under course of SBSF 4023 Customer Relationship Management. A total of 10 speakers from different industries were invited for the webinars. The invited speakers shared and taught students about the relevant activities, strategies, and technologies that companies utilise to manage their interactions with their current and potential customers. This element is necessary as students can appreciate the reality of business to add on to the lessons they learn in class. In April 2021, a total of 10 webinar series were conducted involving practitioners from large companies and small-medium enterprises from the Antern Group, Zurich Takaful, Brandt International, Maqan, Dscaff Group, MGR, HERMS, Digiton, and Bank Islam. The webinar is also open to the public through the online Webex platform. Organising public events provide a platform that connects students to real customers. In average, each webinar was able to attract more than 100 participants.

### **METHODOLOGY**

Feedback is important for effective learning. A feedback form was developed to collect feedback from participants who joined the 10 webinars. The feedback form consists of closed-ended questions such as satisfaction with the webinar, objective and structure of the webinar, skill improvement after the webinar, likelihood to participate in future and recommend to friends using 5-point Likert scale. The scales are ranging from not at all satisfied to extremely satisfied, very disagree to very agree, not at all organized to extremely organized, not at all likely to extremely likely, and poor to excellent. In addition, the feedback form collected the opinions of participants including what they liked the most and least about the webinar, what would made the webinar better and anything they would like to share about the webinar. After data collection, descriptive analysis was used for data analysis. Further, it is essential to receive positive and negative feedback from students who organised the webinar series. Educators need to know what helps them learn best and what does not work for them to tailor the class to their needs and thus accelerate their learning. As such, reflection from the individual committee members is needed to gauge the effectiveness of collaborative learning.

## **FINDINGS**

Feedback data was collected from 1486 participants using Google form for the conducted 10 CRM 2.0 webinars. Most of the respondents were satisfied with the webinar, agreed that the webinar meets its objectives and found that the webinars were well organized and able to improve their skills in managing customers. In addition, majority of the respondents would participate this webinar in the future and recommend it to friends. The qualitative feedbacks from respondents included knowledgeable speakers, duration of the webinar, internet connection, the flow of the webinar, content, timing, interactions and answering session. Lastly, the reflections from students encompasses life skills are part of a rights-based approach to learning. The classroom is a great place to introduce basic life skills that focuses on cultivating personal life skills such as self-reflection, decision-making, critical thinking, problem-solving and interpersonal skills. These skills they learn throughout university life could positively impact their academic performance and future career.

## **CONCLUSION**

In order to improve the quality of teaching and learning in higher education institutions, students interact with each other to acquire and practice the elements of a subject matter in order to complete a task or project. Organising and conducting a CRM webinar focused on student-centered teaching methods using problem-based learning (PBL) and project-based learning (PjBL). PBL aims to expose students with real-world problems and it is useful to enhance students' higher order thinking, dispositions, behavior, and attitudes about learning [2]. Whereas, PjBL allows students to solve a problem by completing a project.

By incorporating industry-based skills into education, students could be empowered with the competency they need to thrive when pursuing their career. The student-centered learning approaches using collaborative learning and project based enable students to deep dive into business needs, meet top management and develop practical solutions to industrial issues. By working on projects, students develop critical skills including teamwork, creativity, communication and critical thinking. As a result, graduates who are holistic could stand out among their peers when entering the workplace.

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## **TEACHING MACROECONOMICS FOR UNDERGRADUATE STUDENTS USING PROJECT-BASED LEARNING: PERSPECTIVES OF NON-ECONOMIC MAJOR**

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### **ABSTRACT**

Various issues are being discussed regarding economics' teaching and learning at undergraduate level. Engaging method such as Project Based Learning (PBL) can enhance the effectiveness in learning economics. However, studies featuring the use of PBL for economics subject in Malaysia is limited. Meanwhile, the extend PBL improve teaching and learning for economics subject such as Macroeconomics in Malaysia is nearly non-existent. Hence, there is a need to study the perceived benefit of PBL as an engagement method in learning Macroeconomics in the context of Malaysian undergraduates. This paper aims to highlight the perception of undergraduate students in learning macroeconomics using project-based learning particularly in engaging and enhancing their knowledge and understanding of important topics in Macroeconomics. 54 undergraduate students from non-economic major responded to an open-ended question regarding their group project in Macroeconomics class using Google form link. Content analysis of their feedback was performed generating eight themes. The findings revealed PBL has benefited students in their learning of macroeconomics. The students perceived the project as fun and engaging by providing them with real settings for work environment. They also mentioned developing particular skills throughout the project such as teamworking, creativity, digital skills, communication and collaborative skills.

**Keywords: Project based learning, Economics education, Learning-engagement, teaching and learning, non-major economic students**

### **INTRODUCTION**

Various issues are being discussed regarding economics teaching and learning at undergraduate level. Generally, economics subject is viewed as rigid, difficult and burdensome to non-major economics students (Hussein, 2017). Economics teaching is often lecture based (Becker, 1997) and students thought textbook discussion in Economics was too hypothetical and most often did not reflect real economic situation (Becker, 2000). Hussein's research in 2017 found that 75% of students were in the view that economics papers should be interactive in nature, with a proper blending of theory and practice where students are exposed to the real world of economy.

Hence, there is a call for more engaging method in teaching and learning for Economics subjects. Past research shows that active engagement is useful in enhancing students learning. Therefore, engaging method in teaching and learning such as PBL can also be used to enhance the way economics is taught at undergraduate level. However, studies featuring the use of PBL for economics subject particularly macroeconomics is limited in Malaysia and the extend PBL improve teaching and learning of economics subject such as Macroeconomics in Malaysia is nearly non-existent.

Therefore, there is a need to study the perception of PBL in enhancing the engagement of learning macroeconomics in the context of Malaysian undergraduates. This paper will highlight the perception of undergraduate students in learning macroeconomics using project-based learning in terms of engaging and enhancing their knowledge and understanding of important topics in macroeconomics as well as applying their concepts of macroeconomics in real life setting. Project based learning is defined as a learning experience that students acquired while executing a project in a given course. This method of teaching and learning engages students by providing them with a meaningful and complex real task with educational purpose which need to be solved and presented at the end. While completing the project, students are expected to acquire the knowledge and develop certain “life enhancing skills” such as teamworking, communication and creativity skills (Anazifa & Djukri, 2017).

## **MAIN RESULTS**

This section reports the findings from the perception of 54 non-economic major undergraduate students regarding their group project in Macroeconomics class. Previously the learning method in a typical macroeconomic class was mainly lecture based. Group assignment was given mainly with the objective to come out with a report by collecting information from the web. However, in project-based learning, students were given a complex task in a group project that requires them to present a 15 minutes persuasive video to a hypothetical supermarket CEO. In a group of 4 or 6, they were required to evaluate the economic indicators of the country and justify their suggestion on a decision to enter a market for their selected country.

After they completed the project, they were asked an open-ended question regarding their perception of the project using Google form link. The link was given to 56 students but only 54 of them responded. Content of the feedback were analyzed by categorizing the adjectives mentioned by the students into similar theme. Eight major themes emerged as a result. The themes were then ranked according to how many times they were mentioned by the students. The following table 1 in the next page shows the ranking of the themes and its frequency and percentage according to the 54 respondents.

**Table 1.** Ranking for the feedback

Ranking	Themes	Frequency	Percent %
1	The project is good	40	74
2	The project is fun	37	68
3	The project makes us learn and obtain knowledge in economics	26	48
4	The project makes us involve in team working	26	48
5	The project provides us real settings	25	46
6	The project provides us some challenges	13	24
7	The project leads us to be creative	11	20
8	The project makes us develop other skills such as communication, management, video creation and digital skills in completing the project	9	17

Based from table 1 above, a number of 40 students, or 74% of students perceived that the group project was good and has brought benefit to them in their learning for macroeconomics. This is aligned with the two opinion below regarding the project,

*“I think this project is very good, this gives me knowledge about the economy of the country we choose and know the economy of the country is good or not...”*

Respondent 2, Section 1

*“The group project was good because we will be able to generate new knowledge about the economic indicator of a certain country especially China..”*

Respondent 13, Section 2

Hence, it is apparent that the project has generated benefit to them by allowing them acquiring economic knowledge about certain country as well as applying the knowledge by evaluating the country’s real economic conditions.

Apart from perceiving that the project is beneficial, 68% of students also believed that the class was fun implying that the project was engaging them in learning the Macroeconomics. Below are the examples of comments from the students.

*“It was enjoyable and fun. I got to take into more details about Singapore's performance. Overall, my groupmate has done their best to make sure we complete the report and presentation. I hope we all can benefit a lot from this group project in our knowledge.”*

Respondent 8, Section 1

*“I think the group project is fun with knowledge...”*

Respondent 30, Section 2

On top of that view, nearly 50 percent of the students perceived that the group project made them learn economics better as well as enhancing their team working skill.

*“First, I learn a lot of economics knowledge and build with my members. We have good teamwork and communication while doing this project”.*

Respondent 14, Section 1

*“Every member of the group was able to help each other and had high requirements for group work, which was a perfect collaboration I had never experienced before. We all trusted each other, which was also an important reason for the success of the group work. I am very glad to cooperate with such a good member to complete this project. I have also learned a lot from the cooperation that I can't learn in the classroom. This is my biggest gain to enrich myself!”.*

Respondent 31, Section 2

In addition to that, 46% of students perceived that the project provided them with some sense of reality which was important for their future work environment.

*“The group project really helped us to develop and get to know other countries in more detail. We were able to know how other countries policy and how they implement the policy in their economy. It gave us the ideas of how the real economy works outside of our country. Some students may not have time or interest to do research on other countries, this project gives chances to us to know about the outside economy”.*

Respondent 5, Section 1

*“This group project makes us get the knowledge about other country's economy. We can relate what we have studied in class with real life situation. We get self-learning of the subject and understand the concept even better with the situation and examples in the country that we have chosen,”.*

Respondent 15, Section 2

The project also posed challenges that engage students in completing their task. This can be seen from the result that shows 24% believed that the project provided them with challenges.

*“Need a lot of hard-work, but fun since it is based on latest issues and relatable,”*

Respondent 7, Section 2

*“This project is very useful and challenging,”*

Respondent 24, Section 2

Meanwhile, 20% of the students believed that the project enhanced their creativity,

*“It promotes creativeness and professionalism that makes the project interesting,”*

Respondent 22, Section 1

*“Apart from the purpose of the project, we are able to improve our editing video skills by watching other groups’ videos. For instance, I can say that group 5 editing skills have improved because their video for this semester is better than last semester and they give me ideas on how to be more creative on the next video that I will be working on in the upcoming semester,”*

Respondent 5, Section 1

Finally, 17% students reported that they have acquired other skills along with the project such as digital skills, collaborative skills and communication skills.

*“I also gain new experience while doing this project because we record our video using green screen and that is the first time I using green screen,”*

Respondent 16, Section 1

*“Very good to enhance the communication between groupmates,”*

Respondent 6, Section 2

*“This project is very good to develop managing skills especially for leader, i really like when have the opportunity to handle the project like in real life, have the opportunity to greet my classmates during meeting and get to know them better. I am very sure if together with this team, we can do more better in future.*

Respondent 28, Section 2

*“I have also learned a lot from the cooperation that I can't learn in the classroom,”*

Respondent 31, Section 2

## CONCLUSION

In conclusion, PBL has engaged the students in learning Macroeconomics as well enhances their knowledge and understanding of important topics in Macroeconomics. PBL also allowed them to apply their understanding of macroeconomics in real life setting. Along the line, students were also able to develop certain skills. However, the result could not be generalized due to the limited number of respondent. In the future, the research can be extended further using quantitative data and different context.

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## STIMULATING EXPERIENTIAL LEARNING VIA MOVIE

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### ABSTRACT

This paper focuses on how using movies can provide a different learning experience and enhance student's learning. Movies can be used as one teaching and learning tools in classes, to instil student's understanding on topics taught. To complement the traditional teaching by providing notes and lectures, movie can help students to stimulate their cognitive skills and reflect or react on the movies they have watched. A study was conducted via questionnaire survey on students who attended Internal Audit class in Universiti Teknologi Malaysia and watched a movie titled The Accountant as part of learning method. Findings from the survey revealed that while they enjoyed watching the movie, most students agreed it enhanced their learning and understanding on the topics related to fraud, forensic accounting and forensic auditing. Hence, movie can be considered as one of effective tool of learning to be considered in classes. Future research could consider exploring students understanding in other courses for such as Integrated Case Study or Business Ethics and Corporate Governance.

**Keywords:** Enhanced learning, Cognitive skills, Movie, Internal Audit

### INTRODUCTION

Experiential learning denotes a process of learning through experience which include observation, interaction, hands-on or walk-through activities. A learning technique which involves active learning, interactive learning or 'learning by doing' poses positive impact on an individual (McCarthy, 2016). Enhancing learning experience through movies is aimed to stimulate learners' reflection on what they have gauged in the in-class lectures. According to Blasco *et al.* (2015), cinema (movie) is the audiovisual version of storytelling as it inspires emotions and memories that develops reflective attitude. Consequently, experiential learning via movie promotes the application of cognitive and critical thinking skills, thus offer greater learning experience to students.

This paper discusses how bringing movie into class can enhance student's experiential learning to improve understanding and critical thinking skills in Internal Audit course for Bachelor of Accounting in Azman Hashim International Business School (AHIBS), Universiti Teknologi Malaysia (UTM). By adding movie as one of the teachings and learning tool, apart from traditional in-class lecture, it exposes students to delve into the story plots in the movie and relate it with topics they have discussed in the class. Students are able to apply their knowledge, among others, in accounting, audit, ethics, fraud and governance when watching movie.



This study aimed to investigate whether students found the using of movie is effective in enhancing their learning experience, understanding and skills in performing an accounting or audit. This is considered as one of the learning innovations introduced in class, while considering that technology is very much advanced, students can get movie access anytime and anywhere at their convenience. Learning and understanding the topics and professional practices in Internal Audit course can be challenging because most topics and theoretical and technical in nature. The finding and feedback gained from this study will instill new ideas to researchers and educators teaching innovation or techniques, to make learning more engaging and exciting.

### **PRE AND POST MOVIE: THE ACCOUNTANT**

The objectives of introducing this method of teaching innovation includes to enhance students' understanding of the topics in Fraud, Forensic Accounting and Forensic Auditing, and to expose students to scenario-based learning by understanding the story plots in The Accountant and able to answer questions given to them. Prior to watching the movie, students were given a chalk-talk lecture in the class to highlight the definition and important key points related to the topics. Following that, students were given questions on fraud and types of evidence forensic accounting or investigation which is related to the movie. Then, they were given time about a week to watch the movie at their convenience while attempting to answer the questions. Post-movie, students were required to present, provide, discuss their case answers and provide a reflection of their understanding and thoughts about the movie in the class.

### **RESEARCH METHODOLOGY**

This study adopts a quantitative method using survey questionnaire with 5-point Likert scale which was distributed to all students in Internal Audit course (year 2021) who have watched The Accountant. The questionnaire was distributed using Google Form to 46 students. A total of 18 responses (39.13% response rate) were gathered and analysed. A descriptive analysis was performed to examine student's perceptions on their learning experience, effectiveness of the movie to enhance their understanding of topics taught in-class and table to answer questions given to them related to fraud and types of evidences in conducting investigation

### **FINDINGS AND DISCUSSION**

This section highlights the survey findings gathered from 18 respondents in the Internal Audit group. The demographic analysis shows that respondents are 16 female (88.9%) and 2 male (11.1%). Further, Table 1 illustrates the findings in survey questionnaire that taps into examining students' perception of using movie to enhance learning.

**Table 1.** Findings of Student’s Perception on Using Movie to Enhance Learning

Survey Items	Percentage (%)				
	Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree
The Accountant enhance/ improve my understanding on topic of Fraud, Forensic Accounting and Auditing	0	0	5.6	11.11	83.3
I can relate to what I have learned in class when watching The Accountant	0	0	5.6	22.2	72.2
I can differentiate between what is ethically 'right' or 'wrong' in the movie	0	0	0	22.2	77.8
I was able to answer the questions (on Red flags and Type of evidences in investigation) related to the movie	0	0	0	27.8	72.2
Watching THE ACCOUNTANT is useful for me to understand some actual accounting or auditing techniques used by accountants/ auditors.	0	0	0	33.3	66.7
I enjoyed watching the movie	0	0	11.1	11.1	77.8
The Accountant made my learning experience more pleasant and enjoyable	0	0	5.6	22.2	72.2
I would recommend the use of movie or video clips to enhance student's learning experience	0	0	0	22.2	77.8

Findings (Table 1) reveal that 83.3% students strongly agree that The Accountant enhanced their understanding on topics of Fraud, Forensic Accounting and Forensic Auditing. While, 94.4% inclined into agreeing that they can better relate what they have learned in class when watching The Accountant, and they can differentiate between what is ‘right’ or ‘wrong’. Importantly, 100% inclined into agreeing to the fact that they were able to answer questions assigned to them and they found the movie is useful for them to understand accounting/auditing techniques. Survey findings also revealed that more than 80% students enjoyed the movie and it made their learning experience pleasant and enjoyable. Finally, 100% students agreed that they would recommend the use of movie or video clips in the class to enhanced student’s learning experience.

While majority respondents agreed to all the survey statements, they also gave a positive and encouraging comments after watching the movie as shown in Table 2.

**Table 2.** Feedback from Students on Using Movie to Enhance Learning

1	Very enjoyable with any other activities in class
2	More real life examples and experience will have good impact on the understanding of the subject
3	This kind of learning is enjoyable
4	Learning this the way helps me to better understand Internal audits. I would suggest having more sessions like this in future lessons
5	I gain a lot knowledge from that movie, so i really recommended junior to watch that movie
6	Superb. Lecturer also is an expert in her field. I gained lot of positive things for my future.

Overall, this indicates majority of students perceived that using movie to enhance their understanding, apply knowledge and enhancing experiential learning. Adopting movie as a teaching tool to enhance experiential learning provides a holistic integration of important concepts and knowledge in auditing in one movie. This will allow students to apply their knowledge into understanding the professional practise when they go to work in the future.

## CONCLUSION

In conclusion, introducing movie as part of teaching and learning tool, is an innovative way that affect students learning affective domain. Thus, this drive their cognitive and critical thinking skills, enhances their understanding and it was obvious especially when students were able to relate the movie with other topics (ethics, stock price, taxation) that they learned in past courses of auditing. This study is limited to only students who attended Internal Audit classes year 2021. Therefore, the same method of teaching and survey can be extended to other courses in Bachelor of Accounting program and explore the effectiveness of adopting movies to enhance student’s learning and understanding.

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## **EXAMINING EXPERIENTIAL LEARNING ACTIVITIES IN A BUSINESS SIMULATION**

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### **ABSTRACT**

This study was intended to examine the experiential learning activities in a business simulation in UTM. Based on the experiential learning theory by Kolb, this study examined the four phases of experiential learning of students while using the simulation. It measures the relationship between experiential learning phases and student perceived learning. The respondents for this study were UTM students who used a business simulation {MonsoonSIM}. This study found that the experiential learning activities which comprise the all four cycles do influence positively towards students' perceived learning [concrete experience, reflective observation, abstract conceptualization and active experimentation]. This study also provided empirical support of learning approach [deep learning] which served as the mediating variable between experiential learning and student perceived learning.

**Keywords: Experiential Learning, Business Simulation, Student Perceived Learning, Student Learning Approach**

### **INTRODUCTION**

Business simulations in business courses are not a new method in education (Goi, 2019). It has been introduced in business courses to enhance understanding of business concepts among students in undergraduate and postgraduate programs (Henrie, Halverson, & Graham, 2015). Several factors contributed to the increase utilization of business simulations in higher education institutions and these include advance technology such as the internet and mobile computer apparatus which are more affordable for students (Rogmans and Abaza, 2109). Furthermore, Yin (2020) suggest that while traditional approaches in teaching business courses are still required, it is still insufficient and that the use of business simulations have been regarded necessary in enhancing student learning in classes. Nevertheless, the effect of business simulations on students' learning is still a controversial issue ((Vlachopoulos & Makri, 2017). Some studies showed that business simulations could assist in the learning process (Bekebrede et al., 2011; Giovanello et al., 2013; Geithner & Menzel, 2016) while other studies argued that there were no positive outcome on knowledge and skills acquisition when compared to the traditional teaching and learning approaches (Riemer & Schrader, 2015; Fu et al., 2016).

A business simulation is also regarded a learning platform based on experience (Rogmans and Abaza, 2019). Mohsen et al (2019) suggested that business simulations could enable students to understand the concepts they learned in class because they are to connect with the environment and experience similar to the real world situation.

Within the context of South East Asia region, a new business simulation was introduced to various universities in the region to offer students the experience of managing a business via simulation. The simulation is known MonsoonSIM. According to its developer MonsoonSIM offer experience on experiential learning. Over the years, several studies were conducted on MonsoonSIM, such as by Yasmin *et al.*, 2021; Jonathan & Laik, 2019; Mohd Yatim *et al.*, 2018 but these studies did not offer any empirical evidences on the aspect of experiential learning in MonsoonSIM. Based on Kolb's Experiential Learning theory, this study was conducted to evaluate the experiential learning activities offered by this simulation. Data was collected amongst UTM students in the MonsoonSIM campus and national competitions [93 students responded of total 125 students].

This study found that the experiential learning activities which comprise the all four cycles do influence positively towards students' perceived learning [concrete experience, reflective observation, abstract conceptualization and active experimentation]. This study also provided empirical support of learning approach [deep learning] which served as the mediating variable between experiential learning and student perceived learning.

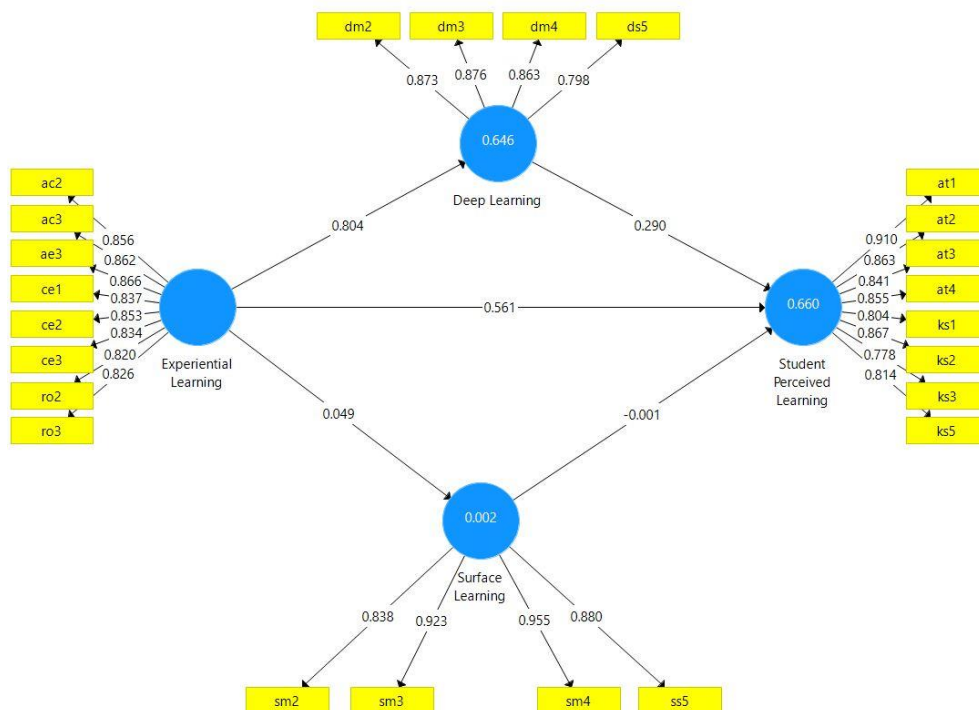


Figure 1 PLS Path Modelling

## CONCLUSION

In conclusion, this study has achieved its main aim of the study. Though this study has several limitations, it will serve as a starting point for future studies on the effectiveness of business simulations in enhancing experiential learning in delivering business courses.

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## **VISUAL NARRATIVE AS TEACHING METHOD FOR BUSINESS SCHOOL COURSES**

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### **ABSTRACT**

This paper shows how a business course instructor can adopt the use of films in an undergraduate business course in order to improve students' engagement and learning. This paper focuses on how films can be used to strengthen the understanding of complex and real-life examples to inexperienced undergraduate students. A number of film titles are discussed to suggest the topics that are related to business courses that might help to visualize the nature of business management to students.

**Keywords: Film, Technology In Classroom, Teaching Methodology, Student Engagement**

### **INTRODUCTION**

Films are commonly used in classrooms to introduce students to real learning environments. For example, in language learning they can help improve listening skills, pronunciation, and visual awareness. Students can also benefit from the films' ability to stimulate conversation. An audio-visual learning environment allows students to connect to the world outside the classroom. Aside from being educational, films also help students relax and learn at the same time. In the teaching and learning of English as second language, films help students improve their English skills by allowing them to watch movies in their own time (Sherman 2003). This is also a great way to introduce new ideas and techniques to students. Films help people learn by allowing them to see clearly in a complete visual context. They stimulate the senses by allowing them to connect with the language's messages and expressions. Therefore, this paper aims to introduce the use of feature films in the teaching and learning of business courses to undergraduate students.

### **WHAT IS VISUAL NARRATIVE?**

Narratives are often used as sources of inspiration and expression. They range from ancient Egyptians to modern day comic books. Despite their importance, little is known about the structure and interpretation of narrative images. The concept of narrative pacing is interpreted

as a reflection of the various patterns of embedded narrative, which includes left-branching trees, central-embedded constituencies, and conjunctions. Simply put, a visual narrative is a story told through the use of visual media. It can be told using still photography, video, or illustration. The term "visual narrative" has been used to express several genres of visual storytelling, from news, photojournalism, the photo essay, the documentary film to entertainment i.e. art, movies, television, comic books, the graphic novel. In essence, any type of a story, told visually, is a visual narrative.

### **WHY USE VISUAL NARRATIVE?**

When you watch a film, you may experience superficial or even deep feelings and emotions, such as enthusiasm, anger, laughing, relaxation, love, whimsy, or boredom. The ambiance generated by specific visual sequences, actors, and/or background music frequently triggers or heightens these emotions. A film has a powerful impact on your mind and senses. Films can help students build communicative abilities by providing variety and flexibility in the classroom by expanding the range of instructional strategies and resources (Jeng, Wang, & Huang, 2009). For example, in the case of language learning, a complete film or a scene of one could be utilised to practise listening, reading, and speaking and writing. It can also serve as a jumping-off point for follow-up activities like discussions, debates on local/social issues, role plays, re-enacting a dialogue, or summarising (Kaiser, 2011). It is also feasible to provide variety to the language learning classroom by screening a variety of films, including feature-length films, short films, trailers, video clips, and documentaries. Given the benefits of using films in the ESL classroom, it's no surprise that many instructors want to use films with their students, and an increasing number of them are successfully incorporating films into the language-learning curriculum. Instructors had to spend numerous hours constructing their own teaching resources because it was difficult to obtain pedagogically relevant film resources to help students improve their language through watching films until recently (Keddie, 2014). With the advent of the internet, however, both English language teachers and their students now have access to a multitude of online materials (Keddie, 2014). There are a variety of approaches that can be used to introduce a film to students. Films can be a useful tool for learning a language if students are exposed to a variety of visual and contextual cues. The film can be used by English teachers to introduce students to the four language skills: listening while watching the film and reading, writing, and speaking in later tasks/activities after watching the film. In the context of a business course, a film is able to visualise a specific scenario otherwise alien to the mostly inexperienced undergraduates. Rather than just reading about it, now students are able to be immersed in it.

### **THE LIST OF FILMS FOR BUSINESS SCHOOL COURSES**

The next step would be considering which films to use. Certainly there are cultural aspects and age factors that need to be taken into consideration. In Malaysia, there could even be religious and racial issues that need to be filtered. However, these are often simply a matter of sound judgment and wise application. The utmost concern is the issue of the students' learning taxonomy level. Some films may have too much jargon and technical terms to make them suitable for lower level learners, and may be appropriate for more advanced learners. Another film genre maybe fit to be watched by students studying management, but the background of the story is too industry specific that may not be of interest or related to the general audience.



Case in point, the 1995 film, *Crimson Tide*, which tells the story of an executive officer's reluctance to follow his superior direct order onboard a nuclear submarine, packs a lot of material for students who are learning the hierarchy of order, conflict management, crisis control and other management issues. However as it is set onboard a nuclear submarine, with a lot of specific cultural and technical reference on the navy, it may not be suitable or even cannot be appreciated by the general public or civilian with no knowledge or interest in the military life. Therefore, the following films are suggested in no particular order:

1. *The Big Short (2015)*

The *Big Short* is based on the best-selling book of the same name by author Michael Lewis. It tells the story of the years leading up to the global financial crisis of 2007-2008, concentrating on various financial experts who predicted and profited from the downfall. The *Big Short* is known for portraying Wall Street greed and the convoluted circumstances that led to the Great Recession in a lively, inventive, and even hilarious manner. In essence this film presents the sub-prime mortgage crisis in a manner that is understandable by the general audience.

2. *Glengarry Glen Ross (1992)*

The film is entertaining to watch and will benefit individuals who rely on sales commissions. In reality, the entire film is a collection of suggestions for raising sales in the face of fierce competition. Many of the approaches and ideas from this film can be successfully implemented in present times.

3. *Moneyball (2011)*

This film illustrates the benefits of innovative thinking and the importance of developing new procedures in order to drive change and produce solutions for management students. It's also an excellent illustration of taking measured risks with courage.

4. *Office Space (1999)*

The necessity of being a successful manager is emphasised in this film. Learning about subordinates' roles and talents, as well as chatting with them about their desires, leads to a more fulfilling and dynamic workplace.

5. *The Social Network (2010)*

Business ethics, emotional intelligence, power, and leadership are all discussed in this film. The psychological underpinnings of modern entrepreneurship, as well as the relationships between businesspeople and investors, partners, competitors, and creditors, are explored in "The Social Network."

6. *The Wolf of Wall Street (2013)*

This film follows the rise and fall of Wall Street stockbroker Jordan Belfort, who served 22 months in prison for cheating investors in a huge securities fraud in the late 1980. It tells the narrative of corporate greed and excessive wealth.

7. *Wall Street (1987)*

Gordon Gekko, a ruthless and selfish corporate raider, advises a young, eager, and impatient stockbroker who eventually trades on unlawful insider information.

8. *Wall Street: Money Never Sleeps (2010)*  
The sequel of the 1987 Wall Street, after serving time in prison for money laundering, Gekko returns in the sequel to exact vengeance on his Wall Street foes and rebuild his company. This film depicts the lengths to which people will go in order to make money, as well as the consequences of their acts. It shows what influence and greed can do to a person's soul.
9. *The Billionaire (2011)-Thai*  
This story is based on true events, and it takes us through each step of the hero's arduous journey. Young Tom's determination, inventiveness, and enterprise are not always rewarded in the real world, where adults demand that he receives the required education and impose their ideals on him. Tom is not interested in school, university, or tiresome labour; his goal is to start a business. If you believe in yourself, you can never give up on the path to real growth and billions of dollars, despite abandoned studies and rising debts, successes and horrible challenges, intractable problems and legal battles.
10. *Rocket Singh Salesman of the Year (2009)-Hindi*  
Beginning entrepreneurs and managers will find it beneficial to view this film in order to become familiar with the original techniques of working with clients as well as to study the complexities of buyer-seller relationships.
11. *The Founder (2016)*  
The story of Ray Kroc, a salesman who used a combination of ambition, determination, and ruthlessness to turn two brothers' pioneering fast food eatery, McDonald's, into the world's largest restaurant business.
12. *Thank You For Smoking (2005)*  
Thank You for Smoking is a 2005 American satirical black comedy film directed by Jason Reitman and starring Aaron Eckhart, based on Christopher Buckley's 1994 satirical novel of the same name. It follows the efforts of Big Tobacco's lead spokesman, Nick Naylor, who uses strong spin tactics to lobby on behalf of cigarettes while still attempting to be a role model for his 12-year-old son.
13. *Default (2018)-Korean*  
Through three parallel stories, Default dramatizes the behind-the-scenes story of the IMF negotiations that took place during the financial crisis in 1997. Gap-su (Huh Joon-ho), the owner of a factory, obtains a contract to provide metal bowls to a large department store, but the store pays him with a promissory note, and by accepting it, Gap-su unwittingly exposes himself to the possibility that his customer may be unable to pay him. When the department store goes bankrupt, Gap-su is left without the funds to pay his suppliers, which backfires.  
  
Meanwhile, Jung-hak (Yoo Ah-in), a young financial analyst, hears on the radio about distressed families, notably those selling their homes below market value to cover bills coming from small business bankruptcy. Jung-hak sets up his own investment fund to bet against the Korean economy in order to profit from the crisis.

Finally, Korea's central bank governor hears a report from his monetary policy chief, a lady named Si-hyun (Kim Hye-soo). According to Si-assessment, hyun's Korea would run out of foreign reserves in a week to preserve the Korean won's artificially set exchange rate against the US dollar. This calls for an emergency conference of top government leaders to save the Korean economy from implosion. These three tales depict the 1997 financial crisis from various angles.

## CONCLUDING REMARKS

One of the most important pedagogical consequences is that the use of films in business courses has a lot of promise, but it must be done carefully by the course instructors. At the time of the writing of this article, the use of films in business courses should remain supplementary. The answers to teaching problems of business courses aren't found in films; they're found in what instructors do with films in the classroom. Furthermore, while films provide an innovative way for lecturers and instructors to assist them teach more effectively, their future success is totally contingent on school support. Schools must be more adaptable to change and promote the use of films in classrooms in the business school.

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## **SERVICE LEARNING PEDAGOGY IN SOCIAL MEDIA AND BRANDING CLASS TOWARDS QUADRUPLE HELIX PARTNERSHIP (QHP)**

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### **ABSTRACT**

Quadruple Helix Partnership (QHP) is a smart collaboration between the key entities of government, university, community, and industry. One of the effective ways to implement QHP model in Malaysian education system is through service learning projects. The *Entrepreneurship and Marketing Technology Program (EMT)* was an entrepreneur development program through digital transformation organised by the lecturer and students of Universiti Teknologi Malaysia delivered through a service learning pedagogy. This program has exposed 25 small and medium enterprise owners (SMEs) to the basics of digital marketing using social media Facebook platform. By applying the New Academia Learning Innovation (NALI) service learning approach, three marketing modules were presented to all the entrepreneurs by 23 *e-buddies* who are UTM students and 5 *e-facilitators* consisting of UTM entrepreneurship lecturers. As a result, there was an increase of RM 2,000 to RM 5,000 income per business in the first 6 month after the entrepreneurs attended the program.

**Key words: social media marketing; service learning; copywriting; Quadruple Helix Partnerships**

### **INTRODUCTION**

The Quadruple Helix Partnership (QHP) is a concept of partnership that involves significant groups in the education ecosystem, such as the government, university, community, and industry to assist higher learning institutions in their sustainable and inclusive growth (Carayannis and Grigoroudis, 2016). Bellandi, Donati, and Cataneo (2021) suggest that through the QHP, academicians as actual professionals in public knowledge creation, may provide not only specific knowledge and technical know-how in any community-based projects, but also act as mediators between the various knowledge disciplines, interests, and agendas that exist in the communities. Through the QHP model, there is a growing movement of collaboration between universities and the communities in areas such as community-based research, teaching, as well as service learning. Furthermore, there is also an increasing evidence that society engagement and social responsibility are becoming an essential learning goal for institutions throughout higher education around the world (Maldonado, 2009; Watson, 2008).

One of the effective ways to implement QHP model in Malaysian education system is through service learning projects. Service learning is a pedagogy that allows students to apply theoretical knowledge in real-world situations while also helping to solve specific problems or issues in the communities. Therefore, universities these days are linked as never before to the practical needs of society. Inspired by this noble social mission, a service learning project, the *Entrepreneurship and Marketing Technology Program (EMT)*, with the concept of entrepreneurship development through digital transformation was organised through a collaboration between the lecturer and students from the *Social Media and Branding* course in Universiti Teknologi Malaysia. Entrepreneurship lecturers from Azman Hashim International Business School (AHIBS UTM) were also involved in this collaborative initiative with Co-curriculum and Service Learning Unit (CCSL UTM), and Academy of E-Sport (AOES) Nusajaya.

The goal of the program is to expose small and medium entrepreneurs (SMEs) on how to manage business brands and apply effective marketing strategies on social media. Through the use of social media sites such as Facebook as a business platform, this program has been able to introduce entrepreneurs to the fundamentals of digital marketing. The program has attracted the participation of 25 local small entrepreneurs who have little or no basic knowledge of building a Facebook Page for a business.

## **PROBLEM STATEMENT**

There is an expanding amount of entrepreneurs who are not technology savvy nor having any technology-based education background or competency, which has resulted in many businesses not leveraging the technology effectively to attract customers. This is a significant loss for their enterprises because they are unable to make significant earnings and high profits through online platform. Entrepreneurs, in particular, struggle with or have little exposure to the best practises or approaches for using social media efficiently as a marketing tool that can help with business plans and branding. With the adoption of digital entrepreneurship program that are offered at low or no cost, Malaysian small and medium businesses (SMEs) would be able to enhance their business expertise by learning from professionals and experts such as from the university community. It is believed that via this endeavour, academicians and scholars will be able to communicate critical and practical knowledge with the general public on the implementation of effective business strategies, allowing businesses to continue to grow and develop.

## **METHODOLOGY**

*Entrepreneurship and Marketing Technology Program (EMT)* aimed to provide clear knowledge and understanding to entrepreneurs, especially those who have problems or issues in implementing effective strategies for marketing their businesses using social media technology. By applying the New Academia Learning Innovation (NALI) service learning approach, the three modules above were creatively presented to all the entrepreneurs by the lead facilitator, Dr. Zuraidah Sulaiman, with the assistance of a set of 23 *e-buddies* who are UTM students and 5 *e-facilitators* consisting of UTM entrepreneurship lecturers. This service learning program includes one-to-one hands-on learning sessions, sharing of marketing theory on social media and the basics of using a Facebook business page, along with convincing

copywriting techniques or advertising and promotional sentences to attract users on social media. In this program, there were 3 modules taught to entrepreneurs:

- **Module 1:** Effective social media marketing strategies
- **Module 2:** Basics in setting up a Facebook Business Page
- **Module 3:** The basics of copywriting in social media

For the *e-buddies* UTM students, this service learning program has exposed them to real scenario of working on the field by giving them the opportunity to impart their business knowledge and social media marketing skills gained in the classroom to the real public. This is a novelty and innovativeness in delivering knowledge to students effectively as compared to traditional way of assessing student's mastery of a certain knowledge via cognitive assessments such as examination, quiz, and slides presentation in class (Yorio and Ye, 2012). The service learning program has definitely managed to broaden the students' horizon (Halberstadt, Timm, Kraus and Gundolf, 2019) whereby they were actually able to train real entrepreneurs on the much sought-after skills like digital marketing. In specific, this service learning program has impacted the students as follows:

- i) Providing the students with opportunity to help optimise real entrepreneurial businesses through online advertising in Facebook (FB Ad)
- ii) Giving the students a chance to build awareness on managing business branding through digital marketing
- iii) Training the students with proper marketing knowledge by exposing them to real business problem and challenges faced by the entrepreneurs
- iv) Allowing the students to gain business experience by meeting, interacting, and mingling with the entrepreneur community

The social marketing strategies shared during this service learning are based on the 5P-concept: namely *Perhati* (Observe), *Pisah* (Segregate), *Pelan* (Plan), *Praktik* (Practise), and *Pantau* (Monitor) that was developed by the *Social Media and Branding* course lecturer, Dr. Zuraidah Sulaiman. During this service learning program, participants received business strategy explanations, marketing recommendations, and hands-on experience to ensure that they fully comprehended the successful use of Facebook Pages, FB Ads, and copywriting. The goal of some of the participants to make their Facebook pages more orderly and attractive in order to attract business clients was also met. In that regard, *e-buddies* have also provided insightful academic comments in which they have offered effective advertising sentences or copywriting that can catch the interest of young and millennial generation clients in the same age category as the *e-buddies*.

In addition, *e-buddies* taught the participants how to create distinctive logos, backgrounds, banners, and postings to make them appear more appealing. The majority of the participants lacked expertise and skills in utilising the Canva tool to create engaging images or postings.

Participants gain confidence in their ability to build their own marketing campaign tools after being taught the efficient methods, rather than incurring additional expenditures by hiring third parties or consultants to design their logos, backgrounds, banners, and posters. In a nutshell, this *EMT* service learning program has definitely had a positive impact on the entrepreneurs. For example, through this program, businesses have been optimised through online advertising within Facebook (FB Ads). At the same time, the service learning program

has been successful in building awareness of managing brands towards targeted segments through digital marketing. The program has also benefited the entrepreneurs with a comprehensive exposure to proper basic marketing knowledge and tools essential to enhance their business competency.

## MAIN RESULTS

As a result of this service learning program, a total of 25 small and medium businesses (SMEs) from Johor Bahru have been trained in managing their business brands and applying effective marketing strategies on social media platforms. According to the follow-up feedback, the income per business has increased by RM 2,000 to RM 5,000 in the first six months after the entrepreneurs attended the workshop.

The entrepreneurs' general marketing and social media marketing knowledge has increased by almost 85 percent as a result of the 36 post-survey questionnaires. Also, six months after the program, 23 of the 25 entrepreneurs who participated in the service learning program were still using the social media marketing techniques they acquired throughout the program, particularly on Facebook.

## CONCLUSION

Service learning, which is based on experiential learning, gives students a unique opportunity to combine academic learning with structured service activities, and to connect educational goals with community needs. Higher education institutions have embraced service learning pedagogy as one of the ways to connect students with important stakeholders in the education ecosystem such as the government, university, community, and industry through the Quadruple Helix Partnership (QHP). The *Entrepreneurship and Marketing Technology Program (EMT)* service learning program has definitely managed to broaden the students' horizon whereby they were actually able to train real entrepreneurs on the much sought-after skills like digital marketing. However, in the face of the COVID-19 pandemic, Malaysia's educational system has encountered numerous challenges. Certainly, a better understanding of the pandemic's service learning experience is required, paving the path for institutional policies that will better equip students and enable for greater readiness. As a result, changing the service learning pedagogy in novel ways to meet the needs of the moment will ensure that service learning activities do not come to a total standstill during the pandemic.

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**Sub-Theme 4**  
*Engaging Students  
Through Online Platforms*

## **CHALLENGES AND ENGAGING STUDENTS IN ONLINE CLASS**

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### **ABSTRACT**

The impact of COVID-19 pandemic on all sectors have been devastating. The process of learning in the higher education institutions are badly disrupted. Thus, higher learning institution have switch to online learning instead of the conventional face to face approach. These changes are not seamless as it intended to be. Most of the students are struggling to cope with the new norms as well of the learning process changes. The purpose of this article is to review the major issues and challenges in the online learning during the outbreak of the COVID\_19 in Malaysia. In order to deal these issues and challenges this article proposed that the synchronous and asynchronous approach of online learning should be balanced. The teaching method of using matrices for online learning was proposed. Finally, the higher education institutions should make changes to accommodate a more effective online learning.

**Keywords: Online Learning, Higher Education, & Matrix**

### **INTRODUCTION**

The emergence of COVID-19 pandemic has affected the lives of people globally. The impact is devastating on all aspect political, economic and social factors. This impact on will have long term consequences on the lives and livelihood of billions people globally. Thus, it is imperative to assess the nature of the consequences in order to help us understand, adapt and survive these new norms that come with the pandemic.

As of 3<sup>rd</sup> October 2021, according to the Ministry of Health (MOH), the total number of Covid-19 cases in Malaysia have reached to 2,277,565. From these cases, 2,100,565 have recovered and a total of 150,317 remained active. In addition to that the total death have reached 26,683 cases and keeps on increasing. According to Asita Elengoe (2020), he rapid spread of COVID-19 globally has force governments to implement various measures in order to contain the impact of the pandemic. Public healthcare measures were introduced and enforced such as lockdowns, social distancing, wearing masks and the process of vaccination with the target of reaching herd immunity (Kurubaran Ganasegaran et al, 2020).

These public healthcare measures were not the only new norms. In line with these measures, the shift from face to face to virtual interaction is also major factor the resulted in widely practice work from home and online learning among others new social norms.

The shift from face to face to virtual interaction is not a seamless transition. Various issues emerge from these home based working and learning environment. The issues of proper and adequate infrastructures, financial inadequacies, mental and psychological issues were among the critical ones that need to be addressed in order to make the transition seamless. In education sector, institutions, educators and students are struggling to adopt and implement the online learning concept (Rasheed Mohammad Nassr et al, 2020). These changes have significant impact on the students' anxiety and even depression (Rodriguez-Hildago et al, 2020; Sheila Sundarassen et al 2020).

## **ISSUES AND CHALLENGES**

According to Ramlan Mustafa et al (2021), online learning comes with significant challenges that have to be dealt with by the students. The first challenge is the availability of the internet coverage to facilitate the online learning. Secondly, students also are experiencing mental fatigue to cope with the continuous online learning process. The third challenge is the availability and suitability of the learning devices bearing in mind that not all students are able to afford to buy the devices. Fourth, many students are experiencing the environmental disturbance because it's difficult to have a conducive learning environment when conducting online learning at home or away from the universities. Fifth, is the pedagogical challenges, online learning is both challenging for both the lecturers and students. In addition to that, students are also experiencing the lack of motivation in online learning and this could be difficult to deal with if the online learning continues for a long period of time. Finally, the lack of social interaction when conducting the online learning can be a problem for both lecturers and students.

According to Farah Idayu Mohd Salleh et al (2020) the usage of online learning in tertiary education posed several disadvantages or challenges that need to be dealt with. Among these challenges are lack of students' self-discipline, limited or no of face to face interaction, inadequate input given by the lecturers to students, difficulty to conduct good and effective online learning. In addition to that, the problem of inadequate facilities to support the online learning is still a major obstacle. On top of that it is also difficult to be effective when the level of discussion and participation in the online learning process is low. The study also emphasized that online learning benefits can only be achieved when the students become more active and take greater responsibility in online learning.

Another study by Sivaniswary Karupannan (2020), focus on the factors that will influence online learning among the English language learners. Based on the study, several factors have been identified as significant in influencing online learning. These factors are the teaching methods, psychological factors, language skills and proficiency level. The study suggested that the educators conducting online learning should look into these factors and find the solution for a more effective online learning.

In another study, Rasheed Mohammad Nassr et al (2020), have identified several factors that influence the effectiveness of online learning. The main factor according to the study is that most students are not prepared or lack of readiness to cope with online learning. This is not surprising but Covid-19 pandemic caught not only the students but all of us unexpectedly. The second important factor is the problem of unequal internet accessibility

which could be from various factors such as unsuitable tools for online learning, internet coverage as well as the needed telecommunication infrastructures. Finally, the final factor is the problem of unconducive or unsuitable house environment for online learning.

In line with the above study, Ellen Chung et al (2020) also look into the issue or readiness among the students in embracing online learning. Based on the study more than half of the respondents are not ready for online learning. The most important finding is that given a choice, they do not want to continue with online learning in the future. This can be a major problem if the COVID-19 problem prolong the duration of online learning. Thus, efforts and solutions to solve the problem is critical in order to achieve effective online learning. Among the factors that contributes to the unpreparedness of the students for online learning are lack of students or learners control and poor internet connectivity.

According to Bibi Noraini Mohd Yusof et al (2020), there are six major challenges faced by educators when implementing online learning. Based on the study, the inability of the students to focus during online learning seems to be the main problem. In addition to that the platform or medium use for learning was not satisfactory. The next factor that disrupt the online learning is students are without the necessary tools such as device or even without books and materials that they left in the universities. Another major factor is the poor accessibility of internet that requires more time to complete the online learning. On top of that the access to internet can be unstable for both students and lecturers that will disrupt the momentum or the effectiveness of the online learning. Finally, due to these factors or other reason, students are less committed and even did not attend online courses.

## **ENGAGING STUDENTS**

Based on the issues and challenges discussed in online learning, it is important for educators or lecturers in higher education institutions to find ways to engage students in their online class. Engagement to help students to deal with problem and anxiety in online class. The online class should be conducted both in synchronous and asynchronous way (Riggs and Linder, 2016). By using both approach online learning can be more effective and at same time will help to the pressure and anxiety felt by students.

One of the method to engage students is to use matrices. In other words, students can learn the major concepts or topics in a synchronous online class, and then can develop the matrices independently or using the asynchronous way. In Strategic Management class for example various matrices such External Evaluation Matrix, Internal Factor Evaluation Matrix, Competitive Profile Matrix, Internal-External Matrix, SWOT Matrix, Grand Strategy Matrix, Boston Consulting Group Matrix and the Quantitative Strategic Planning Matrix (David, 2017).

## CONCLUSION

The implementation of online learning can be enhanced with support of the higher learning institutions. Bibi Noraini Mohd Yusof et al (2020) suggested that higher education institutions must ensure and provide more comprehensive eLearning platforms for online learning. In addition to that both students and educators should be provided the internet access to avoid disruption and to ensure a smooth online learning. It is also important to provide proper training to the educators to implement the online learning. Last but not least important is for the group or class of students to be in smaller number as compared to the normal face-to-face class in order to ensure a more interactive and effective online learning class. Smaller online class will also benefit the students and easier for the engagement process in online learning.

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## **FLIPPED CLASSROOM EFFECTIVENESS DURING COVID-19 PANDEMIC: STUDENTS' PERSPECTIVE**

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### **ABSTRACT**

The lockdown enforcement due to the Covid-19 pandemic has dramatically changed the education landscape. The constraint of meeting face to face has resulted in classes to be conducted online, either asynchronously, synchronously or both. One approach that allows this to happen is by using flipped classroom. Hence, the purpose of this paper is to examine students' perspective towards the effectiveness of flipped classroom used for the Organizational Behaviour course offered by Azman Hashim International Business School, Universiti Teknologi Malaysia during the Covid-19 pandemic. An online survey was utilised to collect data from students taking the course during semester 2, 2020/2021 session. Data was analysed using descriptive analysis. This study's findings revealed that a large majority of students gained positive experience learning through flipped classroom. They highly agree that the materials provided through asynchronous online learning helped them with their understanding of the subject matter and allowed them to learn more comfortably. In addition, the class discussion carried out through the synchronous online learning motivate them to study for the course more enthusiastically. Thus, flipped classroom can be concluded as one of the ways forward for a more effective teaching and learning even in the online class setting.

**Keywords:** Flipped classroom, Asynchronous online learning, Synchronous online learning, COVID-19 pandemic

### **INTRODUCTION**

The uncontrollable spread of the coronavirus disease (COVID-19), which the World Health Organization (WHO) characterized as a pandemic since the early 2020, has forced numerous countries around the world to impose lockdown to curb the deadly virus from spreading. In Malaysia, the first nationwide lockdown, known as movement control order (MCO) was first implemented starting March 18, 2020. Up till August 2021, Malaysia has undergone four phases of MCO (Bunyan, 2020). Among the restrictions made during the lockdown include banning on mass movements and gatherings, closure of schools and higher education institutions, and closure of business premises except those declared as essential economic and social services.

The closing down of education institutions has changed how teaching and learning are conducted. Since learning still has to go on, classes everywhere have been mostly carried out online, either asynchronously, synchronously or a combination of both. For this purpose, some

educators have turned to flipped classroom to ensure the continuity of teaching and learning. Thus, this paper aims to examine students' perception towards the effectiveness of flipped classroom used for the Organizational Behaviour course offered by Azman Hashim International Business School, Universiti Teknologi Malaysia during the Covid-19 pandemic. Specifically, the objectives of this study are to measure the student's perception towards a) the learning materials provided online, and b) the class discussion conducted during the synchronous online learning.

## **FLIPPED CLASSROOM IMPLEMENTATION**

Flipped classroom refers to a blended learning approach that combines in class and outside of the class learning. It involves providing students with learning materials and assignments before class which allow the class time to be used for instructional activities (Enfield, 2013). The concept of flipped classroom centers around student's engagement and learning. Compared to traditional method of teaching, where the teacher is the central focus, in flipped classroom, students play an active role in learning (Siddique, 2020) while the teacher takes the role of a facilitator or coach to help foster problem solving and facilitate collaboration among students (Angadi et al, 2019).

The success of flipped classroom revolves around four pillars: flexible environment (F), learning culture (L), intentional content (I) and professional educator (P). Flexible environment allows a variety of learning modes to be implemented while learning culture refers to where instructions are shift to learner-centered approach. In flipped classroom, the content delivered is aimed at developing student's conceptual understanding. Thus, instructors have to be more engaging with students and they need to frequently reflect on their practices and be open to constructive comments (Sams et al., 2014).

Due to the MCO, flipped classroom implemented for the Organizational Behaviour course offered by Azman Hashim International Business School, Universiti Teknologi Malaysia was conducted through asynchronous and synchronous online learning. In the asynchronous online learning, students were required to study for a particular topic on their own using the relevant materials, which include lecture slide, reading materials, YouTube videos, and recorded lecture, that were provided to them through the e-learning platform a week before the synchronous online class. In addition, the students were also required to complete an assignment for that particular topic, which they have to present during the synchronous online learning. Based on their presentation, in depth discussions of the theories and concepts relevant to the particular topic were carried out.

## **RESEARCH METHODOLOGY**

An online survey questionnaire, using Google form, was utilized to gather data from students taking the Organizational Behaviour course during semester 2, 2020/2021 session. The questionnaire contains items measuring student's perception towards the materials provided asynchronously and their perception towards the class discussions conducted during the synchronous online class. A 5-point Likert scale was utilized in the questionnaire. Descriptive analysis was performed to analyze the data.

## FINDINGS AND DISCUSSION

A total of 72 students taking Organizational Behaviour course in Semester 2, 2020/2021 session became the respondents for this study. A majority of the respondent was female (79.2%) while only 20.8 percent of the respondents was male.

From table 1, it can be seen that majority of the students (more than 70%) strongly agree that the materials provided to them through the e-learning helped them to understand a particular topic and help increase their knowledge and/or skill in the subject matter. In addition, all students agree that by providing them with the learning resources in advance help them to learn comfortably at their own pace, with a majority of them also strongly agree to this statement. The findings of this study indicates that availability of learning materials in advance creates a flexible learning environment and promote a student-centered learning culture, consistent with three of the flipped classroom four pillars, which are flexible environment, learning culture and intentional content.

**Table 1: Perception on Materials Provided Through E-Learning**

Items		N (Percentage)				
		Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree
1.	Useful and accurate	0	0	2 (2.8)	14 (19.4)	56 (77.8)
2.	Help my understanding for a particular topic.	0	0	5 (6.9)	13 (18.1)	54 (75)
3.	Help increase my knowledge or/and skills in the subject matter.	0	0	3 (4.2)	16 (22.2)	53 (73.6)
4.	Help me learn at my own pace comfortably.	0	0	5 (6.9)	15 (20.8)	52 (72.2)

Additionally, more than half of the respondents (more than 50%) agree that the class discussions conducted during the synchronous online learning provided them with positive learning experience (table 2). A majority of the respondents (80.6%) strongly agree that they were able to gain more understanding by participating in the class discussion. More than 70 percent of the students also agree and strongly agree that the class discussions make their learning more exciting and stimulate their interest.

**Table 2: Perception on Class Discussions Conducted in Synchronous online Class**

Items		N (Percentage)				
		Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree
1.	Helps me gain more understanding	0	0	4 (5.6)	10 (13.9)	58 (80.6)
2.	Makes more excited to study.	0	0	9 (12.5)	22 (30.6)	41 (56.9)
3.	Makes me eager to participate and interact.	0	2 (2.8)	7 (9.7)	21 (29.2)	42 (58.3)
4.	Makes me more focused in class.	0	1 (1.4%)	7 (9.7%)	21 (29.2)	43 (59.7%)
5.	Stimulate my interest.	0	2 (2.8%)	6 (8.3%)	19 (26.4%)	45 (62.5%)



Items		N (Percentage)				
		Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree
6.	More effective than traditional lecture.	2 (2.8%)	2 (2.8%)	13 (18.1%)	19 (26.4%)	36 (50%)

Although a handful of students (5.6%) prefer traditional lecture, most students agree that learning is more effective through participating in class discussion. The results of this study support the findings of Su Ping et al. (2020) and Alsancak Sirakaya and Ozdemir (2018) who reported that the usage of flipped classroom heightened student’s engagement, interaction, and motivation. Moreover, this study’s findings are also in line with the findings of Choy et al. (2021), Angadi et al. (2019), Karabulut-Ilgu et al. (2017) and Siti et al. (2019) who all reported positive reviews of flipped classroom.

## CONCLUSION

The current Covid-19 pandemic has dramatically changed the education scenario. With students being kept out of classroom, online learning became the solution. In ensuring the effectiveness of an online learning, it is pertinent that educator adopt the right teaching and learning approach. The findings of this study demonstrate that flipped classroom, implemented through asynchronous and synchronous online learning, which allows students to become active learner during this trying moment, might be one of the remedies. It was found that the students believed that the way the class was conducted has helped them understand more about the subject and make learning more exciting and effective. Hence, to provide a positive learning experience to students, flipped classroom may be used as one of the ways forward even in the online learning setting.

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## **SELF-ASSESSMENT & REFLECTIONS ON STUDENTS' EVALUATION OF ONLINE TEACHING DURING COVID-19**

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### **ABSTRACT**

This paper highlights the importance of self-assessment for professional development by reviewing students' evaluation and feedback to improve teaching quality. Undoubtedly, teaching evaluation scores and students' feedback, either positive or negative, have a significant impact on educators' reaction and motivation. Nevertheless, it will still be able to create immense opportunities for change, growth, and improvement when viewed in the right direction. This study used a qualitative approach to analyze the data taken from students' evaluations and comments on academic staff's (*my*) online teaching performance (e-PPP) during COVID-19.

**Keywords: Self-Assessment, Students' Evaluation of Teaching, Online Teaching**

### **INTRODUCTION**

Teaching and Learning (T&L) with a passion always flourish positive vibe, great fun and feel challenged yet rewarding experience especially in time of crisis. When the Government of Malaysia initiated the first Movement Control Order (MCO), effective on 18 March 2020, that was the moment end-up changing Malaysia's education landscape. COVID-19 pandemic has resulted the closure of all education institutional across the world and forced education systems to find alternative ways for reforming the traditional physical face-to-face T&L. Even though buildings are in lockdown and academic staff barred from their offices, learning still goes on, displaced, not discontinued. Majority of the Higher Education Institutions (HEIs) in Malaysia have activated the e-learning mode for classes. Teaching from home might seems enjoyable for some people but it can also cause tension headache to educators who have not been trained or not ready with the new pedagogical concepts and modes of teaching delivery using digital platforms.

As of now, a year in self-assessment and reflections on teaching skills development since the first lockdown began, most of the things that we found to be impossible have now proven to be possible with the help and strong support given by the Universities via its constant online T&L training programmes for educators (in this case is referred to UTMLead at University's level and UTM Future Ready Educators (FREE) at Faculty's level). Jacobs *et. al* (2011) emphasise on the importance of reflective teaching, through which they believe that the systematic reviewing process offers teachers the opportunity to renew their practice and to understand the effects of their teaching. They further stated that

reflective teaching provides information on how teachers connect with learners meaningfully thus promoting sound teaching and learning practice.

In this study, the focus of analysis is to comprehend the dynamics of social interaction and its social context for self-assessment and reflections. The underlying meaning of students' evaluation and comments on the academic staff (*my*) teaching performance were analysed and need to be understood explicitly based on the online T&L setting during COVID-19. Qualitative research is chosen because it serves not only to look insight into the objective of social phenomena but also in discovery the subjective meanings that actors ascribe to their actions-events they experience (Creswell, 2012).

## MAIN RESULTS

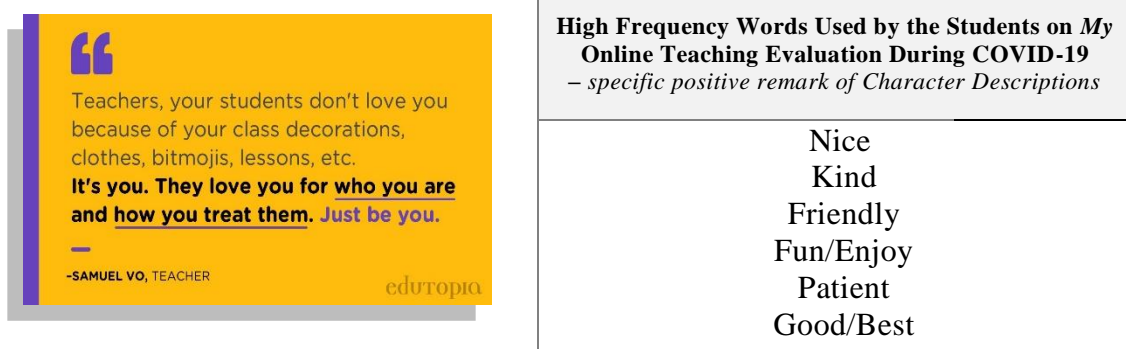
**Table 1** reveals some interesting findings of *my* teaching performance in several ways. First, skill variety used in teaching by the educator brings positive impact to students' learning satisfaction. Second, training is one of the best tools in improving job performance. It should be mentioned that in UTM e-PPP, the highest mean score rating of students' evaluations for teaching is 5.

**Table 1.** Analysis of *My* Teaching Scores in UTM e-PPP During COVID-19

UTM Alternatives Online T&L Subjects/Sessions	Used Alternative 3 Only	Used ALL Alternatives (after Intensive Online T&L Training)
	20192020-2 (1st MCO)	20202021-1
SHAD1043 ORGANISATIONAL BEHAVIOUR	4.20	4.48
SBSD1033/SBSC1083 PRINCIPLES OF MANAGEMENT	4.35	4.93

UTM Alternatives Online T&L: Alternative 1-Synchronous; Alternative 2-Asynchronous; Alternative 3-Task-based

Looking at **figure 1**, it is apparent that an act of humanity [no matter how small] in classroom (*online T&L*) could help made a big difference to someone's feelings; such as creating a harmony learning environment for the students and treat them with respect especially in critical times.



**Figure 1.** Little Things That Make A Big Difference  
*Image Source:* @edutopia twitter 6:04 AM · Sep 13, 2021 · Sprout Social



According to Ashford *et. al* (2003), positive and negative feedback have its own consequences, since there is a dynamic interplay between feedback and cognitive, affective, motivational as well as behavioural responses. What stands out in this **figure 2** is the influence of negative comments on people's mood. No matter how many people say good things about us, it is always the negative comments that stay longer in our mind. As a matter of fact, not all negative comments should be ignored. It is useful to pay enough attention to the negative comments to decide whether there are any changes to our own attitude that we want to make. Every mistake is a lesson learned if we are willing to reflect and improve it by changing the way we do things. Honestly, because of the negative comments I received from students' evaluation during the first MCO, have urged *myself* to improve, learn and attended all the training programmes related to online T&L. As shown in **table 1** my efforts paid off.

**Figure 2.** Consequences of Positive and Negative Comments

Image Source: "Jerk", Classic Bulge, from <https://www.deathbulge.com/comics/155>

## Positive Comments from Students (During COVID-19)

*I can understand all your online classes and you give a good example for us during your classes so we can easily relate it with the real situation.*

*The lecturer is very good enough in teaching and make sure all the students understand what they have learned.*

*She is a good lecturer. The things that she taught me helped me a great deal in this class as well as in my subject. Because of her explanations I am doing very well in understanding the lesson. Because of the help and attention that lecturer provided me with, I understand and enjoy the class.*

*The lecturer is very nice and kind. The lecturer took the class very seriously and made sure to let us understand. The lecturer is well prepared for the lecture and the content is explained clearly. When discussing the subject of group assignment with the lecturer, the lecturer explained it very carefully, ensuring that we can understand and answer our assignment well.*

*This course was so fun and I like the ways the lecturer teaches me in this class. The relationship among lecturer and student was so nice.*

## Negative Comments from Students

(1st MCO COVID-19 – Only Used Alternative 3: Task-based Online Learning)

*Lecturer might try to engage with students in friendly manner.*

*Lecturer also should conduct an online class since only attached the notes and youtube does not efficient to make students understand clearly of the topic.*

*I hope this lecturer can overcome her shyness towards having an online teaching. Overall, OK.*

**Table 2.** Tips on How to Encourage Student Engagement & Ask More Questions

*SKILLS	*SAMPLE STEMS	Students' Evaluation on My Online Teaching/ Indirect Comments During COVID-19
Ask questions to yourself to make meaning of the most important facts or ideas you read or hear.	What seems to be the most important idea? What is confusing me? What don't I understand? How would I explain this in my own words?	<i>Dr Syaharizatul is a wonderful lecturer. There is always <b>two way communication in class</b>. A lot of different kinds of approach in daily lessons. Keep up the good work for upcoming students.</i>
Ask questions to connect content to what you already know.	What comes to mind when I read (or hear) this? What do I already know about this? Does this contradict something I think I already know? In what ways does this add to or extend what I already know?	<i>Dr Syaharizatul <b>makes all her students think and express their idea</b>. She taught me a lot of general knowledge that was very eye opening.</i>  <i>Very informative and good teaching style. <b>Always prefer to hear from students to give their point of view on all topics.</b></i>
Ask questions to clarify and better understand the meaning of a topic or text	What did the author mean when she wrote ____? What do you mean when you say ____? Can you say this in another way? What example can you give? How would you summarize ____?	<i><b>Question and answer learning techniques</b> and giving relevant examples are very helpful for me to understand the content of learning by relating it to current issues.</i>
Ask questions to understand the relationship between two different things.	How is ____ similar to ____? How is ____ different from ____? What do ____ and ____ have in common? What may have contributed to ____? What resulted from ____?	<i>Your online teaching is actually great and very fun even though sometimes <b>I feel nervous when you ask random people a question</b> :) but it is good for our understanding. THANK YOU Dr Riza.</i>
Inquire about the importance or value of something.	What contributes to the significance of ____? How might we go about evaluating ____? What criteria (or standards) could we use to judge ____?	<i>This management class is the best by far. Dr. Riza always know how to keep us focus in our class though it is online by <b>keep on asking impromptu question to us</b>.</i>
Express curiosity.	I wonder why _____. How might we ____? Have you ever thought about ____?	<i>You also explained to us all of our questions that relates to the subject.</i>
Challenge a traditional way of thinking about a topic.	What might be an alternative way of thinking? What if ____? What's another way of thinking about ____?	<i>Dr. Riza is <b>patient in answering our questions and always encourage us to ask questions</b>.</i>
Test new ideas.	I am thinking _____. How do others react? Imagine _____. How might that play out? What if ____?	<i>When teaching Dr is very passion to every student and <b>reply any question student ask</b>. If this is not online class the learning must be very fun.</i>

\*Source: "How to Get Your Students to Ask More Questions", Jackie Walsh, MiddleWeb (5/27/19), from <https://www.middleweb.com/40383/>

As reported by Tofade *et.al* (2013), questions are among the most powerful teaching tool to enhance student engagement. They also added on the effective questioning techniques used in class such as clarity, sequencing and delivery of questions, and the psychological safety of the learning environment that will have a significant influence on student perceptions, motivation and achievement of desired educational outcomes. Tips on how to encourage student engagement and ask more questions (Walsh, 2019) including my students' feedback to ascertain its viability for "active learning" are presented in *table 2*.

## CONCLUSION

Seeking knowledge, teaching and continuous self-reflection (*muhasabah diri*) are greatly emphasised in Islam. The Qur'an is replete with messages of the need for personal transformation and accountability within our innermost self, as Allah SWT says:

*"... Indeed, Allah (does) not change the condition of a people, until they change what (is) in themselves..."* (Surah Ar-Ra'd 13:11)

Being a teacher is a noble profession – "we" are indeed the "chosen one" by Allah SWT, the Almighty Lord. The teachers are one of the most powerful "Jedi Masters" on earth to serve a mission in preparing today's youth for tomorrow's world [towards making a better Malaysia]. They have the ability to shape students' minds, characters and identities by being a "good" role model. They lead by example in the way they act, speak, and behave. In teaching profession, it involves continuous learning, constant reassessment, updating and adjustment of both contents and presentations, searching for a more effective way to challenge our students to achieve their full potential, to encourage them to thoroughly learn fundamental concepts, and to develop their skills in communication, creative thinking and report writing. As a teacher (*myself*), it is the joy of seeing the best students excel with flying colours, seeing the pride of the average student in completing a term project and managed to score a good grade when they thought impossible, and seeing the satisfaction of the lesser student persevering when they could not make it [to score] but still successfully passed the course.

*To the world you may be just a teacher but to your students you are a Hero!*  
– Goddess Book Press

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## **THE DETERMINANTS OF STUDENTS' SATISFACTION PERCEPTION IN ONLINE UNIVERSITY EDUCATION: A CONCEPTUAL STUDY OF ACCOUNTING STUDENT**

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### **ABSTRACT**

Student satisfaction has become a critical consideration and evaluation in today's competitive environment, especially with the new norm. Hence, the objective of this study is to examine the perception of accounting students' satisfaction towards online university education. The study intended to measure two dimensions of students' satisfaction perception inclusive of online activities and lecturer approach. The researcher will use a quantitative approach by distributing a questionnaire to obtain data from the accounting student in business school as the respondents. Consequently, multiple regression will be utilized for data analysis through the IBM SPSS Statistics. The researcher concludes that the perception of students' satisfaction should be looked upon seriously as Malaysia's landscape of learning environment encourages online learning due to the ongoing Covid-19 pandemic.

**Keywords:** Student's satisfaction, Education, Online university

### **INTRODUCTION**

The perception of students' satisfaction is in dire need of understanding, primarily what the educational coordinators and educators should provide to give the students a high-quality learning experience even if it needs to be done online. According to Martin, Stamper, and Flowers (2020), there are four elements to measure student satisfaction perception: the online students' attributes, time management, technicality, and communication. Meanwhile, Adnan and Anwar (2020) stated that more than half of their research respondents claimed that signals availability or strength is the main issue while engaging with the online learning environment. Online students' attributes are different from traditional face-to-face classrooms as the students need to be independent as the real-time interaction with the class is more diminutive.

Students' satisfaction is the emotional state of feeling in which students' desires, expectations, and requirements of teaching delivery are being met or exceeded (Junus et al., 2021). In addition, student satisfaction is a short-term attitude of the student resulting from his/her assessment of the educational experience. The role of student satisfaction is crucial in investigating the quality and accuracy of the university services and system.



Thus, student satisfaction is vital as it is considered a performance indicator of service quality provided in higher learning institutions.

The main objectives for this study are as follow:

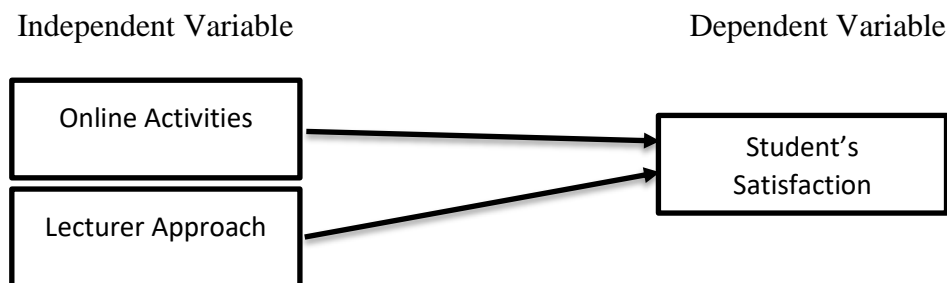
1. To examine the influence of online activities on student satisfaction.
2. To examine the influence of the lecturer approach on student satisfaction.

This research would provide better insights into the university's management in understanding the most significant factors that influence and increase student satisfaction. Additionally, the finding of this research will assist in expanding the knowledge on the factors that will positively affect student satisfaction.

## THE MATERIALS AND METHODS

The population in this research would be all accounting students in Azman Hashim International Business School, UTM, from Year 1 until Year 4. The researcher will use a quantitative approach by distributing a questionnaire to obtain data from respondents. Consequently, multiple regression will be utilized for data analysis through the IBM SPSS Statistics.

This study examines the influence of online activities and lecturer approaches on students' satisfaction. In this study, the dependent variable is student's satisfaction, while the independent variables are online activities and lecturer approach. The research framework of this study is presented in Figure 1.



**Figure 1.** Research framework

In the teaching activities during the face-to-face classroom, lecturers also spent a certain amount of time on online activities such as discussions, assignments, tests, and online assessments. However, during the online classes, all activities are remotely conducted. Hence, it is crucial to identify the factors. This factor considers the impact of online activities among students of learning activities on the satisfaction of learners.

## CONCLUSION

The researcher believes that online activities and lecturer approaches have a positive influence on students' satisfaction. The perception of students' satisfaction towards online learning among accounting students should be emphasized in the online learning environment to ensure high-quality learning and achieve the learning outcome.

The researcher concludes that the perception of students' satisfaction should be looked upon seriously as Malaysia's landscape of learning environment encourages online learning due to the ongoing Covid-19 pandemic.

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## **ACTIVE LEARNING ACTIVITY IN INDUSTRIAL RELATIONS LAW SUBJECT**

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### **ABSTRACT**

An effective teaching and learning strategy based on student-centred learning must prepare students with 21st-century learning skills. Therefore, the instructor must be creative and innovative to create a meaningful learning environment. Active learning is one of the methods to be implemented in student-centred learning. This study is carried out to investigate the implementation of active learning in Industrial Relations Law subject to improve student's level of understanding. A total of 46 students from Industrial Relations Law class took part in the study. In this study, active learning activity in form of problem based-learning is implemented. The collected data were analysed using qualitative method. Findings in this study showed that active learning can promote students' learning performance and understanding.

**Keywords: Active Learning, Law, Problem-Based Learning**

### **INTRODUCTION**

This study presents a study on active learning through problem-based learning to promote student's learning performance in one of human resource development course in Faculty of Social Science and Humanities, Universiti Teknologi Malaysia. The objective of this study is to investigate the implementation of active learning in Industrial Relations Law subject to improve student's level of understanding. The impact of this study are firstly, to introduce problem-based learning tasks among students by incorporating real legal issues confronted by human resource officers and secondly to encourage passive students to improve their engagement with other students. It is important to embed problem-based learning in law subjects which in its nature require students to solve issues or situations with support of statutory provisions and case law. Problem-based learning is suitable for law subject such Industrial Relations Law as it in this learning process, the given problem stimulate student's cognitive skills in applying law to the given problem.

### **RESEARCH METHODOLOGY**

The study sought to obtain the perspective of the students in the Faculty of Social Sciences and Humanities, Universiti Teknologi Malaysia. Interviews were conducted in 2021 involving

section 2 SHMR 2033 students taking Industrial Relations Law subject. Semi-structured interviews are conducted in order to achieve the research objectives. There is no standard rule to determine appropriate sample size for qualitative research. Sample size in qualitative research depends on the time allotted, resources available and study objectives (Patton 1990). The questions asked were as follows:

- (1) What do you think of the teaching method used in Industrial Relations Law subject?
- (2) Have your understanding for the subject improved with the problem-based learning method?

## **FINDINGS AND DISCUSSION**

In this study, students are presented with a problematic situation under industrial relations area. The case study given is under the topic of Termination of Employment Contract. At this stage, students already have existing knowledge on the nature of employment contract and how to apply statutory provisions and case law in solving problematic question. Before the start of the lecture, students are given the task to interpret the situation given and after the completion of lessons, students are given ample time apply the relevant law to the questions. Students are expected to comment to each other responses and to encourage discussions, marks is given for active participation. Subject lecturer performed the role as facilitator in the learning process. Facilitator must play an active role in problem-based learning through making student see themselves as active problem solver, coach student in problem-solving process and design real-world problem so that students can see the application of the subject in real life situation (Tan, 2003).

From the interviews conducted, following are some of the responses obtained from students:

“In my opinion, problem-based learning does help me in gaining greater understanding on the subject as I can discuss and analyze my answer with other classmates' answer.”

“It is really helpful and fun. We can argue or ask others opinion based on what they wrote, plus at the same time we can add our knowledge and understanding on that topic.”

“I really like it as we can share our opinion and discuss things that we learn. It makes it easier for me to apply what we learn in class ”

## **CONCLUSION**

Results of this study shows that the problem-based learning is positively accepted by students as the method increase the interactions between students in understanding and solving the problem given. This method is found to be a suitable approach that can increase student's knowledge and understanding of the subject.

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## **ENHANCING PARTICIPATION IN ONLINE LEARNING VIA COLD-CALLING : EXPLORING THE UNDERGRADUATE STUDENTS' ATTITUDES**

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### **ABSTRACT**

Classroom discussion is one of the ways to encourage students' participation in online learning. Unfortunately, getting the feedback from students during online lecture posed multiple challenges. This paper presented the findings of a survey regarding the usage of cold-calling during online interaction, among two groups of students undertaking different courses led by an instructor at Universiti Teknologi Malaysia. Purposive sampling was employed and the findings showed that students had multiple feelings when experiencing cold-call, which warrant for a more careful considerations when using such approach. Suggestion for future research is provided at the end of the paper.

**Keywords:** Cold-calling, Undergraduate, Attitudes, Universiti Teknologi Malaysia.

### **INTRODUCTION**

Cold Calling is a technique that creates an expectation that all students are ready to answer every question. It is designed to promote active thinking during whole-class questioning. Rather than asking for a volunteer, the teacher poses a question, pauses and then calls on a particular student to respond (Sherrington and Strafford, 2021). Cold call ensures that all students pay attention because they think it is possible that they will be called on and therefore they must prepare to answer regardless of whether or not they know the answer, the teacher desires them to be involved in the lesson, thus giving them a sense of belonging and acceptance (Al-Hawamdeh, 2018).

Despite the fact that cold-calling might engage more students in the discussions, some instructor resists the idea of cold-calling as they fear that a student who is cold-called will feel uncomfortable, or worse humiliated (Dallimore et al., 2012), and other instructors perceived cold-calling as punitive and cold, possibly causing students to feel uncomfortable or victimized and less likely to participate in the future (Carstens, 2014).

Gordon (2020) has the opinion that cold-calling is students' biggest nightmare and often the anxiety takes over their ability to think or even attempt to form an answer. The fear of embarrassing oneself in front of their peers and failing to impress the teacher is enough to make

one forget what class they are in. This unnecessary stress falls onto a student's shoulder, along with the many other concerns and tasks that they have to cope with in one day.

This paper presented part of the findings of a survey among undergraduate students with regards to their perceptions in experiencing cold-calling during online classes in Universiti Teknologi Malaysia.

## THE RESEARCH METHODOLOGY

The survey took place in August 2021 involving two groups of first year undergraduate students taking two different courses led by the same instructor. Purposeful sampling was applied as the instructor's intention is to solicit the opinion of the students who attended the courses that she was conducting for that particular academic session. A total of 10 multiple-choice questions were developed by using Google Form and afterwards, a link leading to the questionnaire was created, and shared with the students via their class Whatsapp channel. The students were given two days to respond to the questionnaire on voluntary basis which resulted in 52 out of 55 students or 94.5% shared their feedback. A quantitative analysis was used in producing the results and presented using mean.

## THE FINDINGS

This section is dedicated to discuss the findings of a question which attempted to identify the attitude of the students toward cold-calling approach used by the instructor during online lectures which took place within 3 hours per week throughout a 15 week academic session.

Table 1 presented the number of students and the respective course they were enrolled in when the survey was conducted. Only three students did not respond to the questionnaire. Nevertheless, no attempt was made by the instructor to find out the reason of not answering as the students were given the freedom to answer or not.

**Table 1.** Number of Students Participating in The Survey and Course Taken

Name of course taken	Number of students participating in the survey	%
Human Resource Management	25	48
Graduate Success Attributes	27	52
TOTAL	52	100

In the next paragraph, the outcome of the students' feedback with regards to their opinion toward cold-calling approach is presented. The students were asked for their reactions in terms of how they would feel when they were cold-called by the instructor to answer a question or to give opinion on certain issues during online interaction. Table 2 summarised the findings.

**Table 2:** Students’ Reactions Toward Cold-Calling Approach

Multiple choice answers	Number of students	%
Nervous	39	75%
Shocked	19	36.5%
Excited	12	23.1%
Embarrass	9	17.3%
Intimidated/Fear/Threatened	8	15.4%
All of the answers	3	5.8%

The findings revealed that majority of the students (75%) felt nervous when their names were called to give responses in class discussion, whereas more than one-third claimed that they were shocked (36.5%). About a quarter of the students (23.1%) were actually excited when the instructor called for their names, and some of them perceived random call by the instructor will cause them to feel embarrassed (17.3%). There were 8 out of 52 students (15.4%) who admitted that cold-calling will make them felt intimidated or fear or threatened (15.4%). Finally, very few of the respondents (5.8%) experienced all the feelings suggested, when they were randomly chosen to respond to the instructor’s query during online learning. In summary, these findings are in tandem with the issues refraining the usage of cold-calling among instructors as raised by authors such as Dallimore et al., (2012) and Carstens (2014) cited in previous paragraph, and also added new findings as to what are the impacts of cold-calling to students which previously discussed by Gordon (2020).

## CONCLUSION

Cold-calling could be a shortcut in getting students to volunteer during online learning but as found out in this study and highlighted in previous researches, it may lead to multiple negative responses besides its utility to increase students’ participation. As such, cold calling must be used with caution or else it could backfire. As a suggestion for future research, a more thorough investigation may be carried out to elicit better understandings of the feelings of the students with regard to cold-calling. Therefore, a qualitative study which involved in-depth interviews with the respondents would be helpful to investigate as to “why” the respondents felt in such ways since the current study managed to unveil only the “what” aspects of their attitudes.

**Acknowledgment:** The authors would like to express their appreciation for the support of the students who have taken the subject with code SBS2023 (Section 1) and UHMT1012 (Section 17) in Semester 2, 2020/2021 academic session.

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## **ASSESSING THE EFFECTIVENESS OF COLLABORATIVE LEARNING IN BUSINESS COMMUNICATION COURSE FOR KNOWLEDGE AND GENERIC SKILLS ACQUISITION**

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### **ABSTRACT**

The acquisition of knowledge and application of generic skills among students are the main objective in Business Communication course. The objective of the study is to assess the effectiveness of collaborative learning activities to ensure that the students are well equipped with the skills of communication, problem-solving, leadership and other interpersonal skills. The application of collaborative learning activities has been applied throughout the learning activities in this course. The collaborative group learning activities was based on case study, problem-based learning, and group brainstorming session. Feedback on this learning activities has been gathered via online survey to measure the effectiveness of this learning activities throughout the course implementation. Result from the survey had indicated that the student's knowledge on Business Communication course has been increased based on the activities conducted in class. Significantly, with the exposure to the collaborative group learning activities will improve the leadership and teamworking skills. In addition, the application of collaborative group learning will improve the student's ability to articulate idea for knowledge and generic skills development.

**Keywords: Collaborative learning, Generic Skills, Knowledge, Communication Skill**

### **INTRODUCTION**

Collaborative learning can be defined as the educational approach of using groups to enhance learning by working together in a group for any learning activities instructed by the educator (Chu, 2017). In many situations, during the learning activities, students will be assigned in a group to interpret a real description of a case study that stimulate a real situation along with personal history of an individual, institution or business faced with a problem that must be solved (Popil, 2020). Collaborative learning will actively engage learners to process and synthesize information and concept rather than listening strictly from the lectures given and taking notes (Sinha, D, 2018). During the learning activities, students will work and collaborate together as a group to understand the case that being assigned to them and to present the solution of the case. Teaching a business communication course require more on the application of generic skills to ensure students able to articulate idea, brainstorm the idea with the group and demonstrate the idea through activities of presentation, forum, or knowledge sharing. Thus, the application of collaborative group learning was considered as the effective

way to enhance knowledge on business communication techniques and to apply the techniques as to develop the generic skills required in this course. Many learning activities has been developed based on collaborative group learning either through synchronous or asynchronous learning methods. The implementation of asynchronous learning in collaborative group learning will be implemented through group project, quizzes and presentation. While for synchronous learning will be more on live lecture and brainstorming session in a class. Henceforth, the aim of the study is to develop the acquisition of knowledge and generic skills among the students through the implementation of collaborative group learning in business communication course.

## RESEARCH METHODOLOGY

A survey was conducted by using web-based questionnaires such as Google Form which consists of open and close ended questions. The form was distributed to 80 students in business communication class. This study adopted qualitative data analysis to assess the effectiveness of collaborative learning activities in class. The result will indicate the student's acquisition on knowledge and generic skills from the implementation of collaborative group learning in this course. Thematic analysis was used to analyze the qualitative data. Open, axial, and selective coding was being adopted to derive with the main theme of knowledge enhancement and generic skills acquisition in this course.

## MAIN RESULT

In this study, the data was being analyses by using the grounded theory method as the procedure for qualitative data analysis. The first procedure started with the development of the categories of information collected. Apart from that, the themes have been identified based on the open, axial, and selective coding. Consequently, the core variables of the study have been identified based on the grouping themes of knowledge, leadership and generic skills based on selective coding.

No.	Theme Category	Theme	Code
1.	Knowledge	Experience	'I can relate with real business case'
		Enhance Knowledge	'I learned a lot through the case given'
		Theory Application	'Apply the theory to real practice'
2	Leadership and Teamwork	Leading	'I learn to lead the team and show my potential'
		Collaborate	'I am happily to collaborate with others'
		Cooperate	'My team encourage me to share the idea and tasks'
3	Generic Skills	Decision Making	'I feel confident with decision in group'
		Critical Thinking	'I am able to reflect and generate idea'
		Communication Skills	'Feel confident during presentation and free to present idea'

**Figure 1.** List of theme development based on the study findings

## CONCLUSION

The implementation of the collaborative learning activities in Business Communication course has proven to be the most effective tools to acquire student's knowledge and generic skills. Many generic skills such as the critical thinking, decision making, problem solving and communication skills has been developed throughout the learning activities in class. It was proven that the generic skills have been developed from the collaborative learning activities especially during the asynchronous learning of case study and project-based learning. Findings showed that majority of the students agreed that the learning activities enhanced their communication skills during the group discusión, brainstorming and presentation. The study would like to suggest for the future research to be conducted on the application of online collaborative learning in this course as to adapt with the new norm of online and hybrid learning during the pandemic crisis of COVID-19.

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**Sub-Theme 5**  
***Adapting Teaching and  
Learning to The New Norms***

## **TRANSITIONING OF TEACHING AND LEARNING TO THE NEW NORMAL, A PRACTICE FROM UNIVERSITAS ANDALAS**

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### **ABSTRACT**

In order to respond to the rapid shift in education, due to the pandemic, universities provide opportunity and support for lecturer to adapt with new challenging teaching and learning activities moving largely online. Lecturers have developed effective online lessons in a very short period of time. This study captures the practices in delivering fully online classes at Universitas Andalas, Management Study Program. In-depth interview is used as means in collecting main data. Sampling technique used is purposive sampling. Time horizon used is cross sectional. Unit of analysis includes stake holders consisting of lecturer, head of study program, and students of management study program of Universitas Andalas.. Tool of analysis used in this study is qualitative method with thematic and descriptive analysis. Result of the study indicates that combination of virtual synchronous, asynchronous learning platform is the most frequently used with zoom as the most applied. With the student centered learning method of learning, lecturers creatively combine lecture and assignment with discovery learning, small group discussion, collaborative learning using several kinds of application. In addition, The support of University/ study program in providing lecturers and students with workshops and trainings on digital skills also give significant contribution. Teaching team is found to be supportive as well. Some obstacles have been identified with the necessary implication.

**Key words: Good practices, Online learning, Stake holders, New normal**

### **INTRODUCTION**

The COVID-19 pandemic has caused widespread disruptions. to schools and universities. According to UNESCO, as of April 10, 2020, more than 188 countries had implemented nationwide school and university closures, impacting over 91% of the world's student population (UNESCO n.d.) Study from home is introduced as a response to social distancing. Many universities have immediately switched their educational system to the online delivery of lessons. Hence, since new normal declaration, e-learning is mandatory in all levels of educational institutions including universities in Indonesia (Lee, 2020).

Technology becomes a crucial part of the education in new normal integrated in Online learning. Online learning in its entirety is dependent on technological devices and internet. The dependency of online learning on technological equipment and the provision of the equipment was a big challenge for institutions, lecturers and learners. Digital competence is the group of skills, knowledge and attitudes needed when using ICT and digital devices to perform responsibilities, such as problem solving, information management, collaboration with respect to effectiveness, efficiency and ethics (Ferrari, 2012). McGarr & Gavaldon (2018) argued that the application of ICT in education provides many educational benefits.

In addition, AlkaPwnige (2020) indicated that Students and instructors with low digital competence are liable to lack behind in online learning.

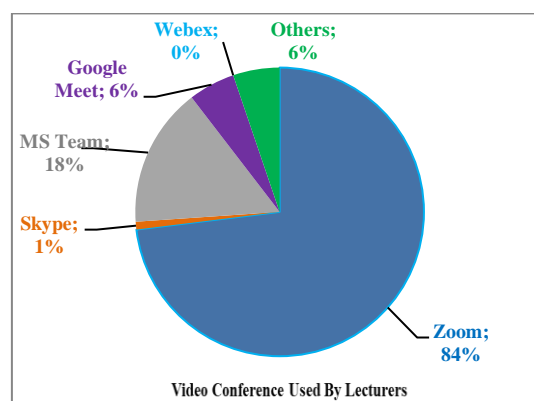
Online social presence is positively correlated with student satisfaction and student perceived learning (Richardson et al. 2017). The participants also strongly prefer to see a face during instruction as it is perceived as more educational (Kizilcec et al. 2014). According to Bates and Galloway (2012), online methods may be efficient in delivering content, however they are not particularly effective in promoting active learning and interest of students. Therefore, it is important to redesign the learning in reference to the idea of Hodges et al. (2020) who suggested that instructors had to improvise quick online learning solutions. However, Driscoll (2002) argued that no matter how interested a learner is in the topic of a presentation or discussion, that interest will wane in the face of monotony. Therefore, it is recommended that instructors sustain student interest by varying the use of presentation media as Hashim (2018) asserted that the key to successful technology integration is the efficient use of digital tools that are appropriate for the task.

## MAIN RESULTS

Result of study on the online learning practices is described in the following thema:

### Adapt with Technology

Rapid development of technology and its application to teaching comes into full play in education. Educators are facing challenge in adapting their teaching style. Result of the study indicates that despite the initial stress, they gradually found no more difficulties in using both synchronous and asynchronous learning platforms. For asynchronous, Learning Management System (LMS), developed by university ICT, in a model called iLearn UNAND, has been commonly used. Majority of lectures frequently use combination of the two. In terms of virtual interaction, Zoom become the most used platform in video conference. This result is consistent with the result of a survey at the university conducted by LP3M in july 2021 which exhibit the variety of video conference applied.



Besides zoom, MS team, Google Meet, and Skype have also been used. In the study, lectures at Management Study Program use additional platform like Youtube and whatsapp.

Support of faculty and study program in facilitating lecturers with series of training in using asynchronous digital platform in the beginning of the pandemic and followed by workshops on teaching and learning methods digitally is perceived as very supportive by lecturers in building their digital competence necessary to perform responsibilities. Even though it was stressful and difficult, the programs help them to gain access and skills to cope with the situation. Few lecturers said that they need more assistance, due to age, which was assisted by ICT personnel and found it helpful in adapting to technology to be applied in the learning process. In addition, access to zoom, with break out room, is facilitated by university which provide lecturer with possibility to develop learning process.

For students, they all found no difficulties in using the platform both synchronous and asynchronous since they were trained in one day socialization held and fully supported by the faculty on the use of iLearn (asynchronous) and synchronous platform as well before online learning was implemented.

### **Use of teaching and learning method and media**

With reference to activities involved in teaching and learning, the study identified activities as explained by the lecturers. Lecturing with the focus on concept, philosophy and theory supported with empirical studies is given more particularly in basic courses. Student are encouraged to participate and give critical and argumentative response. For a more advanced course, beside lecture and assignment, small group discussion, discovery learning, cooperative learning, and collaborative learning, using visualizations, simulations, case analyses are among participatory learning methods used by the lecturers. They obviously believe that it is a challenge for lecturer to continuously innovate appropriate methods and choosing appropriate media. In addition, some lecturers found that discussion and sharing session with colleagues in teaching team for each concentration also give contribution.

### **Meet with student interest**

In order to encourage active learning and interest of students, a number of practices are shared by lecturers. In every semester, every lecturer develops semester study plan covering description of the course, course content, references, grading scale, and rules uploaded in the beginning of semester. The obligation for having the video on makes everyone to appear neat and enthusiastic. Lecturer can observe and encourage positive interaction with students and give opportunity for students to share. This practice supported by early reference which shows that students' facial expressions are also a valuable source of feedback for the instructor to know whether the students could understand the subject matter (Sathik and Jonathan 2013). Feedback from the students are accommodated either using chat in zoom or WA Group. From the study, students say that they enjoy getting immediate feedback from lecturer and classmates.

## Obstacle

Both lecturers and students agree that they take advantages of this online learning, however some disadvantages are encountered including

1. Internet connectivity. This problem not just experienced by the lecturer but also by the students. In particular, students who live in rural areas frequently suffered by from sudden internet disconnection and leaving the class.
2. For lecturers, having students late and leave with no explanation is considered as undisciplined. students participation in SCL are low. These could be related to internet connectivity and internet quota.
3. Problem related to socio-economic background. Some students find it difficult to afford broadband connection.. Eventhough students got supporting quota from the ministry of education, they found it not enough to enable them to participate in all participative learning method used.
4. For most students, not having an appropriate room at home often cause disruption or diversion of online learning participants' attention during the learning process.

## CONCLUSION AND IMPLICATION

The study explains that the practice of online learning at Universitas Andalas, Management Study Program is effective enough eventhough some indentified obstacles need to be further evaluated in order to improve teaching and learning. One potential limitation of our study is that it was relatively short in duration. Students enjoy the process despite the obstacles related to internet connectivity and economic related problem. University can initiate the possibility of business to take part in supporting learning process by giving amount of internet quota for students through their corporate social responsibility program. In addition, further study need to be done in order to examine students attitude for the improvement of distant learning.

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## **FEAR NOT TO USE MATCHING STUDENTS' TEMPERAMENTS TRAITS WITH TEACHING STYLE THE RIGHT WAY!**

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### **ABSTRACT**

In online learning, studying the link between learner behavior and teaching style is becoming increasingly essential. Understanding students' learning styles and preferences are commonly held to be beneficial to both students and teachers. This is because students learn in various ways, and changing each student's learning style to fit the teacher's teaching styles is impossible. Hence, the teacher could alter the teaching style to appeal more to the students' learning styles. Thus, the researchers in the current study used the Four Temperaments Theory to align behavior in learning through student personality traits and teachers' teaching style as the foundation. This paper aims to align teacher teaching style with students learning style through student's personality style traits. The study focuses on 74 students enrolled in Principles of Marketing for a non-marketing course in a business school. The results indicate that the method is impactful in ensuring students' performances in class and teamwork. The research provides a guideline of how this can be possibly conducted in class and presents several viewpoints and feedback from the students on the method's effectiveness. A future study is suggested to be conducted in a longitudinal study and pre-post study approaches.

**Keywords: Four Temperaments Theory, Students Learning Style, Lecturer Teaching Styles**

### **INTRODUCTION**

Students and teachers' teaching and learning styles may differ in a variety of ways. Both teachers and students can benefit from understanding each other's styles. Identifying and comprehending learners' learning styles and teachers' teaching styles is necessary for involving students in the active learning process for learning effectiveness. The chance is that the two can be matched or mismatched. Hence it is critical to align the two. There have been researches on the compatibility of learning styles and teaching styles (Awla, 2014). Most past studies state that matching the two has a beneficial influence on students' performance (Dantas and Cunha, 2020).

Apart from this need, higher education today is rapidly expanding its online classes, especially with the development of the Covid-19 pandemic. Online classes are becoming a trend in teaching and learning primarily due to economic factors and appealing to Gen Z, who may prefer innovative learning styles. With online learning, face to face contact is eliminated.

Hence, teachers may have limited access to know the students. It requires teachers to find an alternative to understand them and to ensure learning effectiveness.

The most common topics in educational psychology are learner characteristics such as Learning Styles (LS) and Cognitive Traits (CT). These characteristics measure learners' psychological attitudes towards learning (Lwande et al., 2021). Learning style refers to "the complex way, and conditions under which, learners most effectively perceive, process, store, and recall what they are attempting to learn" (James and Gardner, 1995), while cognitive styles are defined as "an individuals' natural, habitual, and preferred ways of absorbing, processing and retaining new information and skills" (Reid, 1995). The previous study has indicated that students' cognitive traits significantly impact their online course performance.

Several studies have developed assessment inventories to identify distinct personality types and temperaments based on personality theories. Personality inventories are utilized for various purposes, including investigating and guiding students in selecting a professional route, a roommate, or an appropriate learning approach. For the current study, the Four Temperament Tests are being used for personality styles. Temperament is a collection of observable personality qualities such as communication habits, behavioral patterns, and sets of defining attitudes, values, and abilities. The personality style covers personal requirements, the kind of contributions people make at work or school, and their societal responsibilities (Lauberte et al., 2019). There are four personality traits under the Four Temperaments Theory: Phlegmatic, Sanguine, Melancholic and Choleric.

## **MAIN RESULTS**

The current study is based on empirical data of 72 undergraduate students enrolled in the Principles of Marketing class for a non-marketing degree from a business school in 2020. It is designed as an exploratory process in nature, and it offers a possible guideline to align the student's personality traits and teacher's teaching style. Aligning student learning styles with teachers' teaching styles in the current study starts before the first class. Considering that the subject of the current study is the first semester, first-year students, prior to attending the class, students were required to go through the teacher's profile on the teacher's page. Since the pandemic started, these students have never had the opportunity to be on campus or faculty. Hence, the method allows students to get to know the teacher in more detail as face-to-face interaction does not happen during the online class.

Next, on the second step, students conducted a self-assessment test on their temperament personality through a website at <https://openpsychometrics.org/tests/O4TS/>. The test consisted of a variety of questions to measure their personality trait. Keeping on the results, students are instructed to share their temperament and general personal information in a Padlet and an informal photo. To get started, the teachers also shared temperaments in the Padlet. The second step has two folding objectives, firstly is to create personality profiling for the class and secondly, to let teachers and other classmates get to know one another. The profiling allows the teacher to plan for the teaching style. The result of the profiling is presented in Table 1.

**Table 1.** Student's Profiling

No	Types of Personality	Percentage
1.	Phlegmatic	43%
2.	Sanguine	42%
3.	Melancholic	8%
4.	Choleric	7%

Table 1 indicated that almost 85% of the respondents were phlegmatic and sanguine. With a small number of students, 8% and 7% respectively are melancholic and choleric. The profile helps teachers to design the class in order to aim for maximum teaching performances. The third step of the alignment process is to study the personality traits of these students to come out with an effective teaching method. To leverage on the results, steps four involved assigning teammates for a research project consisting of all personalities into a team. The target is to ensure that the team can work well together to guarantee the project's success by leveraging each other's strengths and weaknesses. The fifth step involves assigning a group leader based on personality traits. The method is an experiment to test the theory that "true leaders are born". The final steps involved testing the temperaments once again at the end of the semester to see whether the personality trait might change.

The theory has suggested that phlegmatic characteristics weaknesses are not excitement, curiosity, low determination, indecision, seem lazy, prefer to have a consistent habit, quiet and were more like a watcher. However, they are humble, rational, tolerable, calm, caring, productive, and easy-going positively. Meanwhile, sanguine characteristics are easily distracted, chronically late, forgetful, changeable, self-centred, irresponsible, and talk too much. Their strengths are imaginative and creative, confident, inspiring others, energetic, action-oriented, and having many ideas. Due to this nature, they are called the talker, the influencer, and the expressive person. Looking at these two personality traits, they are almost contradictable; thus, having a combination of members from these groups assists in creating a dynamic team.

Due to these two personalities dominating the class, the lecturer's teaching styles are altered to include more activities and games. With online learning applications such as Padlet, Jamboard, Mentimeter, Quiziz, Edpuzzle, Flipgrid, Nearpod and other learning tools, easily distracted students and low determination students seem to be more excited and engaged. Furthermore, the MonsoonSIM business simulation gamification was also added into the teaching method. It provides these students with a fun learning approach suitable to their characteristics.

In addition to the above, melancholy is the perfectionist, the thinker and the compliant. They are suitable as team members as they are meticulous and ensure that tasks are submitted on time, not violating any direction and rules. Their nature ensures that projects are completed with diligent and critical perspectives, providing accurate information with detail, thoughtful and accurate. However, due to their characteristics that they are afraid to make mistakes, these individuals needed help from other team members as they might tend to spend too much time planning and procrastinating.

Finally, the choleric is usually chosen to be the team leader. According to the past study, their dominant character indicates that they refuse to participate when not in charge. They needed to be in control, bossy and restless. Although the characteristics are typically associated with being impulsive, insensitive, and bad-tempered, these doers drive the team with their personality of having strong-willed, calm, good at planning, decisive, productive and delegates well. Their fearless attitude, focus and passion keep the spirit and performance of the team.

Some of the feedback from the students on this group members arrangements are below:

"I like this group with all kinds of different personalities, complementing each other."  
"I like the team; they were great; even though we do not have many similarities, we can work well together."

" I do not have any other comments because those in my team are very solid."

"I was grateful to get the team as my members. They were all very easy to communicate with. Everyone has their own strength balancing our team. I would definitely be in the same group with them again if I get a chance."

On the final test, it was found that most of the students had the same personality results as tested before the semester started and towards the end of the semester. An exception is for those who might have difficulty understanding some of the questions in the test or had done the test in an uncondusive emotional and physical state. It proves the theory that human beings are being born with this personality, and changes are not to be expected unless significant trauma happens in one life. Thus, this proves that the method can be continuously used in the next semester for the same students on another subject without the need to re-test the personality.

## CONCLUSION

Based on the lecturer's personal experiences teaching Principles of Marketing subject for non-marketing degree students for the past ten years, the method was relatively successful in fostering a more interactive, focused, and easy way to communicate with the students using the best method to appeal to their personality. It is acceptable to mention that the lecturer's preferences to align teaching styles with students' preferences are impactful and created a new exploratory method, especially while finding a way to engage students during this new norm of teaching through the pandemic with online learning.

The experiment of group project members to include all types of personality is seen to be a successful one in a way that it has managed to create a dynamic of task-oriented and people-oriented personalities in a group that complement each other. The introvert and extrovert personalities created a balance in a team, while the combination of optimistic and pessimistic personalities ensured the team moving toward the objectives. From spontaneous to humanistic to methodological and competitive, this myriad of personalities created an excellent combination for the team's success in completing the class project.

However, the current method has several limitations. The researcher believed that the alignment of students' personality traits and teachers' teaching styles might be complex if students' personality traits differ significantly. In the current study, 85% of the students fall under only two personality traits, making it more straightforward for the teacher to design teaching methods to match this majority of students without totally compromising the rest of the 10%. In terms of teamwork, with the condition of online learning, it is also believed that it limits the ability to interact with one another and that some students might prefer to work with the members they are familiar with during this remote learning process.

The current research suggested that the future study on alignment of students' personality styles and teachers' teaching styles is to be tested on a more empirical basis. It may include developing a student's satisfaction index or the link with student performance based on the course results or teacher's evaluation to measure its effectiveness. A longitudinal study and pre-and post-study design are also proposed for the future researcher to monitor the continuity effect of the current alignment method.

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## **UNDERSTANDING STUDENT’S EXPERIENCE AS SELF-DIRECT LEARNERS IN ONLINE LEARNING**

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### **ABSTRACT**

The aim of the study is to understand self-directed learner’s experience in online learning during the pandemic period of COVID–19. The study is quantitative in nature, and the data were collected from 87 students who were studying accounting in Azman Hashim International Business School Malaysia, through online survey. All data obtained were analyzed using descriptive and thematic analysis. Finding from the beginning semester on the level of self-direct learning questionnaire indicates that all students could be labeled as self-direct learner. Results from formative feedbacks obtained along the semester however revealed inconsistent result to the initial finding. Students were mostly lack of time management and assignment preparation, but managed to handle stress management wisely. In terms of metacognitive strategy, most of them still much reliance on lecturer’s resources. In conclusion, students were still not meeting the criteria as self-direct learners and implies that achievement of educational goal through online learning is still weak. Accordingly, finding of the study is beneficial in response to online learning challenges as online learning will be the new norm in the foreseeable future.

**Keywords: Self-Direct Learners, Online Learning, Formative Feedback**

### **INTRODUCTION**

Students and lecturers in institutions of higher education around the world have fully adopted online learning as a way to ensure continuity of education since the Covid-19 pandemic. In online learning, lessons, projects, groups work, presentations and assessment were all prepared and carried out with the aid of technology. Lack of accessibility to the internet, availability of proper devices, as well as delay interaction or feedback while learning encountered by students are some of the challenges they have to contend with. In order to ensure that students could effectively grappling the challenges, key trait of self-direct learning should subsist (Beach, 2017). Thus, it is imperative to witness the student’s level of self-direct learning readiness as well as their true experience in online learning.

The objectives of the study were to investigate the student's experience as self-direct learners compared to their initial expectation in the beginning of the semester. This study uses the Online Readiness Scale (OLRS) by using Mc Vay (2001) as well as formative feedbacks to achieve the following research objectives:

1. to determine the students' level of self-direct learning readiness to online learning using questionnaire items by McVay (2001) at the beginning of the semester.
2. to examine if students experience in online learning consistent with the dimensions of self-direct learning in the McVay (2001) model.

## **LITERATURE REVIEW**

Online learning is appealing to some range of learners but not so promising for some other learners. Therefore, efforts to determine level of students' readiness is crucial in the first place to ensure their willingness to engage in online learning. Over the years, much interest revolves around online learning readiness among university students. Among one important factor to the success of online learning is known as self-direct learning and it is common in all models of online learning readiness. Mc Vay (2001) who presented and validated a basic conceptual framework of online learning readiness emphasized self-direct learning as important learner dispositional characteristic that may predict success in online learning. In summary, self-direct learning can be defined as the ability of students to plan, monitor, and evaluate their own behavior, cognition and learning strategies.

Compared to the traditional learning, self-direct learners choose the timing and order to be learned material on their own, identify their own resources and foster own metacognitive strategies such as making mind map, mnemonics, underlining key words, self-testing and other possible strategies more in online learning. Online learning also takes place outside of the classroom (Robinson, PharmDa & Persky,2020).

Based on McVay (2001), characteristics of self-direct learner include willing to dedicate 8 to 10 hours per week for studies, spend some time to look back on what have been learned in a course to remember better, self-discipline and put a high degree of initiative to complete homework and assignment on time. In summary, self-direct learners should possess abilities in time management, stress management, assignment preparation, exam preparation, and note-taking (Khiat, 2015).

## **METHODOLOGY**

McVay's (2001) Student's readiness for Online Learning (SROL) questionnaire was administered to 87 accounting undergraduate Universiti Teknologi Malaysia students during Semester 2 session 2020/2021. All students selected have involved in online classes for at least 2 semesters. The questionnaire was administered during first class time and students were instructed to answer the questionnaire items in a context of their experience in practicing online learning from previous semesters. The questionnaire used a five-point Likert scale to their level of agreement on seven items to reflect self-direct learning.



Another three formative feedbacks on their actual experience engaging with online learning were obtained in week 9, 12 and 14 before their formal assessments of test 1, test 2 and final examination respectively. Few open-ended questions on their lessons preparation and revision, assignments and strategies to effective learning were raised in every formative feedback routine.

## MAIN RESULTS

Table 1 displays initial finding of the student’s readiness to online learning. Students could be labelled as self-direct learners due to the mean items which approaching 4.0.

**Table 1.** Initial Finding On The Student’s Readiness As Self-Direct Learners

Questionnaire items	SDL (Mean/SD)
I am willing to dedicate 8 to 10 hours per week for my studies.	3.7931(0.92934)
When it comes to learning and studying, I am a self-directed person.	3.6667 (0.96046)
I believe looking back on what I have learned in a course will help me to remember it better.	3.9770 (0.99973)
In my studies, I am self-disciplined and find it easy to set aside reading and homework time.	3.7701 (0.83110)
I am able to manage my study time effectively and easily complete assignments on time.	4.0115 (0.90854)
As a student, I enjoy working independently.	3.8966 (0.97688)
In my studies, I set goals and have a high degree of initiative.	3.9655 (1.00520)
Mean (SD)	<b>3.8686</b> (0.80406)
Reliability	0.936

Results from formative feedbacks however show inconsistent experience from the initial finding of questionnaire items. Formative feedbacks information obtained were divided into two themes namely self-control and self-observation. Table 2 summarizes the results on formative feedbacks which reflect student’s experience as self-direct learners in online learning in the semester. Students were mostly weak in both managing time and stress particularly in the preparation for effective learning. They also weak in using strategies to observe their own tasks and much rely on lecturer’s effort.

**Table 2.** Formative Feedback Themes

Theme	Operational definition	Description
Self-control	Self-directed learners' specific strategies of learning (Wandler & Imbriale, 2017)	<p>No. I did not do revision yet for today lesson.</p> <p>I am a bit lack of knowledge since I cannot catch up yet last lesson about pioneer and non-pioneer business.</p> <p>Not really, not enough preparation</p> <p>Not really. Because I haven't done the revision for this chapter. I am not 100% clear on this topic yet. I will complete the revision by this week</p> <p>Honestly not really, but promise will catch up soon. Time management due to another commitment in non-degree course.</p> <p>Not really prepared because i am having period pain this morning</p> <p>Yes, i feel extra rajin today since i already had breakfast</p> <p>Yes because I woke up early today so I was feeling active</p>
Self-observation	Self-directed learners' specific strategies to accomplish the task (Wandler & Imbriale, 2017)	<p>No since there is a lot of assignments pending</p> <p>Only 70% prepared. Need to refer to example in the book.</p> <p>Today's class are more effective than before because of google form. we focus more than usual class because we need to submit the google form</p> <p>Today's lesson was effective when we discuss more example of this topic and it will be more effective when we have some kind of games like kahoot quiz.</p> <p>I am grateful enough you provide the recording video for the classes because I can re-watch them since I am quite a slow learner so I need to take time to understand on topics learned.</p> <p>Concentrate on the lecture</p>

## CONCLUSION

Like many skills, developing self-directed learners takes time. Self-direct learning may require the learner to have a certain level of maturity and motivation, which may be why self-direct learning comes from the adult education literature particularly to attain lifelong learning educational goal.

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**Sub-Theme 6**  
*Tools for Online  
Teaching and Learning*

## **MEASURING THE SUCCESS OF LEARNING MANAGEMENT SYSTEMS (LMS): APPLICATION OF DELONE AND MCLEAN MODEL**

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### **ABSTRACT**

The education system has been greatly impacted due to the coronavirus disease 2019 (COVID-19) which was first reported on 30th January 2020 by World Health Organisation (WHO). This has led education institution to adopt and inculcate online learning via learning management systems (LMS). The aim of this paper is to measure the success of using Moodle Learning Management System that were used among the students and lecturers in University Teknologi Brunei with the application of d DeLone and McLean (2003) model. This study deployed a quantitative approach that comprises statistical methods. The results shows the significant of system quality and information quality constructs to determine the success of LMS. The model was proven to be valid and reliable in measuring Moodle-LMS success as it can adapt different variables to improve the use of organisation in information systems for learning and teaching purpose.

**Keywords: Information System, Information System Success, Learning Management System (LMS), Moodle**

### **INTRODUCTION**

Being in the 21st century, obtaining education are no longer confined in between the four walls. A 21st century education is one that reacts to the economical, technological, and sociological transformations that are occurring at an ever-increasing rate. It can happen anywhere, anytime and not just limited in a classroom. It addresses complexity and design thinking in order to identify opportunities and provide value to people (Meyer and Norman, 2020). Technology provides students with new means of skills in developing their problem solving, critical thinking and communication skills, translating them into other situations. With technologies, learning can be done thousands of miles away through online learning of LMS.

In view of pandemic COVID-19, education institutions have moved to different types of online sites respectively to allow the continuance of teaching and learning. The usage of online learning is becoming more important than ever, as it can be seen drastic shifts such Moodle is used around the world, and the way technology is used to interact. The use of Modular Object Oriented Dynamic Learning Environment, also known as MOODLE, is a license free open-source computing application that is beneficial for learning and teaching as it provides a range

of helpful and user-friendly tools for designing and running courses (Suppasetserree and Dennis, 2010).

Moodle is free to download, install, host, upgrade and use for educational purposes. The platform is free as it is sponsored by a wide group of developers and educators who are actively searching for ways to improve the E-learning experience. Its architecture is based on the ideals of building as it offers a powerful range of learning-centric tools to create a shared learning community that empowers both teaching and learning (Poondej, 2019). It also aims to provide the instructor with tools to promote innovative design and to create and sustain dynamic online learning communities. Moodle was developed as a LMS to facilitate and encourage users in creating a positive, student-centered learning environment. Moodle offers interactive resources such as email, chat, discussion groups, virtual classes and insightful notebook features that help students develop awareness. The goal is to build learning environments that concentrate on students as learners and to deliver new learning experiences all in one place as it enables the sharing of information between geographically scattered users not only through synchronous learning like chat groups that receives immediate feedback but also through asynchronous contact like discussions forums and blogs (Costa, Alvelos, and Teixeira, 2012).

However, research shows there were some challenges faced by the students. Among those were limited internet bandwidth which leads to poor connectivity and high-cost usage in data connection (Omar, Salleh, and Seyal, 2020). Further, there are many challenges and opportunities underlying the implementation of online learning where the success of adoption of e-learning by an educational institution should follow requirements, such as the procurement of sufficient technical resources and the adequate educational material of individuals with university skills, and the development of a community that promotes learning and information sharing in order to maximize the usefulness of the implementation of the LMS (Almarabeh et al., 2014). Nevertheless, education systems have to incorporate technologies into the teaching and learning to enhance the learning process.

Particularly, in the midst of the COVID-19 pandemic, there is a sudden increase in the using of technologies in the form of LMS i.e Microsoft Teams, Google Classroom, Zooms, Moodle, Blackboard, Canvas as part of teaching and learning as schools and universities are closed down to curb the pandemic (Raza et al., 2021). The education sectors have undergone digital transformations through information systems developments via LMS. This accelerated the rise in the e-learning where teaching process is being carried out remotely and on digital platforms. Drawing from information systems theory, the success of LMS-Moodle was investigated through the application of the DeLone and McLean's Success Information System. In order to measure the success of the Moodle system 10 hypothesis was developed based on the model as shown in Figure 1.1 where different dimensions of success were examined using the model.

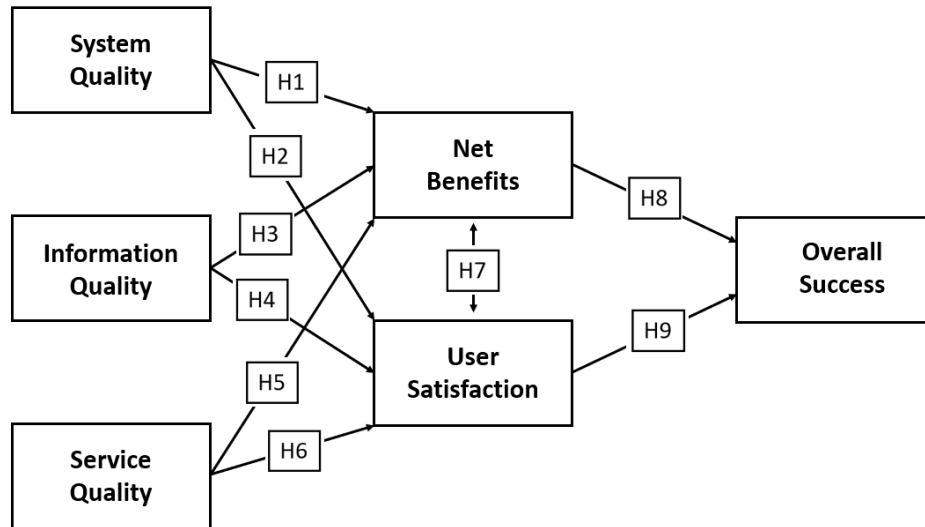


Figure 1.1 Theoretical Framework of Delone and McLean (2003)

## MAIN RESULTS

While examining the success of Moodle, the effect of socio-economics towards the utilization of technology was analysed. Gender, age, and educational qualifications are among the demographic traits researched which are likely to influence people's perceptions of technology use (Asia, 2020). In order to assess the influence of demographic parameters on the overall performance of Moodle, the corresponding demographic factors are examined using the independent t-test. This study was carried out to investigate the major influence on the overall success of the Moodle. An independent t-test was performed on the demographic variable Gender. According to the findings, the 'p' value is larger than 0.05, this means that there is no effect on the overall success of Moodle. Based on the results of the analysis, Hypothesis – H10 is not supported.

In addition, to test the remaining hypothesis, linear regression was carried out on the independent variables (IV) versus the dependent variable (DV). The combination of System Quality, Information Quality, and Service Quality gives a 50% of the variance in Net Benefits where  $R^2 = 0.499$ . Also, with the same combination, a total of 56 percent of the variance, where  $R^2 = 0.558$  is obtained in User Satisfaction. Net Benefits and User Satisfaction together account for a total of 72% of the variance in Overall Success ( $R^2 = 0.722$ ). As a result, the model has a high prediction value and good relativism.

From results it shows that all the beta coefficients are significant as  $p < 0.01$  except for Service Quality. User Satisfaction is shown with a strong positive relations of beta coefficient of 0.761 with Net Benefits, thus supports the H7 hypothesis. System Quality has shown a higher beta coefficient to Net Benefits when compared to Information Quality, which are 0.334 and 0.326 respectively. On the other hand, System Quality shows a lower beta coefficient compared to Information Quality in User Satisfaction of 0.330 and 0.394 respectively. Despite this, it still demonstrates a support for H1, H2, H3, and H4. User Satisfaction has a larger beta value towards Overall Success than Net Benefits (0.595 and

0.304 respectively), thus supporting hypothesis H9 and H8. All hypotheses are supported except for H5, H6 and H10.

## CONCLUSION

In conclusion, there are significant relationships that exists between the System Quality, Information Quality, User Satisfaction and Net Benefits and finally leading to the measurement of overall success of Moodle. The User Satisfaction and Net Benefits of the model is supported by two variables namely the System Quality and Information Quality. The DeLone and McLean Information System Model has proven its validity and suitability where it is flexible to be adapted to measuring success of Moodle as LMS. Overall Success dimension was contributed highly by the User Satisfaction and Net Benefits. As for the demographic variables, the study shows that it did not have any positive relationship nor significant impact to the User Satisfaction and Net Benefits. Finally, the UTB Moodle Learning Management System towards a certain extent is successful given that the practical implications of the results would greatly be improved further when the Service Quality is improved.

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## **ACTIVE LEARNING: THE EASY WAY USING VIZIA**

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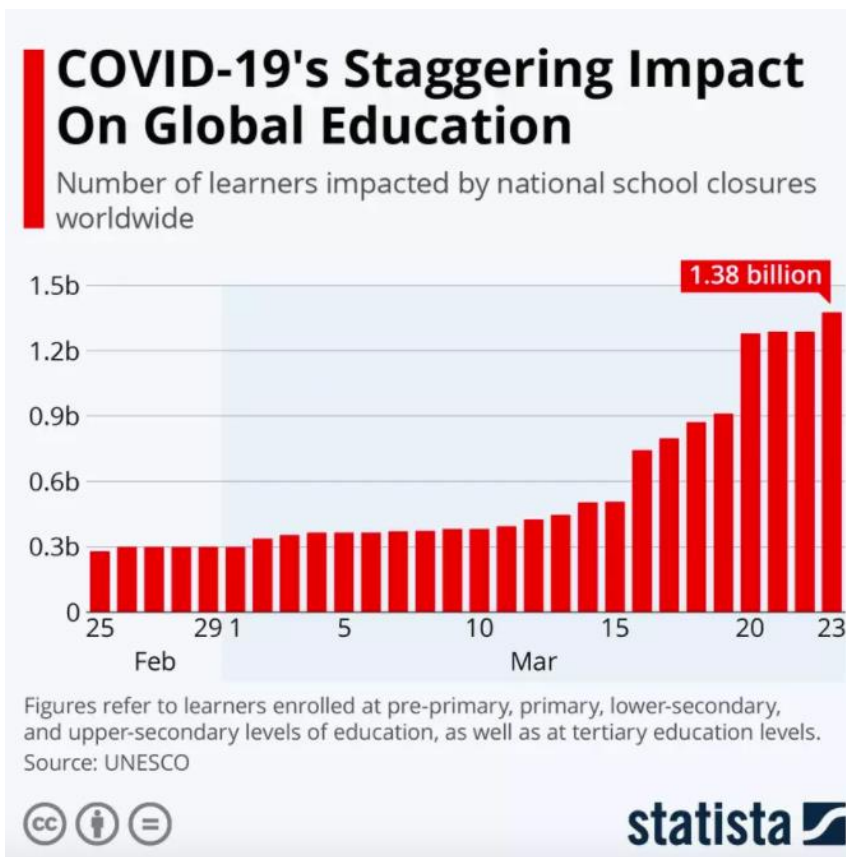
### **ABSTRACT**

2019 is a year where education landscape is forced to be changed due to Covid-19 pandemic. Education system has shifted to a full online method and thus making the traditional method of teaching and learning is no longer accepted. Rather than being passive while the teacher lectures, students are required to take an active part in their learning. Teaching Law and Management of Intellectual Property to non-law student is difficult since the students are not majoring in law and has no prior understanding on the basic principles of law. Interactive class activity is needed to make sure they can fully grasp the principle and find learning law interesting. Thus, this paper aimed to determine the effectiveness of learning law using interactive tool that is Vizia. A semi structured interview using google form has been conducted with the students taking the course during Semester 2 Session 2020/2021. The results indicates that usage of interactive tools and in class activities helps the student to gain more understanding and provide deeper learning. This method also engaged the students deeply with the course.

**Keywords: Active learning, Online learning, Law, Interactive Tool.**

### **INTRODUCTION**

Covid-19 has had a huge impact on the higher education system, resulting in significant changes that have harmed students in the higher education sector. Social isolation, quarantines, isolation measures, university closures, border closures, and travel restrictions are some of the consequences. Both the teaching committee and the students at universities around the world were experiencing unprecedented challenges (QS, 2020). Policymakers made the decision to temporarily close higher learning institutions based on the notion that mass gatherings pose a greater risk during this pandemic.



(Source: Cathy Li & Farah Lalani, 2020)

Universities across the world were forced to go on lockdown and close all their campuses, forcing students to resort to online learning and digital technologies, often known as e-learning, as a replacement (Selvanathan et.al, 2020). Learning that makes use of Information and Communication Technologies is referred to as e-learning (ICTs). Teaching and learning processes have been revolutionised because of the incorporation of technological resources and creative educational methodologies. Various e-learning and online learning tools have been proved to be helpful for teaching and learning (Amir, L.R., et al. 2020).

Therefore, this paper aims to study aimed to analyze student's perspective of using Vizia as interactive tool to understand law principle in Law and Management of Intellectual Property course offered by Azman Hashim International Business School, Universiti Teknologi Malaysia.

## HOW VIZIA WORKS

Vizia is a free tool that allows users to create and share interactive video content and embed quizzes. With Vizia, instructor can import a YouTube video and add questions along the timeline of the video. Videos created using Vizia are embeddable anywhere online. Vizia have the option to ask either multiple choice questions or short answer/open-response questions. Vizia also provides the opportunity to collect feedback as the instructor poll their audience. All the responses are collected in a spreadsheet that can be downloaded and/or

open in Google Sheets or using Excel (.csv format). When instructor creates a Vizia video quiz, they have the option to require that viewers enter their names and email addresses before they begin, or they could make the first question in the video a prompt to enter their name or student ID. Here's how Vizia works.

Steps 1: Add new video.



[+ New Video](#)

---

## Add a New Video

Enter the link to your video. Once we import it, you can start adding interactions.

[Continue >](#)

We currently support  and  WISTIA



e.g. <https://www.youtube.com/watch?v=SFEdBTMm4eo>  
e.g. <https://home.wistia.com/medias/e4a27b971d>

Step 2: Insert video from YouTube or Wistia

## Add a New Video

Enter the link to your video. Once we import it, you can start adding interactions.

[Continue >](#)

We currently support  and  WISTIA

e.g. <https://www.youtube.com/watch?v=SFEdBTMm4eo>  
e.g. <https://home.wistia.com/medias/e4a27b971d>

## Step 3: Add interaction

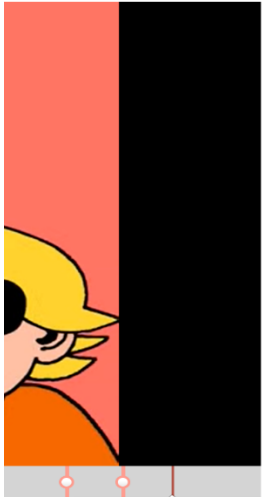
### Trademark Part 1



Add interaction 00:25

- Quiz
- Poll
- Response
- Call-To-Action

## Step 4: Edit name and share



**Edit Name**

Trademark Part 1

Update

**Share**

<http://vizia.co/videos/1649e64c3ec9fa6fc> Preview

**Embed**

```
<iframe src="https://vizia.co/videos/1649e64c3ec9fa6f08acaa/embed" allowtransparency="true" frameborder="0" scrolling="no" width="640" height="390"></iframe>
```

To identify responses, you can append `&name=` and `&email=` params to the the iFrame src URL.

**Responses (3)**

Open in Google Sheets Download CSV

**Gate video**

If this setting is turned on, viewers will be asked to provide their name and email at the beginning of the video.

This tool is implemented for Law and Management of Intellectual Property course in Semester 2 Session 2020/2021 offered by Azman Hashim International Business School, Universiti Teknologi Malaysia. During the synchronous online learning, the instructor explains brief introduction for that topic to the students. Then, to assess their level of understanding, a video related to that topic is uploaded to Vizia and students need to answer few related questions. Based on their answer, instructor can evaluate student's understanding.

## RESEARCH METHODOLOGY

The target population of this paper are students taking the Law and Management of Intellectual Property course during semester 2, 2020/2021 sessions. A semi structured interview using Google form, is conducted to gather student's perception of using interactive tool in the class from.

## FINDINGS AND DISCUSSION

A total of 65 students taking Law and Management of Intellectual Property course in Semester 2, 2020/2021 sessions became the respondents for this study. In this study, students are provided with a video under the topic of Trademark where they need to answer several questions related to that topic. Before that, the instructor provides a brief explanation on the topic. The instructor checks the responses to assess the student's level of understanding. After the class, students are asked to give feedback. Among the feedback were:

I think this subject is the most active and interactive subject so far.

“

I think that all the learning method that provided by Dr was effective to help me more understand this subject which included answering question and the extra cases through different platforms.

Null. This because all the activities done helps to understands each chapter

”

The above feedback showed that Vizia could be a useful tool for creating brief flipped video courses in which the instructor checks for understanding by asking questions. Vizia makes it easy to transform passive students into active participants.

## CONCLUSION

This paper aimed to determine the effectiveness of using Vizia as a form of engaging students to participate actively in the class for students taking Law and Management of Intellectual Property and discuss the impacts into student's learning experience. Students' feedback revealed that the use of Vizia as active learning method improved their performance and enhance their understanding. The activities engaged them deeply with the learning process. In conclusion, using Vizia as one of the teaching methods resulting in an effective and deep learning process

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## **ENHANCING LEARNING COMMERCIAL LAW VIA IRAC**

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### **ABSTRACT**

Legal problem solving is an essential skill for the study and practice of law. There are a number of legal problem solving models, with the most popular is **IRAC** (Issue, Rule, Application, Conclusion). The IRAC methodology is useful to help the students to organise their legal analysis. The step-by-step approach demonstrates the application of legal reasoning and research to generate appropriate responses to legal issues. It assists students to engage in critical analysis so as to make a reasoned choice amongst alternative responses to those legal problems. Therefore, with this method they can present good arguments, provide convincing answer and produce strong judgment. It is particularly helpful in writing exam answers and legal memos. This study is carried out to investigate the implementation of IRAC in Commercial Law subject to improve student's level of understanding. A total of 58 students from Commercial Law classes took part in the study. The collected data were analysed using quantitative method. Findings in this study showed that IRAC can promote students' learning performance and understanding.

**Keywords: Learning, Commercial Law, IRAC.**

### **INTRODUCTION**

The IRAC (Issue, Rule, Application, Conclusion) method which is commonly used in analyzing various cases in legal study thinking. In the IRAC method of legal analysis, the "issue" is simply a legal question that must be answered. An issue arises when the facts of a case present a legal ambiguity that must be resolved in a case, and legal researchers (whether paralegals, law students, lawyers, or judges) typically resolve the issue by consulting legal precedent (existing statutes, past cases, court rules, etc.).

The Rule section of an IRAC follows the statement of the issue at hand. The rule section of an IRAC is the statement of the rules pertinent in deciding the issue stated. Rules in a common law jurisdiction derive from court case precedent and statute. The information included in the rules section depends heavily on the specificity of the question at hand. If the question states a specific jurisdiction then it is proper to include rules specific to that jurisdiction. Another distinction often made in the rule section is a clear delineation of rules that are in holding, and binding based on the authority of the hierarchy of the court, being ratio decidendi, and being the majority ruling, or simply persuasive. There are occasions when rules are adopted on the basis they are the only clearly articulated rules on the issue, in spite of being minority decisions and from lower courts, in other jurisdictions, which have never been contradicted.

The rules help make a correct legal analysis of the issue at hand using the facts of the case. The rules section needs to be a legal summary of all the rules used in the analysis and is often written in a manner which paraphrases or otherwise analytically condenses information into applicable rules.

The Application (or Analysis) section of an IRAC applies the rules developed in the rules section to the specific facts of the issue. This section uses only the rules stated in the rules section of the IRAC and usually utilizes all the rules stated including exceptions as is required by the analysis. It is important in this section to apply the rules to the facts of the case and explain or argue why a particular rule applies or does not apply in the case presented. The application/analysis section is the most important section of an IRAC because it develops the answer to the issue. It is useful to think like a lawyer, arguing the facts of the matter from both sides while sticking to the rules before coming to a decision.

Conclusion or simply making it a close call and identifying whether it is decided by the tribunal of fact or is a matter of law to be decided by the judge. The Conclusion section of an IRAC directly answers the question presented in the issue section of the IRAC. It is important for the methodology of the IRAC that the conclusion section of the IRAC not introduce any new rules or analysis. This section restates the issue and provides the final answer. Conclusion is a vital process where the final calls are distributed upon the previous cases and are redefined by the judge.

Basically, IRAC has many proponents and opponents. The main arguments of the proponents of the IRAC methodology say it reduces legal reasoning to the application of a formula that helps organize the legal analysis. Since an organized legal analysis is easier to follow and reduces errors in reasoning, therefore, the proponents argue that the IRAC is a very useful tool.

The opponents of the IRAC fall into two categories. The first category is those who object to using an IRAC because of its strict and unwieldy format. Most of these critics offer an alternative version of the IRAC such as MIRAT (Material Facts, Issues, Rules, Application, Tentative Conclusion), IDAR (Issues, Doctrine, Application, Result), CREAC (Conclusion, Rules, Explanation, Application, Conclusion), TREACC (Topic, Rule, Explanation, Analysis, Counterarguments, Conclusion), CRuPAC (Conclusion, Rule, Proof, Analysis, Conclusion) and ILAC (Issue, Law, Application, Conclusion). Each new iteration is supposed to cure the defects of the IRAC and offer more or less freedom depending upon the format. A very good example of such an alternative format is the CREAC which is said to offer more clarity and congruity. They argue this based upon the repetition of the conclusion in the beginning and the end which is said to leave no doubt as to the final answer and offer congruity to the overall reasoning. It also has an explanation of the rules section which helps delineate rules into stating the rules and explaining the rules for further clarity.

The second category of critics of the IRAC say that it tends to lead to overwriting, and oversimplifying the complexity of proper legal analysis. This group believes that a good legal analysis consists of a thoughtful, careful, well researched essay that is written in a format most amiable to the writer. The importance of an open format amiable to the writer is supposed to let the legal reasoners concentrate on expressing their argument to the best of their abilities instead of concentrating on adhering to a strict format that reduces this focus.



It is interesting to note that, since the researcher is a lecturer to non-legal students i.e management students, identifying correct issues, understanding the rules, applying the relevant law and giving the right decision is the most important thing to highlight. Therefore, using IRAC is the best solution to overcome the problem of having no interest to legal subject as well as to transform dry subject to the interesting one.

## **RESEARCH METHODOLOGY**

In order to investigate the effectiveness of this teaching approach, questionnaires were distributed via Google form to students enrolled Commercial Law classes. 58 students from section 1 and section 2 from 3rd year Bachelor of Management Technology responded the survey. The 5-point Likert scale was used in the questionnaire. The survey has been employed to acquire the students' perspective on the application of IRAC in their course. The study shows that majority of the students agreed that application of IRAC increase their interest and understanding of legal subjects. They believe IRAC is a valuable tool or method in answering legal questions and mastering IRAC will help their confidence to give solution to the scenario based questions as well as improve their understanding while reading case studies. The feedback from this study will help the researcher in improving the implementation of this approach in classroom.

## **RESULT & DISCUSSION**

The result shows that 98% students agree, by application of IRAC they can understand more about legal subjects. 96% agree that implementation of IRAC also can be adapt to other courses. Furthermore, 97% belief that this learning approach improve their marks and their soft skills.

Among the feedback from the students which are relatively positive relates to the implementation of IRAC in answering legal questions:

Using IRAC improve my understanding about the content of the contract and learning law is not too difficult.

IRAC helps me to do legal reasoning and practice critical analysis and increase my thinking skills. IRAC shed light on what it means to "think like a lawyer".

IRAC technique change my perspective about Commercial Law subject and I love this subject because of this approach of teaching.

## **CONCLUSION**

In conclusion, IRAC has proven to be a useful framework for developing legal reasoning, and teaching non-legal students how to "think like a lawyer." Learning law via IRAC helps students to make a legal reasoning and a stepping-stone in order for them to tackle a more complex problem-based question. Becoming familiar with four steps in IRAC will slowly remove the stigma that law subject is difficult and hard to understand subjects. Mastering IRAC is valuable because its not only can be apply in legal matters but also to other courses.

Initially, this tool of answering legal questions clearly demonstrated the increase in students' interest in the subject, improve their understanding and result as well as their engagement in class. Students strongly recommend that this technique suitable and easily adapted even they are non-legal students.

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***Sub-Theme 7***  
***Learning Methods and***  
***Principles (Andragogy,***  
***Pedagogy & Heutagogy)***

## **ANDRAGOGY IN EXPERIENTIAL LEARNING FOR SOCIAL WELLBEING**

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### **ABSTRACT**

Be Still is a fundraising community project involving students and lecturer from Azman Hashim International Business School (AHIBS), and key allies such as UTMXcite, Persatuan Paliatif & Kanser Kanak-Kanak, Tunku Laksamana Johor Foundation and Wakaf An-nur. It aimed to develop the understanding of social entrepreneurship and create the public awareness on the challenges experienced by the patients. Fundraising activities were held and the team were managed to collect RM5,536. A fund-giving ceremony was held on 06 September at Pediatrics Palliative Care Unit, Hospital Sultan Ismail, Johor Bahru, Johor. This community project was organized by social entrepreneurship students, as part of their course requirement. Using Social Business Model Canvas (SBMC) as a tool for brainstorming, this project was successfully implemented using andragogy approach where its enhanced student's ability to be creative, to be motivated, and a goal-oriented individual.

**Keywords: Andragogy, Experiential Learning, Social Entrepreneurship**

### **INTRODUCTION**

This project was implemented as one of a class project for subject UHAS2012 Social Entrepreneurship. In understanding the social entrepreneurship in a real world, a brainstorming and idea generation session was held via group presentations in class in an open theme as first level. Any social problems and situation can become one of the underlying basis on student's idea during this phase. The best idea then was selected as one of the main project for the class. Be Still is the idea shared by students, which the main idea is to come out with entrepreneurship activities to collect donations to fund the unfortunate children with cancer. To help the unfortunate, it has motivated students to conduct business with an embedded social drive.

Besides to fulfil the group assignment given, this class project set learning objectives as below:

- To educate students on the concept of social enterprise and volunteering by developing a sustainable society for the unfortunate children.
- To be able to independently identify real social problem and suggest an innovative and creative business concept using SBMC (Social Business Model Canvas).
- To increase students' confidence in assembling, dealing, and manage resources with multi-level stakeholders with their current and new networking with industry.
- To bridge and achieve the collaborative objectives in helping unfortunate children with multi-level stakeholders.

The attributes of Be Still as social entrepreneurs project, should encompass entrepreneurial and managerial capabilities which bridge diverse stakeholder communities (Cope et al., 2007). As an experiential programme suggested and developed by students, the idea was to focus on income generation needs to bring together a number of different stakeholders who bring their respective knowledge, skills, resources and experiences to the project. In this study, the novelty lies in four stakeholders as stated:

1. Social entrepreneurs – who have the skills, knowledge and experience of the creation of social wealth such as a collaboration with Tunku Laksamana Johor Cancer Foundation. They have to want to share their knowledge with the students. The benefits they receive in return include the generation of funds, the opportunity to promote social values, as well as the ability to promote the cause of the enterprise itself.
2. Facilitators and participants – academic staff and students from the university (Azman Hashim International Business School) and UTM Center for Student Innovation & Technology Entrepreneurship (UTMXcite) with skills, knowledge and experience in facilitating the fundraising project management and educational event such as awareness program which held in Hutan Bandar Johor Bahru.
3. Individuals and businesses within the community who are prepared to support students' efforts to raise funds by providing funding themselves, or the resources or means to help students generate the funds such as collaboration with Wakaf An-Nur.
4. Target customer – The beneficiary of this project is the Persatuan Palliatif & Kanser Kanak-Kanak from Pediatrics Palliative Care Unit, Hospital Sultan Ismail, Johor Bahru, Johor.

Stakeholder play different roles in achieving the main objective of this program. Nevertheless, each stakeholder will get specific benefit they aimed for, such as to be responsible and giving back for the society (from the donation given), percentages from the donation to reinvest in promoting their organization and giving back with higher percentage of donation to the target beneficiaries, and higher education institution which really rely on social enterprises expertise and networking to experiencing the real issue and solve real problems. Thus, the novelty of this project is also lies on the risk-taker that take the challenges in re-invested the donation for better returns. Social enterprises usually will be linked to the free-risk type of enterprise as their business model is more on donation and fundraising activities only.

## **LITERATURE REVIEW**

Experiential learning approaches have become increasingly common in entrepreneurship education in response to calls for different approaches to the traditional teaching approach. Previously the experiential learning in social entrepreneurship curricula can be considered as the best practices. This is because an experiential learning environment provides a better opportunity for students to discover the complexities faced by social entrepreneurs in develop the necessary knowledge and skills (Macht and Ball, 2016; Rae, 2009). This pedagogy approach in experiential learning exposes students to the ideology of social entrepreneurs, the factors that contribute to market failure, the resource mobilization processes, performance factors, and the need to bridge multi-level stakeholders (Alvord, et al., 2004). The behaviours that should be observed include exploring new opportunities, taking risks, commitment to work, applying intelligence and determination (Caird, 1990). In fact, generating real funds for real social enterprises is a form of experiential learning in which business students, normally

undergraduates, may not have been aware of the role of social enterprises or may not have considered career as social entrepreneurs (Collins et al., 2006). In many social entrepreneurship curricula, in and out of the classroom, the pedagogy revolves around academic development. Nonetheless, studies exposed that pedagogy is an education method in which the learner is dependent on the teacher for guidance, evaluation, and acquisition of knowledge, and could be unfit with to adult learners (Kickul et al., 2010; Bernier, Medrick, & Mitten, 2011).

Though, experiential learning can be divided into two learning methods which is pedagogy and andragogy. Supporting by researchers, the pedagogy is not really applicable for higher institution and much suitable for children learners (Bernier, Medrick, & Mitten, 2011; Ray, 2012; McNally, et al., 2020; Ahmed and Sox, 2021). Meanwhile, for higher institution and adult learner, andragogy is the better approach in teaching adult learners. It is important to note that the approaches of andragogy are considerably different than pedagogy. Andragogy have shifted away from pedagogy because of the realization that adult learning is connected to multiple social and personal vicissitudes such as working experiences, employment and technology (Savicevic, 2008). These arguments are fit with the meaning of pedagogy and andragogy itself: whereby the fields of andragogy are lying more to education of an adult, while, the field of pedagogy is lying in an education for children (Bernier, Medrick, & Mitten, 2011; Ray, 2012; McNally, et al., 2020).

According to Dr. Malcolm Knowles, andragogy follows these several essential principles (Makhlouf, 2019; Holton, Swanson & Naquin, 2001; Hartree, 1984):

1. Adults are self-directed
2. Adults use their past experiences as learning resources
3. Adults are motivated to learn in relation to their social roles
4. Adults prefer to learn solutions that can be applied in realistic situations
5. Adults rely on intrinsic motivations

Taking this argument into consideration, this class implemented the andragogy teaching method where it is fit better to the part time students of School of Professional and Continuing Education, (UTMSPACE) that have various background and experiences as they are working students and can be responsible and depend on self. This application of andragogy is when brainstorming and idea generation session was held via group presentations in class in an open theme. Any social problems and situation that being observed by students can be one of the underlying basis on student's idea. The best idea then was selected as one of the main project for the class. This approach was directed students towards self-actualization, gaining experience, and identify problem-solving (Bernier, Medrick, & Mitten, 2011; McNally, et al., 2020), without sacrificing the experiential learning in exploring new opportunities, taking risks in building enterprise, commitment to work with stakeholders, applying intelligence and determination at the same time (Caird, 1990).

## METHODOLOGY

This project was planned and developed by students using the Social Business Model Canvas (SBMC) as tools to concreate the social enterprise objectives in Be Still Project. This tool was used to support social innovators by designing their Social Enterprise plan. Social Businesses Model focus on the impact social enterprise create for beneficiaries rather than creating profits.

SBMC is the reinvented Business Model Canvas (BMC) as depicted in Figure 1. Yet, the BMC is limited by being focused only on commercial values and maximizing profit instead of creating social value. Therefore, SBMC was used in developing this Project.

SOCIAL BUSINESS MODEL CANVAS				
MISSION:				
IMPLEMENTATION		VALUE	MARKET	
Key Allies	Key Resources	Social Innovation	Customer Relationships	Channels
	Key Activities	Value Proposition	Consumer Benefits	
FINANCES				
Cost of Delivery		Community Reinvestment		Revenue Streams

**Figure 1.** Social Business Model Canvas (Source: Pigneur, 2010)

A Social Business Model Canvas provides a powerful visual tool to help with business model design. It is an adaptation of a well-known technique, first developed by Alexander Osterwalder (Pigneur, 2010). SBMC is the social business model canvas as highlighted with all the elements which match with the development of Be Still project. SBMC for Be Still project is as depicted in Table 1 below:

**Table 1.** Social Business Model Canvas for Be Still Project

SOCIAL BUSINESS MODEL CANVAS				
<p><b>MISSION:</b> To provide funds for unfortunate children with cancer in Persatuan Paliatif &amp; Kanser Kanak-Kanak, Pediatrics Palliative Care Unit, Hospital Sultan Ismail, Johor Bahru, Johor.</p>				
IMPLEMENTATION		VALUE	MARKET	
KEY ALLIES	KEY RESOURCES	SOCIAL INNOVATION	CUSTOMER RELATIONSHIP	CHANNELS
<ul style="list-style-type: none"> <li>* UTMXCite</li> <li>* Wakaf An-Nur</li> <li>* Tunku Laksamana Johor Cancer Foundation</li> <li>* Pediatrics Palliative Care Unit</li> <li>* AHIBS</li> <li>* UTMSpace</li> </ul>	<ul style="list-style-type: none"> <li>* Social enterprises knowledge</li> <li>* Human Capital</li> </ul>	<ul style="list-style-type: none"> <li>* Re-investing the donation to double or increase funds or encourages more allies to participate.</li> </ul>	<ul style="list-style-type: none"> <li>* Social businesses/ enterprises</li> <li>* NGOs</li> <li>* Beneficiaries</li> <li>* Organization</li> <li>* Individual</li> </ul>	<ul style="list-style-type: none"> <li>* Facebook</li> <li>* Instagram</li> <li>* Online news</li> </ul>
	KEY ACTIVITIES	VALUE PROPOSITION	CUSTOMER BENEFITS	
<ul style="list-style-type: none"> <li>* Networking with all stakeholders</li> <li>* Awareness Program</li> <li>* Fundraising activities</li> <li>* Fund-giving ceremony</li> </ul>	<ul style="list-style-type: none"> <li>* Meaningful cause to search for sponsorships and donations.</li> <li>* Re-investing in awareness campaign and car booth sales for bigger funds.</li> </ul>	<ul style="list-style-type: none"> <li>* Different stakeholders (recipients, donors and organisation aims to reach and serve to achieve its mission such as social status, giving back and gain hands-on knowledge)</li> </ul>		
FINANCES				
COST OF DELIVERY		COMMUNITY REINVESTMENT	REVENUE STREAMS	
<ul style="list-style-type: none"> <li>* Fund-giving ceremony costs</li> <li>* Transportation</li> <li>* Logistics</li> <li>* Marketing</li> </ul>		<ul style="list-style-type: none"> <li>* 5% from money received via sponsorship will be re-invest for the sales and donation programmes and to attract more allies and stakeholders.</li> </ul>	<ul style="list-style-type: none"> <li>* Sponsors</li> <li>* Car booth sales</li> <li>* Donations from awareness of cancer program</li> </ul>	

## CONCLUSION

Experiential learning using andragogy had enables students to create and experience this passion for themselves, thereby preparing them with the motivational and emotional resources they may need to be successful in the future (Gundlach, & Zivnuska, 2010; Ahmed and Sox, 2021). Free to give idea and develop their own social business model will give positive impact to all stakeholders. It is clear that andragogy can be highly motivational as well, as adult



learners are more goal oriented than younger learners; this is why offering them meaningful learning experiences can make a real difference in achieving learning outcomes is the main pillar of this project. Andragogy inspires instructors to do a better job connecting learning experiences to what adult learners already know and experienced. Allowing for personal opinion, better pacing, and knowledge checks and re-checks, help adults leverage what they already know against the new topics they are presented with. Thus, the proses of acquiring knowledge is much interesting and long lasting, which suit with the notion of long life learning in higher education institution.

Exposing to a mix of collaborators, hands-on projects, and on social initiatives, will help students to accelerate their transition into a more meaningful career or gain the hands-on experience needed to launch a social venture in the future. Thus, andragogy is a better approach of delivering experiential learning among adults' students (Ahmed and Sox, 2021). Compared to pedagogy approach, andragogy empowered adults' learner to freely think and creatively solve problems at hand while learning and experiencing the subject in class.

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## **MALAY MEN DON'T COPY - ANOTHER OF OUR UNIQUE CHARACTER**

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### **ABSTRACT**

The Malays have been labelled as an indolent group who tend to choose quick and easy ways out of a problem rather than undertake difficult and permanent and long-term solutions. In this study, another of the Malays' mindset is postulated and investigated – the willingness of the community to “copy”. The finding was damning and the future looks even more unpromising. A list of recommendations has been put forward to the Ministry of Higher Education to reverse this embarrassing history.

**Keywords: Ministry of Education, Malay Mindset, Reverse Engineering**

### **INTRODUCTION**

#### **The Claim - The Malays Do Not Copy**

Movies are just not my thing. I didn't watch many in the past, and neither do I now. But if I ever do pick one (on a long flight for example), it often ends up as either a comedy or a rom-com. One, if I recalled it correctly, starred Wesley Snipes and Woody Harrelson of Cheers, and it centres around unlikely partners who get together to hustle young black men of their money on a basketball court. An easy Sunday matinee. As per the story, both are seasoned pros, but Woody's character has this frustrating trait wherein he is incapable of doing “the slam” – that great showmanship where one floats high in the air before slamming the ball down the ring net. This ability that eludes Woody despite his numerous attempts drew laughter from his hustling partner. “I have only four words for you,” he yelled. “White. Men. Can't. Jump,” – the title of the Hollywood movie and hence the inspiration for the headline today: “Malay Men Don't Copy”. They have not in the past, they are not today, and they never will. Yes, you heard that right. The Malays just do not, and never will copy.

## **“Reverse engineering” & The Importance**

But by “copy” here I am referring to “reverse engineering” or sometimes “back-engineering” as opposed to its wider and literal meaning of “replicate”, “imitate” or “edition”. Specifically, the term “reverse engineering” here is as defined by Oxford Languages as “the reproduction of another manufacturer's product following detailed examination of its construction or composition”. In brief, the process where a product is broken down and pored over to the last bolt before a similar or better product is reproduced.

In the beginning, the word “innovates” or “create” was preferred but in the end “reverse engineering” is selected because the latter term is more to the point. It implies links with scientifically advanced devices rather than all and sundry products. To draw home the comparison, picture a Hadron Collider or an aircraft carrier as opposed to a garden bench or a flower pot.

But why “reverse engineering”? Because all great nations, great people, at one time or another employ this tactic – the Russians, British, German, French, Swedes, Iranians, Turks, Koreans and of course the Chinese. The importance of knowledge is such that great nations and people will acquire them by any means available to them. Call it what you want – stealing, thieving or technology pirating – the process is one of the fastest and cheapest ways to close the knowledge gap (see Dehaghi & Goodarzi, 2011 on how this is the best method for a country under restriction). That is the cornerstone of a great nation – ability to reverse engineer under any circumstance. We too must be able to exhibit this ability, if we wish to keep up with the more technologically and economically advanced nations.

Throughout history, there are plenty of examples of nations and reverse engineering projects (see Samuelson and Scotchmer, 2002), but as of the last two decades perhaps no country is as prolific as China. The following excerpt by one chief of intellectual property project perhaps best summoned this up: “Unauthorized copying of our equipment abroad is a huge problem. There have been 500 such cases over the past 17 years. China alone has copied aircraft engines, Sukhoi planes, deck jets, air defense systems, portable air defense missiles, and analogues of the -Pantsir medium-range surface-to-air systems.” (Dorsey, 2020). Honorable mention also goes to Iran. The middle east nation has been credited, or discredited for cloning everything from sports cars<sup>1</sup> to helicopters and jet engines (The Washington Institute for Near East Policy, 2020). Such is the status and feat of reverse engineering in some esteemed countries.

But as this paper claims – this is just not in the Malays<sup>2</sup>; not in their trait.

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<sup>1</sup> See Autoweek <https://www.autoweek.com/car-life/but-wait-theres-more/a1709571/lamborghini-murcielago-sv-reverse-engineered-iran/>

<sup>2</sup> I apologise for employing the word Malays and Malaysia interchangeably, this is unavoidable since the ethnic group make up the majority of the population and have the largest representations in the Parliament. In essence, they are the ones who, for the most part, formulate the policy directions of the country.

### Is this claim necessary? – The Academic Viewpoint

Absolutely. In fact, this brief paper is an eye-opening discourse on the Malays' mindset more than anything else. It lays down an aspect of the ethnic group's character that has not been spelt out straight to their face in any of the previous studies. Perhaps it even lends credit to the observations that the Malays are an indolent and contented bunch as claimed by Swettenham (1900) in his book "The Real Malay", and a lazy group who tend to take the easy way out of a problem (Mahathir Mohammad in his various comments throughout the years). It perhaps even tied nicely to the Malays' non-confrontational characteristic as claimed by Mahathir Mohammad (1970). The dearth of urgency to kit ourselves with the latest equipment as we are not going to war with anyone – this kind of analogy.

### THE FINDINGS

For this purpose, I and my colleagues (corresponding authors) have sat down and researched through the internet on the evidence of reverse engineering success in Malaysia. And by success here, we refer to the production of, at the very least, a carbon copy of a technologically advanced product, and is cited in at least two foreign media.

After poring through the internet for hundreds of hours on end, here is the much-awaited finding – none whatsoever. Zilch! No evidence of reverse engineering. Of course, there are snippets here and there locally, but none merit the attention of international media – hence none meet the definition of reverse engineering as set in this study. But for the sake of detailing out our damning finding we have categorized our explanations into two eras as described in the following paragraphs.

We welcome any evidence that could rebuke our claim and prove us as hallucinating.

### The Portuguese Ages

Flor de la Mar, the Portuguese flagship, was 120 feet long and 110 feet high and has 40 cannons spread over three decks<sup>3</sup>. It was the tallest and most sophisticated galleon the Malaccans had ever witnessed at that time. And so were the soldiers. Armed with steel helmet, body plate, long rifle and matchlock-gun they were a sight to behold. Needless to say, in the summer of 1511 with total vessels numbering just in the teens and soldiers of around a thousand the Portuguese swiftly humiliated the Malaccan empire whose combatants were in the tens of thousands. A relative walk in the park. All in major part due to superior technology. But what did the Malays and the people of the archipelago do afterwards? Our review finds no evidence that they managed to match up to the Portuguese in this aspect. Not even long after that. Of course, there were the existing *bedil*, *rentaka*, *cetbang* and the likes, but these were small arms; shorter in firing distance and smaller in firepower. Even the arrivals of the Dutch, who once again demonstrated the superiority of Western weapons, failed to reinvigorate the Malays. Regrouped to the safer parts of the country, the Malays have the time and space to pore through these new armaments, but they remain with their antiques – even hundreds of years later.

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<sup>3</sup> See de Sá de Meneses, *The Conquest of Malacca*, (1970) for comprehensive accounts of the history.

Fast forward to the end of the British era. The Malays by now had come face-to-face with the superiority of western technology for over four hundred years – from telegraph machines to train steam engines, but as their forefathers before them, they remain as they were. They had the time and space to make a difference, but they remain indifferent – they persist to live with the relics of the past.

### **The Post British Period**

1957 was a jubilant time for the country. On the eve of independence, fireworks fill the sky of Kuala Lumpur, and people were dancing and singing throughout the night in celebration. The following morning even more people flocked to the National Stadium to celebrate. *Merdeka! Merdeka!* They chanted to Tuanku's cries. By now the people were really free. It was all in their own hands.

As the celebrations settled down, the real construction began. Various agencies that had been run from London were shifted to Kuala Lumpur. The agricultural, education and foreign affairs policies were handed over to the local administrators. In addition, new government ministries and departments were set up. Among the earliest were the Ministry of Defence and Ministry of Finance in 1957 and Bank Negara in 1959. By 1960 the country had 8 different government ministries, by 1980 fourteen, and by 2020 twenty-three ministries<sup>4</sup>. The collection of tax and the formulation of the country's policies are fully and truly in the local courts.

Along the way, the population has increased and so too the country's income and facilities. From a mere 7.9 million citizens in 1960, it has now quadrupled to nearly 32.7 million, of whom 4 out of ten have enrolled in some form of tertiary education.<sup>5</sup> The country has also expanded itself from an agrarian nation to an industrial hub, and the GDP has since shot from US\$1.9 billion in 1960 to what is now around<sup>6</sup> US\$336 billion. Though in the last ten years, only 1 percent is allocated to research and development<sup>7</sup>. The number of universities in the meantime have also multiplied<sup>8</sup> from a single institution to a healthy sixty-seven – many of which claim to be of a world-class standing. The people really did have the time, space – and now money, to make a change. And sure, they did in the most part. Kuala Lumpur is a gleaming high-rise city, and the country boast a list of world class services – everything we can imagine, from slick electric trains to hospitals amenities. And from time to time, the country did attract favourable international media attention, as in the construction of the tallest twin-tower building at the time, the SMART tunnel, and the events surrounding the Formula 1 race and the Tour de Langkawi. But nothing forthcoming, as of reverse engineering is concerned. Nothing at all. We could have missed one or two in our month-long analysis, but we are convinced they were insignificant products, if ever the products have been reversed engineered at all.

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<sup>4</sup> See various government ministries' website for date of establishments.

<sup>5</sup> UNESCO Organisation. <http://uis.unesco.org/en/country/my>

<sup>6</sup> World Bank <https://data.worldbank.org/country/MY>

<sup>7</sup> Ibid 5

<sup>8</sup> Ministry of Education. <https://www.moe.gov.my/en/>

## CONCLUDING REMARKS

In one of the most scathing remarks made on the Malays, our esteemed statesman, Tun Mahathir Mohammad had been claimed to have said that “if anyone asks me today, I would have to say Malays are lazy” (Rahim, 2014). We wouldn’t say we agree with the statement, but we would like to share our finding here that the Malays just don’t do reverse engineering. They have not in the past, they do not today, and they never will. And perhaps they can’t and never will be able to. As to why this comes about, we have no real clue, as that is beyond the focus of this brief paper.

As a side note, we would like to recommend to the Ministry of Higher Education to introduce a full undergraduate degree programme on reverse engineering<sup>9</sup>. Nonetheless this degree must be based on concrete output rather than abstract chatter. The aim at the end of the five years must be to present a hard, life-size, working prototype as opposed to scoring “A” grade in written examinations – of which we have had enough over the years. And may we also suggest the Ministry to make similar undertaking as the foremost performance indicator for our lecturers and professors. Hundreds of research papers written in collaborations with postgraduate students are vital indeed, but they are no more vital than foreplay on an affectionate evening. Without the *real* thing one ends up gazing at the bedroom ceiling, regardless. That is the superior indicator of our mettle. Finally, may we also suggest the Ministry to fully celebrate reverse engineering agenda in all its undertakings.

Hopefully, one day – fifty years from now – we can produce sufficient clusters of boffins and scientists who, when called upon, could come back in no time and reply “here, Dato’ Sri, covid vaccine 5 you asked from us.” No longer would we be held ransom.

Coming back to the movie *White Men Can’t Jump* introduced earlier, as the story goes, Woody the hustler was himself eventually hustled by his court-partner. And to rub salt into the wound, his encyclopaedia-reading girlfriend who had enough of his lack of responsibility decided to pack her bags – after hitting a million-dollar jackpot on a national TV quiz: talk about the merit of acquiring knowledge.

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## **BENEFITS OF CASE STUDY METHOD AMONG UNDERGRADUATE STUDENTS IN UNIVERSITI TEKNOLOGI MALAYSIA**

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### **ABSTRACT**

This conceptual paper is written to determine the benefits of case study method in the teaching process among undergraduate students in Universiti Teknologi Malaysia. At this preliminary stage, this paper will not provide any findings and conclusions of the study. The target respondents of the study will be undergraduate students in Universiti Teknologi Malaysia.

**Keywords:** Case Study, Undergraduate students, Universiti Teknologi Malaysia

### **INTRODUCTION**

Traditional teaching methods depends mainly on the use of textbooks and it had been argued that this method does not provide students with the opportunities to gain sufficient knowledge, skills, and abilities that are important in the daily life after they graduated from the universities. Students who graduated are expected to have in-depth theoretical knowledge, but often they do not know how to apply it in real-life situations. Researchers have introduced a lot of non-traditional teaching methods, but there is no agreement on the best non-traditional teaching methods that are tailored to learners' abilities to thoroughly understand the course content. Therefore, the goal of this conceptual paper is to determine the benefits and to categorize the benefits of case studies as one of the non-traditional teaching methods based on learners' abilities and the course objectives.

A case study is also called a case, case method, or case study method and it refers to a "description of an actual situation, commonly involving a decision, a challenge, an opportunity, a problem or an issue faced by a person or persons in an organization" (Leenders et al., 2001). Case studies do not give simple or explicit answers but they provoke students' critical thinking, illustrate how to think professionally and urge students to use theoretical concepts to highlight a practical problem (Dowd and Davidhizar, 1999). The characteristics of case studies are as follows: cases are based on real life scenarios; they provide supporting data and documents to be analyzed and an open-ended question or problem is presented for possible solution. Case studies can be offered to individuals or groups. Normally, case studies are solved in groups so that students can brainstorm solutions to problem/question presented. Cases may be presented in both simple situations and complex scenarios.

Case studies engage and enable students to apply theory to practice, practice decision making skills, use different viewpoints, engage in data analysis and synthesize course content. The use of case studies encourages student-teacher interaction and collaboration. Students can discuss about the situation and participate in identifying possible solutions. The case study method is expected to link the students' knowledge and abilities to solve real life problems by utilizing a method to enhance higher-order cognitive skills.

Mayo (2004) found that case-based instruction promotes critical thinking in the experiment that was conducted. Furthermore, Hilburn et al (2006) argued that the case study method is important because it encourages problem-based learning which requires both self-directed and teamwork skills. In addition, Tiwari et al. (2006) found that the use of the case study teaching method can support the students in acquiring problem-solving based skills that leads to significant improvement in their critical thinking and active participation in the learning process.

Brown (2008) suggested that the case study method is a human-centered method that provides graduate students with the skills that are important for them to be successful in their careers by providing a means of integrating the needs of people with the benefits of technology. Furthermore, Yin (2009) suggested that the objective of the case study teaching method was to "investigate contemporary phenomena within its real-life context". In addition, Popil (2010) observed that critical thinking and problem-solving ability was boosted in students when case studies were employed as part of the teaching method.

Gavin (2011) conducted a research on the implementation of case study in class and found that approximately 70% of the students requested that case study is used in other subjects and roughly 90% said that they attained useful knowledge from the use of the case study method. Furthermore, Korkmaz (2012) conducted a study in which students were exposed to case-based collaborative learning methods and found that students were more interested in the subject, learned more than they did by using the traditional methods, and performed exceptionally well in pre-and-post case study assignments, role-playing, and class discussions. In addition, Yadav et al. (2014) found that the conceptual understanding of the students was substantially improved when they learned from case-based instruction, as compared with traditional teaching methods. They also suggested that the case study teaching method assists the students in becoming more involved and associated to the real world.

## **LITERATURE ON THE BENEFITS OF CASE STUDY**

The benefits associated with the case study method will be identified, analyzed, and categorized as compared to the traditional teaching methods. The benefits will be classified into three categories that are technical/professional, personal skills/ability and personal attitude to provide a good basis for assessing and analyzing them according to their particular or similar characteristics and benefits.

Previous studies have shown that the benefits of case study method in terms of technical or professional category are (1) it makes learning easy (Zuwala and Sztekler, 2018), (2) it creates effective learning (Yadav et al, 2014), (3) it increases learning performance during class time (Sankar et al, 2008) and (4) it allows students to gain in-depth knowledge (Tiwari, et al, 2006).

Furthermore, previous studies have also shown that the benefits of case study method in terms of personal skills or ability category are (1) improving skills of portraying something (Tiwari, et al, 2006), (2) enhancing problem-solving ability (Zuwala and Sztékler, 2018 and Gavin, 2011), (3) developing power of choice (Zuwala and Sztékler, 2018), (4) enhancing planning skills (Zuwala and Sztékler, 2018), (5) improving efficiency in minorities (Yadav et al. 2014), (6) improving communication skills (Yadav et al. 2014) and (7) improving critical thinking skills (Sankar et al, 2008, Tiwari, et al, 2006).

In addition, previous studies have shown that the benefits of case study method in terms of personal attitude category are (1) enhancing participation in the learning process (Tiwari, et al, 2006) and (2) improving responsibility (Zuwala and Sztékler, 2018).

## CONCLUSION

Hopefully, the findings of this study will assist the researcher in determining and categorising the benefits of case study as one of the non-traditional teaching methods in our education system among undergraduate students in Universiti Teknologi Malaysia.

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## **USING INFORMAL LEARNING TO INCREASE BODY CONFIDENCE AWARENESS AMONG SCHOOLCHILDREN**

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### **ABSTRACT**

Informal learning is effective in instilling positive values among schoolchildren. Informal learning promotes learning outside the class and often called as non-formal learning. Service learning integrates community service projects with academic studies to enrich learning, teach civic responsibility, and strengthen the communities. This paper aims to explore the service-learning approach in conducting informal learning programme to increase body confidence among schoolchildren. A survey was carried out to 90 participants among Girl Guide members of Johor branch. The program was conducted in a week and seen positive responses among participants. Using informal learning approach to conduct the programme, shows positive result of body confidence awareness among Girl Guides community.

**Keywords:** Service learning, Informal learning, Girl Guiding, Body Confidence, Community Awareness

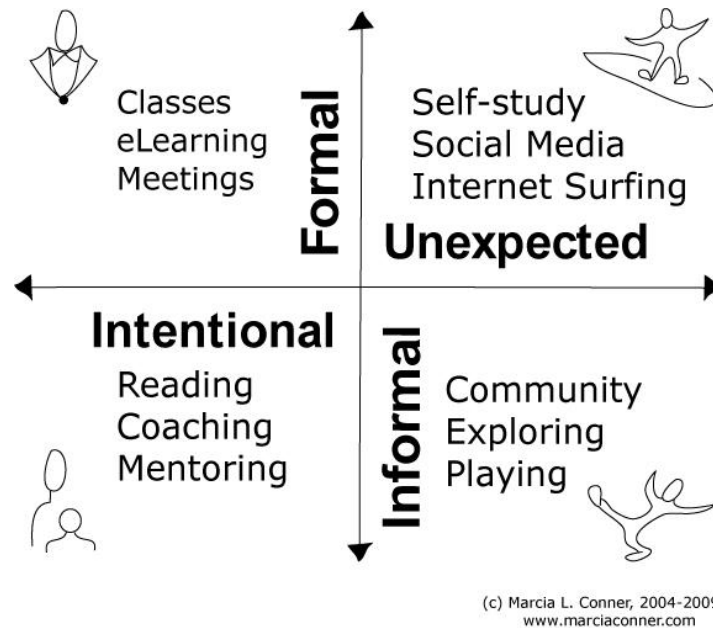
### **INTRODUCTION**

In the current learning environment, informal learning is getting popular to enhance learning outside classroom in a fun and exciting way among schoolchildren. Girl Guides associations around the world has been using this method of learning as a mean to encourage learning and skill development among its members. Girlguiding offers a range of optional learning and development opportunities and some of its programmes were using informal learning approach.

#### **Informal Learning**

Informal learning is the process of learning that doesn't occur during formal training programs. It happens through processes of not structured or sponsored by an employer or a school. It is opposite to formal learning that includes the hierarchically structured school system that runs from primary school through the university and organized school-like programs created in

business for technical and professional training (Jeong, et al., 2018). Informal learning describes a lifelong process whereby individuals acquire attitudes, values, skills and knowledge from daily experience and the educational influences and resources in his or her environment, from family and neighbors, from work and play, from the marketplace, the library and the mass media. Informal learning always happened outside the class, sometimes unintentional and also called non-formal learning (Sackey et al., 2015). Figure below shows the four dimensions of learning.



**Figure 1:** Dimension of Learning

Source: <http://marciacconner.com/resources/informal-learning>

## Free Being Me Programme

In a recent survey conducted among schoolchildren on body image confidence, it shows that 621 out of 859 girls have pressure to alter their physical appearance due to failure to fulfill the beauty standard in Malaysia (Aishah, 2020). Body confidence issues caused low self-confidence and self-esteem among schoolchildren. Beauty attributes such as tall, skinny body and fair skin has been a standard for girls in Malaysia to achieve or else not being accepted as beautiful in the community (Hua, 2010). Therefore, it is important to conduct this programme among schoolchildren and stop the image myths in the Malaysian communities. Using informal learning approach, the objective of this program is to provide awareness on body confidence and be confident to appreciate oneself without being influenced by beauty standard impose by the community.

The programme was conducted using online platform as follows:

**Table 1:** Program on Free Being Me

Date	Itinerary
22.5.2021 8:30 -10 am 11 am – 1 pm	Opening ceremony <ul style="list-style-type: none"> <li>• Briefing of the programme</li> </ul> Activity Session <ul style="list-style-type: none"> <li>• Activity for session 1-3</li> <li>• Activity for session 4-5</li> </ul>
23-26.5.2021	<ul style="list-style-type: none"> <li>• Google classroom were used as platform to conduct asynchronous activities.</li> <li>• Several assignments and activities were conducted.</li> </ul>
27.5.2021 8:30 -10 am	Closing Ceremony <ul style="list-style-type: none"> <li>• Closing Remarks by Puan Hajah Sakdiah binti Ari, Ucapan Penutup dari Puan Hajah Sakdiah binti Ari.</li> <li>• Announcement of winners</li> </ul>

This study was using informal learning as an approach to deliver the Free Being Me program targeted at young girls. The aim of this study is to determine the effectiveness of informal learning in creating awareness on body confidence among schoolchildren.

## RESEARCH METHODOLOGY

Respondents are among the participants of Free Being Me Programme which consists of schoolchildren age 10–16-year-old from primary and secondary school from Johor State. Respondents or participants are required to answer questionnaires during the opening ceremony and the closing ceremony. Google form is used as a mean to distribute the questionnaire. The pre and post questionnaire were collected with 100% return rate. A suitable well-structured questionnaire is constructed consisting of two parts; the demographic profile of the respondents and the questions in three specific sections related to your body image, self-acceptance and the role of the media in understanding body confidence issues among respondents. Descriptive analysis was adopted to analyze 19 questions in the survey. Table 2 shows the demographic details of the respondents.

**Table 2:** Demographic Profile of Respondents

Demography	Number of Respondents	Percentage (%)
Primary School	6	7.7
Secondary School	72	92.30

## FINDINGS

Questionnaires were divided into 3 parts to assess participants understanding on the FBM programme.

Table 1: How do you feel of your body?

No.	Statement	Before	After	Mean diff.
1.	Love your own body shape.	2.15	3.48	1.33
2.	Happy with your own body.	3.19	3.61	0.42
3.	The desire to change the shape of your body.	3.19	2.52	-0.67
4.	Worried about your body shape.	2.15	1.87	-0.28

Based on the first and second statement ‘likes own body shape’ and ‘happy with own body’ there is positive difference in mean, showing that respondents are love and happy with their body, while statement 3 and 4 have negative difference in mean showing that the respondents already aware on their feeling of their own body. This is because the respondents' choice of answers in loving their own body increased after participating in various FBM activities.

Table 2: Level of Self-Acceptance

No.	Statement	Before	After	Mean diff.
1.	Concerns about weight make it hard for me to get along.	1.41	0.91	-0.5
2.	I get depressed when I think negatively about my body.	2.15	2.0	-0.15
3.	My feelings and thoughts about the body need to be stopped/ changed so that I am more confident with life.	2.82	3.45	0.63
4.	I can control my life better if I control negative feelings about my body.	3.33	3.61	0.28
5.	Thinking about being fat or skinny is one of the problems in my life.	1.85	1.48	-0.37

Based on the first statement, the difference for the mean before and after decreased by 0.5 from 1.41 to 0.91. This is because in the activities of the program a lot of emphasis on the importance of loving oneself compared to other things. So, it can influence the respondents to love themselves more after this without thinking about things that give a negative impact. In addition, for the second statement, ‘I am depressed when thinking negatively about my body, I also experienced a decrease in the mean difference before and after the program. Before the program it recorded 2.15 while after the program it was 2.0. The mean difference recorded was 0.15. This is because respondents began to disagree in thinking negatively about their own bodies.

The third statement that ‘my feelings and thoughts about the body need to be stopped/ changed so that I am more confident with life’ had an increase in the mean difference before and after the program was run. Mean differences were recorded of 0.63 with 2.82 and 3.45 on before and after the program. Similarly, the fourth statement, ‘I can control my life better if I control negative feelings about my body’ also increased by 0.28 with 3.33 before and 3.61 after the program. As a result, the program gave a positive impact to the participants in increasing their self -confidence.

For the last statement ‘thinking about being fat or skinny is one of the problems in my life’ experienced a decrease in the mean difference before and after the program of 0.37. This shows that respondents do not agree that being fat or thin is a problem in life.

Table 3: The Role Of Media On Body Confidence

No.	Statement	Before	After	Mean diff.
1.	I was depressed by ads in magazines/ tv about weight.	1.11	0.84	-0.27
2.	It doesn't matter if my body is not like a model in a magazine/ tv.	2.52	3.16	0.64
3.	I compare my body to a model in a magazine/ tv.	1.48	1.23	-0.25
4.	I am not impressed/ influenced by ads/ magazines/ tv to look beautiful.	2.15	2.97	0.82
5.	I want to look just as beautiful as a model in a magazine/ tv.	2.07	1.42	-0.65
6.	Magazines/ media are not the best source for fashion and to look beautiful.	2.15	2.71	0.56
7.	I am influenced/ impressed by magazines/ media about the perfect body.	1.56	1.03	-0.53
8.	I compare my body to those with a more attractive physique.	1.93	1.68	-0.25
9.	I was influenced by the media to exercise.	2.96	2.71	-0.25
10.	I was influenced by the media to diet	2.30	1.94	-0.36

Based on the first statement, ‘I am depressed by advertisements in magazines/ tv about weight.’, The difference for the mean before and after decreased by 0.27 from 1.11 to 0.84. This is because respondents less agree that weight problems can be linked to stress through advertisements in the media. In addition, the second statement ‘it doesn’t matter if my body is not like a model in a magazine/ tv’ experienced an increase in mean difference of 0.64 from 2.52 before the program while 3.16 after the program. This shows the majority of respondents are not impressed when the body is not the same as in the advertisement.

Next, the third statement ‘I compare my body with a model in a magazine/ tv’, the difference for mean before and after decreased by 0.25 from 1.48 to 1.23 while for the fourth statement experienced an increase where the mean difference increased by 0.82. Mean 2.15 and 2.97 were recorded before and after the program was conducted for the statement ‘I am not impressed/ influenced by advertisements/ magazines/ tv to look beautiful.’. This shows the influence of advertisements is not able to influence a person to always look beautiful after the program was conducted.

Meanwhile, the fifth statement that is ‘I want to look as beautiful as a model in a magazine/ tv’ also experienced a significant decrease of 0.65. The mean before the program was 2.05 while the mean after the program was 1.42. The next statement is that ‘magazines/ media are not the best source for fashion and to look beautiful’ is a little different than this fifth statement. This is because, it happened a slight increase from 2.15 and increased to 2.71. This can cause respondents to agree that the best sources such as magazines/ media are suitable to look beautiful. Although there are many other methods that can be used.

Furthermore, the seventh statement was ‘I am influenced/ impressed by magazines/ media about the perfect body’, the difference for the mean before and after decreased by 0.03 from 1.56 to 1.03. The eighth statement that is ‘I compare my body with those who have a more



attractive physique' also experienced a decrease of 0.25 compared to the mean before and after which is 1.93 and 1.68. The last two statements also experienced a decrease.

These two statements also experienced a decrease in the mean difference before and after which was 2.96 and 2.71 for the statement 'I was influenced by the media to exercise'. The last statement 'I was influenced by the media for diet' occurred a decrease of 0.36 in the mean difference before and after the FBM program was conducted. This shows that the media does not play a major role in helping to overcome problems in maintaining a healthy and beautiful body.

## CONCLUSION

The result shows that the awareness was increased among the respondents after the FBM program conducted. This shows that the informal learning of conducting FBM program is effective in creating awareness on body confidence. Using informal learning is effective to carry out the program related to social issues such as Free Being Me (Jeong, et al., 2018; Sackey et al., 2015). Therefore, it is suggested that the future programme related to social awareness could adopt in-formal learning to increase awareness among targeted respondents.

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## **STUDENTS' PERCEPTION ON THE QUALITY OF ACADEMIC PROGRAM**

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### **ABSTRACT**

Higher education system today is emphasizing on the quality of their academic program. Quality of teaching and learning play an important role in students' satisfaction on academic program. On top of that, education facilities and resources are the supporting factors in teaching and learning. Thus, the study was designed to determine (1) the students' perception on the quality of teaching and learning (2) the students' perception on the quality of academic resources and facilities. The respondents of this study are alumni from 3 cohorts of students. Findings show that the level of agreement based on mean for quality of teaching and learning show a decreasing trend from year to year. The quality of academic resources and facilities also show a decreasing trend on mean for most of the items. Thus, the findings are rather disappointing. The academic management of the faculty must investigate further on the reasons of this decreasing trend.

**Keywords: Quality, teaching & learning, academic resources**

### **INTRODUCTION**

Rapid changes in industry and market demand have made university to continuously improve their academic program for them match the requirement from industry. According to Loughran (2018), quality in teaching and learning is when the teacher utilized their knowledge, skills and ability to develop a significant educational experience for students. Thus, students' experience should be values as potential sources of learning (Sekar, 2019). In addition, Felia Santika et. al (2021) suggest that facilities and infrastructure become one of the indicators of the quality of education. Moreover, the authors also believe that one of the determining factors in the success of education is facilities and infrastructure. Furthermore, Darmastuti (2014) states that educational facilities and infrastructure in school significantly effects the effectiveness of learning. Herwan et al (2018) further emphasize that facilities and infrastructure influence the ability of students in the learning process.

Therefore, the purpose of this study is to determine (1) the students' perception on the quality of teaching and learning (2) the students' perception on the quality of academic resources and facilities.

## METHODOLOGY

The research was conducted to alumni of Bachelor of Management (Technology), Azman Hashim International Business School, Universiti Teknologi Malaysia. The study employed a quantitative study using survey for data collection. Questionnaires were distributed to all three different cohorts of students, namely Cohort A (students graduated in 2021), Cohort B (students graduated in 2020) and Cohort C (students graduated in 2019) when they are graduating. Table 1 shows the number of population and respondents from each cohort.

**Table 1: Number Of Population And Respondents**

COHORT	Population (Students)	Respondents	% Feedback
A	53	40	75
B	75	64	85
C	55	24	44

Data were analyzed using descriptive statistics. Percentage and mean were used for this analysis.

## MAIN RESULTS

Table 2 shows the students' perception on the quality of teaching & learning for Bachelor of Management (Technology) students. Six questions were asked related to their experience in learning.

The highest mean from all 3 cohorts is related to willingness of lecturer to answer students' questions and help students to understand the course with the mean from cohort A is 4.44, cohort B (4.64) and cohort C (4.67). Thus, most of the respondents felt that lecturers are willing to answer questions in classroom and help students understands the course content.

Conversely, a small number of respondents from Cohort A and cohort B indicated that lecture materials is not up to date and teaching and learning methods were not interesting/effective.

The lowest score for mean for all three cohorts is the lecture materials is not up to date. Even though a small number of respondents indicated that the teaching materials is not current, the faculty should encourage the lecturers to always update their teaching materials as according to the latest issues and knowledge.

**Table 2: Quality of Teaching & Learning**

Factors	Cohort	%					Mean
		SA	A	N	D	SD	
Lecture materials in my programme are up to date.	A	27.5	62.5	5	5		4.13
	B	38	56	3	3		4.28
	C	33.3	66.7				4.33
The teaching and learning methods were effective/interesting	A	30	60	10			4.21
	B	39	52	8	2	0	4.28
	C	33.3	66.7				4.33
Lecturers used innovative techniques in teaching and learning	A	27.5	67.5	10			4.23
	B	58	34	8	0	0	4.50
	C	41.7	50	8.3			4.33
The assessment methods in courses are reasonable	A	25	70	5			4.18
	B	45	47	8	0	0	4.38
	C	41.7	54.2	4.2			4.38
Lecturers are willing to answer questions in classroom and help students understands the course content	A	45	52.5	2.5			4.44
	B	64	36				4.64
	C	66.7	33.3				4.67
Lecturers are willing to meet students outside of class time for general advice or this related to the course.	A	32.5	57.5	10			4.23
	B	47	52	2			4.45
	C	54.2	41.7				4.50

- Cohort A (graduated in 2021), Cohort B (graduated in 2020), Cohort C (graduated in 2019)

Table 3 shows students' perception on the quality of academic resources & facilities at Azman Hashim International Business School, UTM. As can be seen from table 3, most of the respondents from all three cohorts felt that students' society is helpful in their academic, soft skills and social development.

Conversely, the lowest mean for cohort A are computer facilities in computer lab were adequate and classroom facilities were adequate (mean score 3.62). However, for cohort B and C, the lowest mean are related to internet speed in AHIBS building and academic supports staff at office counter are good. 22.5% respondents from cohort A felt that internet speed in AHIBS building is not good. This cohort were students affected by pandemic and need to complete their study using online method.

Therefore, they required good internet speed. In addition, 22.5% from this cohort also felt that academic supports staff at office-counter are not good. This may be because they need to communicate with the supports staff online during the pandemic. Thus, the supports staff unable to served them promptly.

**Table 3: Quality of Academic Resources & Facilities**

Factors	Cohort	%					Mean
		SA	A	N	D	SD	
You were a student member and participated actively in student's society	A	27.5	55	12.5	2.5	2.5	<b>4.03</b>
	B	14	48	36	2		<b>3.75</b>
	C	45.8	33.3	20.8			<b>4.25</b>
Students' society is helpful in your academic, soft skills and social development	A	40	50	7.5	2.5		<b>4.28</b>
	B	28	58	13	2		<b>4.13</b>
	C	45.8	45.8	8.3			<b>4.38</b>
The classroom facilities were adequate	A	15	50	25	2.5	7.5	<b>3.62</b>
	B	36	41	22	2		<b>4.11</b>
	C	41.7	41.7	16.7			<b>4.25</b>
The computer facilities in Computer lab were adequate	A	22.5	62.5	7.5	2.5	5	<b>3.62</b>
	B	33	48	19			<b>4.14</b>
	C	37.5	54.2	8.3			<b>4.29</b>
The computer software used in the courses were adequate	A	22.5	55.5	7.5	7.5	7.5	<b>3.95</b>
	B	23	58	19			<b>4.05</b>
	C	41.7	33.3	35			<b>4.17</b>
The internet speed in AHIBS building is good	A	15	35	27.5	5	17.5	<b>3.77</b>
	B	17	34	38	9	2	<b>3.56</b>
	C	8.3	62.5	29.7			<b>3.79</b>
The academic supports staff at office-counter are good	A	15	35	27.5	5	17.5	<b>3.77</b>
	B	17	34	38	9	2	<b>3.56</b>
	C	8.3	62.5	29.7			<b>3.79</b>

- Cohort A (graduated in 2021), Cohort B (graduated in 2020), Cohort C (graduated in 2019)

## CONCLUSION

The findings suggest that there is a decreasing trend in the level of mean from cohort 2019, 2020 and 2021. Unfortunately, we are unable to determine the cause of this trend from this data. It seems therefore, that further investigations are needed to determine the cause of the decreasing trend in the level of agreement from the graduating students.

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## **MEASURING THE PERSONAL ENTREPRENURIAL COMPETENCY OF ENGINEERING AND SOCIAL SCIENCE UNDERGRADUATE STUDENTS IN UTM**

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### **ABSTRACT**

Entrepreneurship is one of the key drivers to economic and social prosperity. Entrepreneurs, the actor, has been recognized as the person who acts upon opportunity and arrange the necessary resources to capitalize on the opportunity by taking risks under high uncertainty. And many has been recognized as the world wealthiest due to their innovative and superior entrepreneurial achievements. One element that has become the focus of study is the entrepreneurial competency, which refers to the ability to organizes, manages and shoulder the risks of business enterprise. This study focuses on measuring the entrepreneurial competency among part-time and full-time engineering and social science undergraduate students. Data were collected Among 110 part-time students and 71 full-time students registered to the Introduction to entrepreneurship class in UTM. An online version of the Personal Entrepreneurial Competence Self-Assessment test was used to measure the students' personal entrepreneurial competency. The result indicates that both part-time and full-time engineering and social science undergraduate students have a moderate personal entrepreneurial competency, with information seeking competency being the strongest competency. Further analysis shows that regardless of their background and experience, there is no significant difference in the score between the part time and full-time students as well as between the engineering and social science students. The result can be used to assist in improving the teaching approaches of the introduction to entrepreneurship class.

**Key words: Personal Entrepreneurial Competencies, Entrepreneurship, Entrepreneurs**

### **INTRODUCTION**

This study explores the level of entrepreneurial competencies of undergraduate students currently registering to the Introduction to Entrepreneurship class. 181 students from engineering and social science programs, 110 of whom registered as part-time students under the UTMSPACE programs while the other 71 were full-time students. To measure the personal entrepreneurial competency, a set of entrepreneurial self-assessment test developed by Management System International and McBer and Company, 1989. The questionnaire contains 55 statements. Each of the statement had to be rated from 1 (never) to 5 (always). The score for each competency is calculated by adding a constant (6). Based on the scores, the level of personal entrepreneurial competencies was determined. Ten competencies were measured:

opportunity seeking, persistence, commitment to work contract, risk-taking, demand for efficiency and quality, goal-seeking, information seeking, systematic planning and monitoring, persuasion and networking and self-confidence. Each competency is ranked as “strong” if the score is 19 and above, “moderate” if the score is between 16 and 18, and “weak” if the score is 15 and below.

The study aims to determine the personal entrepreneurial competencies of full-time and part-time engineering and social science students currently taking the introduction to entrepreneurship course; highlight any significant difference in competencies of the student groups; and propose an action plan to enhance the approach to teaching the entrepreneurship course.

Entrepreneurship has been recognized as the key driver to the economic and social prosperity of any countries across the globe. It facilitates not only innovation and job creation through the growth and development of large corporate bodies as well as small businesses which are the key units in the economy, but also competitive advantage and technological leaderships to them and the nations.

One clear and precise definition offered by Adenutsi (2009) and Alusen, (2016) states that entrepreneurship is the process of “identifying new business opportunities and mobilizing economic resources to initiate a new business or redevelop an existing business while facing conditions of risks and uncertainties for the purpose of making profits under private ownership.” Within this definition, the role of the entrepreneur is significantly emphasized. The ability of the entrepreneur to know the kind of products and services demanded by the market and shall be delivered to the right people and place, at the right time and price is an important element to succeed in business endeavors. An entrepreneur organizes, manages, and shoulder the risk of a business enterprise. He or she is the one who transform ideas into a business, a commercial activity engaged as a means of livelihood.

The definition of entrepreneur and entrepreneurship reflects the possession of a special set of attributes like business, initiative, management, decision making, risk-taking, which may be defined as the capacity required to identify and generate competitive ideas, utilizes resources, organize production, promote products or services, manage risks, and continuously work through growth and excellence of the business.

Competency, according to Kyguoliene and Svipas (2019) can be defined as a cluster of related knowledge, traits, attributes and skills that affect a major part of one’s job, that correlate with performance on the job, that can be measured against well-accepted standards and that can be improved via training and development. Entrepreneurial competence, hence, can also be defined along the same line of discussion as consisting of knowledge, motivation, capabilities and characteristics (personal qualities) (Driessen and Zwart (2006) and Kyguoliene and Svipas (2019).

According to Alusen (2016), personal entrepreneurial competencies (PEC’s) is a set of qualities, which help to outline the attitude and behaviour of entrepreneurs. This definition stresses on the importance of possessing a set of capabilities on order to succeed, especially in entrepreneurial activities. Among specific entrepreneurial competencies model that is widely used is the three-clustered ten personal entrepreneurial competencies, developed at the Harvard University (Driessen, 2006). These PECs include achievement cluster that addresses opportunity-seeking and initiative, persistence, fulfilling of commitments, demand for quality



and efficiency and calculated risks; planning cluster that focusses on goal setting, information seeking, and systematic planning and monitoring; and the power cluster that concentrates on persuasion and networking, independence and self-confidence. Based on this model, Management System International (MSI) and McBer and Company in 1989 created a measurement instrument that is still widely used today. They identified 10 personal entrepreneurial competencies: opportunity seeking, persistence, commitment to work contract, risk-taking, demand for efficiency and quality, goal-seeking, information seeking, systematic planning and monitoring, persuasion and networking and self-confidence. According to this model, entrepreneurial acumen can be predicted based on how strongly individuals manifest these personal entrepreneurial competencies (Reyes, Mariano and Herrera, 2018). A competency measurement instrument known as *the personal entrepreneurial competency self-assessment test* was developed and currently, is one of the most widely used because of lack of other reliable and more superior instruments (Depositorio, Aquino and Feliciano, 2011).

## METHODOLOGY

A total of 71 full time students and 110 part-time students were studied. These students were registered to 4 separate sections of Introduction to Entrepreneurship course, a two-credit compulsory course offered to all undergraduate students in UTM. Data collections were conducted during their third week of their respective classes, using the Personal Entrepreneurial Competency Self-Assessment Test. Since all classes were conducted online, a modified version of the paper-based test was developed which automatically complete the scoring. The questionnaire was adapted from the Management System International and McBer and Company, 1989. This questionnaire is still widely used in Malaysian public universities, especially the UiTM to gauge their students’ entrepreneurial potentials. The questionnaire contains 55 statements. Each of the statement had to be rated from 1 (never) to 5 (always). The score for each competency is calculated by adding a constant (6). Based on the scores, the level of personal entrepreneurial competencies was determined. Depositorio, Aquino and Feliciano (2011) suggests that scores of 19 and above indicates “strong”, 16-18 scores indicates “moderate” and 15 and below is “weak” levels (the highest score is 25). Data collected was used to develop individual as well as group analysis.

## MAIN RESULTS

Referring to Table 1, out of the total 181 students, the number of female students were 49, or 27%. Majority of the engineering and social science students in both full-time and part-time modes were males.

Table 1: Demographic profile of the respondents

Variables	Full-time				Part-time			
	Engineering		Social Science		Engineering		Social Science	
	n=50		n=21		n=50		n=60	
<i>Gender</i>								
Male	42	84%	14	67%	39	78%	37	62%
Female	8	12%	7	33%	11	22%	23	38%

Table 2 depicts the mean scores, interpretation and ranking of the Personal Entrepreneurial Competency scores of the engineering students undergoing the full-time mode. It can be observed that in general, full-time engineering students have “strong” information seeking and demand for quality and efficiency and “weak” risk-taking competencies. The rest of the competencies were at “moderate” level. The ranking of these competencies further indicates that among the moderate competencies, persistence is ranked as the highest while persuasion and networking is ranked as the lowest.

Table 2: Summary of the Personal Entrepreneurial Competency Scores of Full-Time Engineering Students

Personal Entrepreneurial Competencies (PEC)	Mean Scores	Interpretation	Ranking
1 Opportunity seeking	17.50	Moderate	7
2 Persistence	18.54	Moderate	3
3 Fulfilling Commitment to work Contract	18.34	Moderate	4
4 Demand for Quality and Efficiency	19.01	Strong	2
5 Risk-Taking	15.56	Weak	10
6 Goal Setting	18.20	Moderate	5
7 Information seeking	20.00	Strong	1
8 Systematic Planning and Monitoring	18.00	Moderate	6
9 Persuasion and Networking	16.42	Moderate	9
10 Independence and Self Confidence	16.56	Moderate	8

Table 3 summarizes the mean scores, interpretation and ranking of the PEC scores of the full-time social science students. The table clearly ranked four competencies as “strong”, being information seeking is ranked as the highest, followed by demand for quality and efficiency, persistence and systematic planning and monitoring. Meanwhile, there were two competencies at “weak” level, i.e., the risk-taking (no 9) and persuasion and networking competencies (no 10). The rest of the competencies were rated as “moderate” with opportunity seeking occupies the highest.

Table 3: Summary of the Personal Entrepreneurial Competency Scores of Full-Time Social Science Students

Personal Entrepreneurial Competencies (PEC)	Mean Scores	Interpretation	Ranking
1 Opportunity seeking	18.99	Moderate	5
2 Persistence	20.00	Strong	3
3 Fulfilling Commitment to work Contract	18.71	Moderate	6
4 Demand for Quality and Efficiency	20.08	Strong	2
5 Risk-Taking	15.95	Weak	9
6 Goal Setting	18.38	Moderate	7
7 Information seeking	21.19	Strong	1
8 Systematic Planning and Monitoring	19.10	Strong	4
9 Persuasion and Networking	15.89	Weak	10
10 Independence and Self Confidence	17.29	Moderate	8

Table 4 provides a brief picture of the mean scores, interpretation and ranking of the PEC scores of the part-time engineering students. Accordingly, this group of students shows five “strong” competencies, the information seeking, persistence, demand for quality and efficiency, goal setting, and systematic planning and monitoring. Two competency are at the “weak” level namely the risk-taking and persuasion and networking competencies. The rest of the competencies were rated as “moderate”, ranking the fulfilling commitment to work contract as the highest, followed by the opportunity seeking and independence and self-confidence as the lowest.

Table 4: Summary of the Personal Entrepreneurial Competency Scores of Part-Time Engineering Students

Personal Entrepreneurial Competencies (PEC)		Mean Scores	Interpretation	Ranking
1	Opportunity seeking	17.43	Moderate	7
2	Persistence	19.76	Strong	2
3	Fulfilling Commitment to work Contract	18.60	Moderate	6
4	Demand for Quality and Efficiency	19.65	Strong	3
5	Risk-Taking	15.94	Weak	9
6	Goal Setting	19.12	Strong	4
7	Information seeking	20.90	Strong	1
8	Systematic Planning and Monitoring	19.04	Strong	5
9	Persuasion and Networking	15.33	Weak	10
10	Independence and Self Confidence	17.10	Moderate	8

Table 5 summarizes the mean scores, interpretation and ranking of the PEC scores of the part-time social science students. From the table, it can be observed that the information seeking competency is ranked at number 1, followed by the demand for quality and efficiency and persistence competencies. These three competencies are ranked as the “strong” competencies. Two competencies occupying the bottom two of the ranking were the risk-taking and persuasion and networking competencies, at the “weak” level. The rest of the competencies were at “moderate” level with the goal setting being the highest ranked moderate competency.

Table 5: Summary of the Personal Entrepreneurial Competency Scores of Part-Time Social Science Students

Personal Entrepreneurial Competencies (PEC)		Mean Scores	Interpretation	Ranking
1	Opportunity seeking	17.63	Moderate	7
2	Persistence	19.35	Strong	3
3	Fulfilling Commitment to work Contract	18.15	Moderate	6
4	Demand for Quality and Efficiency	19.44	Strong	2
5	Risk-Taking	15.97	Weak	9
6	Goal Setting	18.87	Moderate	4
7	Information seeking	20.00	Strong	1
8	Systematic Planning and Monitoring	18.60	Moderate	5
9	Persuasion and Networking	15.74	Weak	10
10	Independence and Self Confidence	16.43	Moderate	8

From the discussion above, it can be observed that the information seeking competency consistently listed as the highest-ranking competency among both engineering and social science students, undergoing both part-time and full-time study modes while the risk-taking and persuasion and networking occupied the lowest ranking in almost all groups. At the same time, only part-time engineering students group shows the biggest number of strong competencies, i.e, 5 competencies while the other three groups did not show any significant differences.

## **CONCLUSION**

Except for the part-time students in engineering, on average, full-time and part time engineering and social science students are having a moderate level of personal entrepreneurial competencies. These students have already achieved a strong level of information seeking, persistence and demand for quality and efficiency competencies. All groups showed moderate level of opportunity seeking, persistence, fulfilling commitment to work contract, demand for quality and efficiency, goal setting, systematic planning and monitoring, and independence and self-confidence.

Comparatively, the data also did not show any significant difference in the PEC levels and ranking among the full-timers and the part-timers, except for the part-time engineering students group. This observation needs further investigation on the relationship between working experience and personal entrepreneurial competencies, as the other part time students assumed to be having similar background exposure to working experience did not show similar pattern. As the ranking of these competencies among the groups showed minor difference, it can be inferred that age group and working experience did not have considerable influence over these competencies.

The finding is consistent as well as contradictory with the study by Alusen (2016) who concludes that the information seeking, and persistence were the two competencies ranked the highest after the goal seeking among the groups being studied, as the goal seeking competency was not among the highest ranking competencies in this study. Furthermore, the finding also indicates that the important competencies under the power cluster of the Three-Cluster Entrepreneur Competency (Labib Arafah, 2016), that is the persuasion and networking, and self-confidence and independence competencies were at the weak level and need serious attention. In addition, the risk-taking competency, an important competency under the achievement cluster of the same model, was consistently identified at the weak competency in all groups. Hence, it should be highlighted the need to emphasize more on improving the power and achievement cluster competencies especially the risk taking and persuasion and networking competencies, should they prefer to choose entrepreneurship as their career choice.

The finding can contribute to the improvement of the emphasis of the entrepreneurship courses as well other courses on more hands-on and practical approaches. Experiential and problem-based learning should be made as compulsory approaches in as many courses as possible.

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