



RMJL

Volume 4 (2025)

Research Management Unit
Universiti Teknologi MARA Cawangan Kedah

Copyright@ is held by the owners/authors. The e-Bulletin RMU4U is published in its original version without editing the content. However, language editing and proofreading have been conducted by the language editor with permission from the authors.

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

Editors : AZYYATI ANUAR (DR)
AZLYN AHMAD ZAWAWI (ASSOC PROF DR)

Language Editors : NUR SYAZWANIE MANSOR (DR)
BERLIAN NUR MORAT
NOR ASNI SYAHRIZA ABU HASSAN
SITI MUKHLISA MOHAMAD KHAIRUL ADILAH
NADIRA M. JAHAYA
FATIN RAHAINA AHMAD SANI
SYAKIRAH MOHAMMED
ROBEKHAH HARUN
MAS AIDA ABD RAHIM
NORLIZAWATI MD TAHIR
AZRUL SHAHIMY MOHD YUSOF
NOR ASLAH ADZMI
NUR HIDYATI ZOLHANI

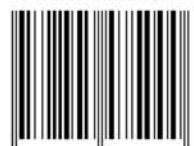
Design Editors: JUAINI JAMALUDIN
SHAFILLA SUBRI (DR)

eISSN : 2805-47 5X

Published by : Universiti Teknologi MARA
08400 Merbok, Kedah Malaysia

Printed by : Perpustakaan Sultan Badlishah
Universiti Teknologi Mara Cawangan Kedah
08400 Merbok Kedah

e ISSN 2805- 47 5X



9772805 475 000

Table of → Contents

05

Editorial Note

07

Business, Accounting
& Financial

41

Law & Policy

58

IR 5.0

75

Literature & Culture

99

Designer's Thoughts



SECRETARIAT EDITORIAL RMU4U

Patron:

Prof. Dr Roshima Haji Said

Rector UiTM Cawangan Kedah

Advisory Boards:

**Assoc. Prof. Dr Mohd Rizaimy
Shaharudin**

Deputy Rector Division of
Research, Industrial Linkages,
Community & Alumni

Dr Junaida Ismail

Deputy Rector Academic Affairs

**Prof. Dr. Noor Zahirah Mohd
Sidek**

Secretary:

Noraini Awang

Editorial Technical Team:

Reza Irwan Othman

Mohammad Fikri Abdullah



**DR. AZYYATI
ANUAR**
Chief Editor



**ASSOC. PROF. DR.
AZLYN AHMAD
ZAWAWI**
Assistant
Editor-in-Chief



**DR. ROHAYATI
HUSSIN**
Managing Editor



**DR. MOHD FAIZAL
JAMALUDIN**
Managing Editor



**DR. NUR SYAZWANIE
MANSOR**
Managing Editor



**ASSOC. PROF. DR. TS.
ABD. LATIF ABDUL
RAHMAN**
Editor



**DR. AHMAD AFIF
AHMAROFI**
Editor



**AHMAD FAZLAN
AHMAD ZAMRI**
Editor



**DR. HAFIZAH BESAR
SA' AID**
Editor



**DR. NOOR SYAHIDAH
MOHAMAD AKHIR**
Editor



JUAINI JAMALUDIN
Graphic Designer



DR. SHAFILLA SUBRI
Graphic Designer

RECTOR'S NOTE



Prof. Dr Roshima Said
Acting Rector

"Together we advance knowledge with integrity, creativity, and purpose—many voices united to shape a brighter, sustainable future."

Assalamualaikum warahmatullahi wabarakatuh,

Alhamdulillah, with gratitude to Allah SWT, I am pleased to welcome you to the fourth volume of RMU4U e-Bulletin. This publication continues to serve as a reflection of our vibrant intellectual community at UiTM Kedah, bringing together voices from diverse disciplines and perspectives. In this issue, with 42 insightful contributions, we witness not only the richness of research topics but also the strength of our shared purpose. While the papers range from sustainability in fashion and design, digital literacy, and artificial intelligence to law, economics, and cultural heritage, they are united by a common aspiration: to advance knowledge that is meaningful, ethical, and impactful for society.

Our academic journey is significant because of this harmony amid diversity. Whether addressing contemporary challenges in technology and governance or celebrating the timeless values of culture and tradition, our scholars demonstrate that knowledge is most powerful when it is connected, when different fields meet at the crossroads of innovation, integrity, and service to the community.

As Rector, I am profoundly inspired by the dedication, innovation, and scholarly excellence demonstrated by our academics and researchers. You are not only advancing knowledge within our university but are also fulfilling UiTM's noble mission, creating impactful ideas that serve the nation and uplift the ummah.

Your work reflects a deep commitment to relevance, integrity, and service. Let us continue to nurture a culture of collaboration, creativity, and excellence, ensuring that our contributions remain forward-looking, transformative, and rooted in the needs of society. Together, we are shaping a brighter, more sustainable future through education, research, and innovation.

Congratulations to all the dedicated contributors whose passion and perseverance have brought this volume to life. My heartfelt appreciation goes to the Research Management Unit for their steadfast leadership and solid commitment in making this achievement possible. May RMU4U continue to shine as a beacon of knowledge, uniting diverse voices in a shared mission of discovery and excellence. Together, may we be inspired to reach even greater heights in the pursuit of impactful research and innovation.

One purpose. One vision. Many voices, one future.

Sincerely,
Prof. Dr Roshima Said
Acting Rector,
Universiti Teknologi MARA Keda

A MESSAGE FROM THE CHIEF EDITOR



Dr Azyyati Anuar
Chief Editor,
RMU4U E-Bulletin

"RMU4U Volume 4 celebrates diverse scholarship, uniting research, innovation, and culture to inspire collaboration, sustainability, and inclusive growth."

We are pleased to present Volume 4 of RMU4U, a platform dedicated to showcasing research, innovation, and thought leadership across diverse academic disciplines. This issue reflects the dynamic intellectual ecosystem we strive to cultivate, highlighting contributions that bridge theory and practice while addressing pressing contemporary challenges. In the Business, Accounting, and Finance section, we feature 15 insightful papers that explore the evolving landscape of global markets, financial resilience, sustainable accounting practices, and digital transformation in business operations.

These works not only provide empirical findings but also propose actionable frameworks for industry adoption, underscoring the vital role of research in shaping competitive and ethical enterprises. The Designer Thoughts segment presents 6 stimulating papers that merge creativity with problem-solving. From design thinking methodologies to innovation in product aesthetics and usability, these contributions remind us that design is not merely about form but about crafting meaningful user experiences.

This section will be of particular interest to those who value the intersection of artistry, functionality, and human-centered solutions. Our IR 5.0 category brings together 6 pioneering papers examining the fusion of automation, artificial intelligence, and human capital development in the context of the Fifth Industrial Revolution. The authors challenge readers to consider how technology can be harmonized with ethical and inclusive practices, ensuring that digital progress translates into equitable societal benefits. In the Law and Policy section, 7 comprehensive papers analyze legal reforms, governance frameworks, and policy innovations that respond to shifting socio-economic realities.

The breadth of topics from regulatory compliance in emerging industries to community rights in a globalized economy reflects the critical role of law as both a safeguard and an enabler of change. The Literature and Culture segment enriches this volume with 8 thought-provoking papers that delve into narratives, identities, and cultural dialogues shaping societies today.

Whether revisiting classic literature through modern lenses or exploring contemporary cultural phenomena, these works invite readers to appreciate the role of the humanities in fostering empathy, critical thinking, and cultural continuity. Collectively, these 42 scholarly contributions affirm the breadth and depth of academic engagement within our community. They underscore our commitment to advancing knowledge that is relevant, impactful, and forward-looking. This volume is not only a testament to our contributors' dedication but also a resource for policymakers, practitioners, educators, and learners who seek informed perspectives and innovative solutions. We extend our heartfelt appreciation to all authors, reviewers, and editorial team members whose collective efforts have made this publication possible. We hope that RMU4U Vol. 4 will spark dialogue, inspire collaboration, and contribute to the enrichment of both academic scholarship and practical application.

Let us continue to explore, innovate, and contribute, together shaping a future where knowledge serves as the foundation for sustainable and inclusive growth.

Warm regards,
Dr Azyyati Anuar
Chief Editor,
RMU4U E-Bulletin

“Digital tools
guide halal
investments,
avoiding riba-
based financial
choices.

—— Khan, 2021

AI IN ISLAMIC BANKING:

ALIGNING INNOVATION WITH SHARIA PRINCIPLES

***Daing Maruak Sadek**

Academy of Contemporary Islamic Studies, Universiti Teknologi MARA,
Cawangan Kedah, Kampus Sungai Petani, Kedah, Malaysia
daing729@uitm.edu.my (*corresponding author)

Azyyati Anuar

Faculty of Business and Management, Universiti Teknologi MARA, Cawangan
Kedah, Kampus Sungai Petani, Kedah, Malaysia
azyyati@uitm.edu.my

Introduction

Artificial Intelligence (AI) is revolutionizing the financial sector by offering advanced capabilities in automation, data analytics, fraud detection, and the personalization of financial services. In the context of Islamic banking, however, the integration of AI requires thoughtful consideration to ensure that technological advancements align with Sharia principles. For instance, AI-powered chatbots and virtual assistants enable Islamic banks to provide 24/7 support to customers. These digital tools are instrumental in addressing customer queries, guiding them through compliant product offerings, and suggesting halal investment opportunities, critically avoiding riba (interest)-based recommendations (Khan, 2021).

Furthermore, AI has the potential to replace conventional interest-based credit scoring models, which are inherently incompatible with Islamic finance. By leveraging alternative data sources such as behavioral patterns, transaction histories, and ethical indicators, AI systems can offer a more Sharia-compliant method of assessing creditworthiness (Rashid & Yusof, 2020). Additionally, AI enhances the ability to monitor financial transactions for suspicious or unethical activities, a key concern in Islamic banking. These include speculative trading and practices deemed usurious, both of which contravene Islamic law (Abdul Rahman et al., 2019).

In addition to compliance, AI is also transforming contract management. Smart contracts built on blockchain platforms enable automated enforcement of Islamic finance agreements such as Murabaha, Ijara, and Wakala. AI facilitates the execution, tracking, and even dispute resolution of these contracts, improving overall operational efficiency (Zurayk, 2021). Moreover, AI-driven robo-advisors can guide customers toward Sharia-compliant investments by automatically excluding companies involved in prohibited (haram) activities such as alcohol, tobacco, gambling, or pornography (Ahmed, 2022).

Despite these advancements, the implementation of AI in Islamic finance presents several challenges. One major concern lies in embedding Sharia principles within AI algorithms. Unlike conventional finance, where profit maximization is often the sole objective, Islamic banking must prioritize ethical and religious obligations alongside profitability. Moreover, many AI systems, especially deep learning models, are perceived as "black boxes" due to their lack of transparency. This opacity makes it difficult to explain how decisions are made an issue that contradicts the Islamic emphasis on accountability and transparency (Hassan & Lewis, 2007).

To address these challenges, a comprehensive framework must be established. AI systems in Islamic banking should incorporate a Sharia governance layer, ensuring that all algorithmic decisions are ethically and religiously sound. Banks should also adopt AI design principles rooted in Islamic ethics: fairness, transparency, accountability, privacy, and beneficence. A hybrid decision-making model, combining AI's analytical power with the moral and ethical oversight of human scholars (Ulama), offers a practical solution for managing complex dilemmas.

“Additionally, collaboration between technology firms, Islamic universities, and financial institutions is essential, along with employee training in both AI and Sharia (Al-Tamimi, 2021).”

Conclusion

In conclusion, the integration of AI into Islamic banking marks a significant step toward blending modern innovation with religious tradition. While AI can enhance efficiency, security, and personalization, its application must be grounded in Sharia values. With the right governance, interdisciplinary cooperation, and ethical commitment, AI can play a transformative role in shaping the future of Islamic finance in a way that is both innovative and spiritually aligned.



References

- Abdul Rahman, A., Mohd Zain, N., & Ismail, W. (2019). Application of AI in Financial Crime Detection in Islamic Banking . *International Journal of Islamic Finance Research*, 7(1), 102-115.
- Ahmed, S. (2022). AI in Halal Finance: Opportunities and Challenges . *Journal of Islamic Finance*, 11(2), 45-60.
- Al-Tamimi, H. (2021). Capacity Building for Digital Islamic Finance . *International Journal of Islamic Finance Education and Research*, 5(2), 78-92.
- Hassan, M. K., & Lewis, M. K. (Eds.). (2007). *Handbook of Islamic Banking* . Edward Elgar Publishing.
- Khan, F. U. (2021). Digital Transformation in Islamic Banking: A Case Study Approach . *Islamic Economics Project*.
- Rashid, M. M., & Yusof, R. M. (2020). Alternative Credit Scoring Models for Islamic Finance . *Journal of Islamic Accounting and Business Research*, 11(3), 500-515.
- Zurayk, R. (2021). Blockchain and Smart Contracts in Islamic Finance . *Global Journal of Islamic Economics and Business*, 9(1), 1-15.

Biodata of authors

Daing Maruak Sadek is a Senior Lecturer at the Academy of Contemporary Islamic Studies, Universiti Teknologi MARA, Kedah Branch. He obtained his PhD degree in Islamic Finance from Universiti Utara Malaysia in 2021 and Master's degree in Islamic Banking, Finance, and Management from Loughborough University, United Kingdom in 2005.

Azyyati Anuar is a Senior Lecturer at the Faculty of Business and Management, Universiti Teknologi MARA, Kedah Branch. She holds a PhD in Operations Management from Universiti Utara Malaysia in 2018.



ETHICAL CLIMATE AND DATA ANALYTICS AS CATALYSTS FOR INTERNAL AUDIT FRAUD DETECTION

***Muhammad Hariz Hamid, Intan Marzita Saidon, Nur Syahmina Khodari**

Faculty of Accountancy, Universiti Teknologi MARA, Cawangan Kedah, Kampus Sungai Petani, Kedah, Malaysia

[*harizhamid@uitm.edu.my](mailto:harizhamid@uitm.edu.my); i.marzita@uitm.edu.my; syahmina1310@gmail.com

(*corresponding author)

The Serba Dinamik Holdings scandal in Malaysia, involving overstated revenues of RM6.014 billion, highlights significant weaknesses in internal audit effectiveness and illustrates the urgent need for stronger mechanisms to detect fraud (Securities Commission Malaysia, 2021). As fraud schemes evolve in complexity, auditors must go beyond individual competence and rely on two key situational enablers: a strong organizational ethical climate and effective use of data analytics. To understand how these factors influence auditors' behavior, attribution theory and social cognitive theory offer valuable insights. Attribution theory suggests behavior results from both personal traits and situational influences (Heider, 1958), while social cognitive theory emphasizes the interaction of cognitive, behavioral, and environmental forces (Bandura & National Inst of Mental Health, 1986), making them ideal lenses through which to examine audit decision-making.

Among these situational factors, ethical climate, of which defined as collective perceptions of appropriate conduct has been shown to significantly influence fraud detection (Victor & Cullen, 1988). Organizations with strong ethical climates foster environments where auditors feel empowered to question anomalies and act with integrity. Casagan and Tan (2024) found that such climates correlate positively with audit effectiveness, whereas Liu (2020) noted that weak ethical environments often lead to auditor silence and tolerance of misconduct.

Strengthening ethical climate involves modeling ethical leadership, which sets the tone for integrity (Brown & Treviño, 2006); enforcing codes of conduct to reduce ambiguity in decision-making (Casagan & Tan, 2024); and promoting anonymous whistleblowing mechanisms to encourage reporting without fear of retaliation (Near & Miceli, 2016).

At the same time, the growing complexity of financial data necessitates the use of advanced analytics tools like Power BI, ACL, and Tableau to support fraud detection. These tools enable auditors to process large volumes of data using descriptive analytics to summarize trends, diagnostic analytics to understand causes of anomalies, and predictive and prescriptive analytics to anticipate and guide responses to fraud.

However, despite their advantages, widespread adoption of data analytics remains limited due to challenges such as lack of technical expertise, high implementation costs, and concerns over data reliability (Ditkaew & Suttipun, 2023). Organizations must address these barriers through investment in skills development and infrastructure to fully leverage the power of analytics in auditing.

Importantly, the effectiveness of fraud detection is maximized when ethical climate and analytics are integrated. While analytics tools can highlight irregular patterns, it is the ethical commitment of auditors that determines whether these signals are acted upon. This relationship mirrors Bandura & National Inst of Mental Health's (1986) concept of triadic reciprocal determinism, where behavior is shaped by continuous interactions between personal, environmental, and cognitive influences. In practice, ethical auditors equipped with data analytics skills are better positioned to make sound judgments and respond decisively when fraud indicators emerge, creating a more vigilant and proactive audit function.

To operationalize these insights, organizations should implement integrated training that combines ethics and analytics (Handoko & Sardjono, 2023), invest in scalable and user-friendly audit technologies, and recruit auditors who embody both ethical integrity and data literacy. Furthermore, aligning key performance indicators (KPIs) with both ethical standards and analytical competence reinforces these dual priorities within audit teams. Ultimately, internal auditors' effectiveness in detecting fraud depends on fostering a culture of integrity while empowering them with the technological tools to uncover increasingly complex financial misconduct.

Biodata of authors

Muhammad Hariz Hamid is a Senior Lecturer at the Faculty of Accountancy, Universiti Teknologi MARA (UiTM) Kedah. His research spans whistleblowing, corporate governance, occupational fraud, and sustainability reporting. Hariz has authored some peer-reviewed works and is active in academic service, appearing on several editorial boards.

Intan Marzita Saidon is an Associate Professor at the Faculty of Accountancy, Universiti Teknologi MARA (UiTM) Kedah. She holds a PhD from Curtin University, Australia. With over three decades of teaching experience at UiTM, her academic expertise covers a broad range of accounting-related courses. Her current research interests focus on ethical issues in accounting, auditing practices and strategic management.

Nur Syahmina Khodari is a Postgraduate Student at the Faculty of Accountancy, Universiti Teknologi MARA (UiTM) Kedah. Her research focuses on internal auditing, with particular interest in fraud detection, professional scepticism, organizational ethical climate, and data analytics.

References

- Bandura, A., & National Inst of Mental Health. (1986). *Social foundations of thought and action: A social cognitive theory*. Prentice-Hall, Inc.
- Brown, M. E., & Treviño, L. K. (2006). Ethical leadership: A review and future directions. *The Leadership Quarterly*, 17(6), 595-616. <https://doi.org/10.1016/j.leaqua.2006.10.004>
- Casagan, J. A., & Tan, J. (2024). Corporate ethical climate and effectiveness of internal audit activities of firms. *Journal of Economy and Enterprise Studies*, 1(2), 1-14. <https://ieesjournals.com/index.php/jees/article/view/145>
- Ditkaew, K., & Suttipun, M. (2023). The impact of audit data analytics on audit quality and audit review continuity in Thailand. *Asian Journal of Accounting Research*, 8(3), 269-278. <https://doi.org/10.1108/AJAR-04-2022-0114>
- Handoko, B. L., & Sardjono, C. T. (2023). The impact of auditor's competency, audit risk, and professional skepticism to audit quality in fraud detection using remote audit. *ICIBE '22: Proceedings of the 8th International Conference on Industrial and Business Engineering*, 160-166. <https://doi.org/10.1145/3568834.3568845>
- Heider, F. (1958). *The psychology of interpersonal relations* (1st ed.). Psychology Press. <https://doi.org/10.4324/9780203781159>
- Liu, A. A. (2020). Trainee auditors' perception of ethical climate and workplace bullying in Chinese audit firms. *Asian Journal of Accounting Research*, 5(1), 63-79. <https://doi.org/10.1108/AJAR-07-2019-0060>
- Near, J. P., & Miceli, M. P. (2016). After the wrongdoing: What managers should know about whistleblowing. *Business Horizons*, 59(1), 105-114. <https://doi.org/10.1016/j.bushor.2015.09.007>
- Securities Commission Malaysia. (2021). Press release on Serba Dinamik Holdings.
- Victor, B., & Cullen, J. B. (1988). The organizational bases of ethical work climates. *Administrative Science Quarterly*, 33(1), 101-125. <https://doi.org/10.2307/2392857>

FIGHTING FRAUD IN CUSTOMS DEPARTMENT: A MATTER OF INTEGRITY



***Raja Nasrul Idzhar bin Raja Ismail**

Faculty of Accountancy, Universiti Teknologi MARA, Cawangan Kedah, Kampus Sungai Petani, Kedah, Malaysia

*idzhar.ismail@uitm.edu.my

(*corresponding author)

Mohamad Azmi bin Nias Ahmad

Faculty of Accountancy, Universiti Teknologi MARA Cawangan Pahang, Kampus Jengka, 26400 Bandar Tun Abdul Razak

Jengka, Pahang

mohdazminias@uitm.edu.my

The Royal Malaysian Customs Department (RMCD) is one of the nation's vital agencies in indirect tax collection. From various types of duties to Sales and Service Tax (SST), RMCD plays a crucial role in maintaining the country's revenue stream. In 2021 alone, RMCD collected RM43.11 billion—surpassing its target for the year. Impressive, but numbers do not always reveal what lies beneath.

THE HIDDEN THREAT: FRAUD IN THE ORGANISATION

Despite strong performance, RMCD is not immune to a silent threat: internal fraud. Integrity breaches, especially involving bribery and misuse of authority, can corrode trust and undermine national development. A shocking case in 2021 saw four custom officers jailed for accepting RM22,000 bribe. If some were caught, how many do still remain in the shadows?

The Fraud Diamond Theory—developed by Wolfe and Hermanson—offers a powerful lens to understand why fraud happens.

It identifies four elements:

- Pressure – Personal or professional strain
- Opportunity – Weaknesses in internal systems
- Rationalisation – Justifying unethical actions
- Capability – Skills and access to execute fraud

WHY DOES IT MATTER?

According to PwC's Global Economic Crime and Fraud Survey, bribery and corruption in Malaysia rose from 14% in 2018 to 18% in 2020. By 2022, collusion between internal and external parties rose from 21% to 26%. These are not just statistics—they are a call for action.

When officers with uniforms meant to symbolize discipline fall prey to temptation, it reflects not just personal failure but institutional vulnerability and image. RMCD, like many government agencies, operates in high-risk zones involving money, authority, and public trust.

WHAT MUST THEY DO?

To protect the integrity of tax collection and ensure sustainable governance, RMCD must:

- Strengthen its internal controls.
- Promote whistleblowing and protection systems.
- Reinforce ethical training and leadership by example.
- Invest in predictive tools to detect misconduct patterns.

A MESSAGE TO POLICYMAKERS AND CIVIL SERVANTS

Corruption does not begin with millions. It starts with a choice where one ignored bribe, another unchecked system flaw. For agencies like RMCD, the margin of tolerance must be zero. The Organization Anti-Corruption Plan 2020-2024 of RMCD itself has laid the groundwork so now, it is about execution, accountability, and culture.

In conclusion, combating fraud in RMCD is not just an administrative matter—it is a national responsibility which should begin with each officer, each manager, and each policymaker. As the government strongly moves towards high integrity reform, combating corruption becomes more vital in RMCD and also should be one of the biggest concerns by the top management of the organisation itself.

References

- Abdul Rahman, N. H. (2021, December). Empat anggota kastam dipenjara kerana rasuah. *Harian Metro*. <https://www.hmetro.com.my>
- Babulala, S., & Hii, T. (2022, January 25). Malaysia drops in Corruption Perceptions Index 2021. *New Straits Times*. <https://www.nst.com.my>
- Jabatan Kastam Diraja Malaysia. (2019). *Pelan Antirasuah Organisasi 2020-2024 (RMCD)*. Putrajaya: RMCD.
- Kingsly, A. (2015). Public corruption and integrity: A systemic failure? *Journal of Public Ethics*, 10(2), 112-118.
- Megat Arifin, M. A., & Ahmad, R. (2016). Fraud prevention in public sector: Strategies for Malaysia. *Malaysian Journal of Governance and Integrity*, 2(1), 14-21.
- Mutahar, A. M., & Abd Hamid, N. R. (2022). Fraud risk and prevention in Malaysian public sector: A study on customs practices. *International Journal of Public Administration*, 45(5), 478-492.
- Omar, N., Selamat, M. H., Abdul Aziz, M. A., Mohd, S. N., & Ismail, Z. (2021). The impact of corruption on public sector performance: Lessons from Sri Lanka. *Southeast Asia Governance Review*, 9(1), 88-99.
- PricewaterhouseCoopers. (2020). *Global Economic Crime and Fraud Survey: Malaysia Report*. PwC Malaysia. <https://www.pwc.com/my>
- PricewaterhouseCoopers. (2022). *Global Economic Crime and Fraud Survey 2022*. PwC Global. <https://www.pwc.com/gx/en/services/forensics/economic-crime-survey.html>
- Riar, K. (2022). Ethical leadership in public sector agencies: A framework for policy development. *Journal of Government Integrity*, 7(3), 55-62.
- Sujeewa, G., Ab Yajid, M. S., Khatibi, A., & Azam, S. M. F. (2020). Collapse of Sri Lankan economy: The corruption connection. *International Journal of Business and Society*, 21(4), 200-211.
- Syed Abdul, S. R., Yusoff, R. M., & Mohamed, N. (2019). The relevance of the fraud diamond theory to forensic accountants in Malaysia. *International Journal of Academic Research in Business and Social Sciences*, 9(5), 112-124.
- Sujana, E., Yasa, G. W., & Wahyuni, M. A. (2018). Understanding fraud through the diamond theory approach: A case of tax authorities. *Journal of Accounting and Auditing*, 12(2), 55-65.
- Wolfe, D. T., & Hermanson, D. R. (2004). The fraud diamond: Considering the four elements of fraud. *CPA Journal*, 74(12), 38-42.



THE ADOPTION OF MPERS IN MALAYSIA: A PATHWAY TO HARMONISED FINANCIAL REPORTING FOR SMES

*Noor Asrafez Bin Jailuddin

Faculty of Accountancy, Universiti Teknologi MARA,
Cawangan Kedah, Kampus Sungai Petani, Kedah, Malaysia

*noorasrafez@uitm.edu.my (*corresponding author)

Introduction

Globalisation has significantly expanded international trade and cross-border investment. As businesses increasingly operate across borders, the need for consistent, comparable, and transparent financial reporting has grown more urgent. However, many business entities, particularly small and medium-sized enterprises (SMEs), still prepare accounts using localised accounting standards, resulting in inconsistencies that hinder international comparability and decision-making (World Bank, 2012). To address this, the International Accounting Standards Board (IASB) introduced the International Financial Reporting Standards for Small and Medium-sized Entities (IFRS for SMEs) (IASB, 2009), which was later localised in Malaysia through the Malaysian Private Entities Reporting Standard (MPERS) (MASB, 2014).

Malaysia's Response: MPERS

The Malaysian Accounting Standards Board (MASB) officially adopted MPERS on 14 February 2014, with implementation commencing on 1 January 2016 (MASB, 2014). The standards are largely aligned with IFRS for SMEs, with slight adjustment to meet local context (IASB, 2009). Unlike the comprehensive Malaysian Financial Reporting Standards (MFRS) framework used by public listed companies, MPERS offers a streamlined set of 35 sections tailored for private entities. These business entities are defined under Section 1 of MPERS as companies that are not required to submit financial reports to the Securities Commission or Bank Negara Malaysia and are not subsidiaries or associates of such entities (MASB, 2012).

One key distinction between MFRS and MPERS lies in their complexity and level of detail (Salleh & Azmi, 2017). MFRS, which is fully aligned with IFRS, is designed for public interest entities and features extensive disclosure requirements across 44 sections.

In contrast, MPERS is simplified, containing only 35 sections, and provides more concise guidance tailored for SMEs. MFRS uses a fair value model in many areas, whereas MPERS typically opts for cost-based measurement unless otherwise specified. Additionally, MPERS provides fewer choices in accounting policies and requires less frequent revaluation of assets, making compliance easier and more cost-effective for smaller firms (Alias & Madzlan, 2020).

Why SMEs Matter

SMEs form the backbone of most economies, accounting for over 95% of businesses globally (World Bank, 2012). In Malaysia, they are essential to driving employment, innovation, and economic growth. However, prior to MPERS, financial reporting by SMEs lacked uniformity, which limited their ability to secure cross-border investments or loans, participated in global trade, or be assessed against global standards (Salleh & Azmi, 2017). Hence, MPERS addresses these challenges by improving the quality, comparability, and enhances the disclosure of SME financial reports, aligning them with global expectations and facilitating international expansion (Alias & Madzlan, 2020).

Implications and Reflection

The implementation of MPERS demonstrates Malaysia's dedication to a harmonised reporting and economic inclusion (MASB, 2014). It also addresses concerns raised in the World Bank's 2000 report regarding the Observance of Standards and Codes (ROSC), which highlighted the outdated nature in SME accounting frameworks (World Bank, 2012). With over 80 countries having adopted IFRS for SMEs, Malaysia's compliance reflects its commitment for global integration (IASB, 2009). Moving forward, consistent application, stakeholder education, and continuous updates will be key to realising MPERS's full potential (Alias & Madzlan, 2020).

The implementation of MPERS not only modernises Malaysia's financial reporting landscape but also underscores the nation's aspiration to position itself as a regional business hub (MASB, 2014). By aligning SME reporting standards with international best practices, Malaysia signals its readiness to attract foreign investment, foster cross-border partnerships, and strengthen economic resilience in an increasingly interconnected ASEAN market (IASB, 2009).

References

- International Accounting Standards Board. (2009). *International Financial Reporting Standard for Small and Medium-sized Entities (IFRS for SMEs)*. London: IFRS Foundation.
- Malaysian Accounting Standards Board. (2014). *Malaysian Private Entities Reporting Standard (MPERS)*. Kuala Lumpur: MASB.
- Malaysian Accounting Standards Board. (2012). *Malaysian Financial Reporting Standards (MFRS Framework)*. Kuala Lumpur: MASB.
- World Bank. (2012). *Report on the Observance of Standards and Codes (ROSC): Accounting and Auditing – Malaysia*. Washington, DC: World Bank.
- Salleh, Z., & Azmi, A. (2017). The implementation of MPERS in Malaysia: Issues and challenges. *International Journal of Accounting, Finance and Business*, 2(5), 33–44.
- Alias, N. F., & Madzlan, N. A. (2020). Transition to MPERS: Perceptions and readiness among Malaysian SMEs. *Asian Journal of Accounting Perspectives*, 13(2), 45–61.

Biodata of author

Noor Asrafez Bin Jailuddin is a lecturer at Universiti Teknologi MARA Kedah, specialising in financial reporting and Malaysian taxation. His research interests include the adoption and implementation of accounting standards such as the Malaysian Private Entities Reporting Standard (MPERS) and the Malaysian Financial Reporting Standards (MFRS), as well as tax compliance and reporting practices among both small and medium enterprises (SMEs) and publicly listed companies in Malaysia.



INFLUENCER MARKETING AND PARASOCIAL RELATIONSHIPS: UNDERSTANDING THE POWER OF ONE-SIDED CONNECTIONS IN DIGITAL BRANDING

***Fatimah Norazami Abdullah**

Faculty of Business and Management, Universiti Teknologi MARA, Cawangan Kedah, Kampus Sungai Petani, Kedah, Malaysia

*fatih876@uitm.edu.my (*corresponding author)

INTRODUCTION

Influencer marketing has emerged as a powerhouse in the online world wherein brands partner with social media influencers to endorse products and services. Such influencers tend to develop devoted fan bases through consistent, relatable, and emotionally connected content. At the core of this phenomenon is the idea of parasocial relationships (PSRs), one-sided emotional connections developed by audiences for media personalities who are unaware of them personally. Relative to traditional celebrity endorsements, influencers are found to offer authenticity and accessibility that enhances PSRs (Sokolova & Perez, 2021).

Horton and Wohl (1956) have used the term parasocial interaction to describe the impression of a face-to-face relationship developed by audiences with media figures. With social media, this has shifted. Influencers are constantly posting stories, responding to comments, and creating interactive content that adds to the felt proximity between them and their audience (Labrecque, 2014). However, these PSRs are akin to real friendships, and as a result, leading consumers to trust influencers in the same way they would trust their friends. Source credibility theory accounts for this process, outlining how trust and expertise increase persuasiveness (Ohanian, 1990).



"Connection creates influence and credibility"



INFLUENCER MARKETING THROUGH THE LENS OF PSRS

Influencers depend on narrative, behind-the-scenes content, personal struggles, and direct address to establish a sense of closeness with their followers. The parasocial closeness generates emotional trust and encourages consumer involvement, like liking, sharing, and ultimately purchasing (Lou & Kim, 2019). Emma Chamberlain, for example, is a YouTuber who posts unedited vlogs of her daily life that are close and relatable, forging powerful PSRs that lead to brand influence. Research shows that high PSR consumers are more likely to be receptive to product suggestions, believe them, and are less resistant to persuasion (Lee & Watkins, 2016).



Influencers are strategically employed by brands not only for reach but also for credibility.

PSRs eliminate skepticism, and therefore branded content is more acceptable. For instance, beauty influencers like Huda Kattan or NikkieTutorials mix personal experience with product use, making them more credible.

RISKS AND ETHICAL CONSIDERATIONS

While promoting its impact, the influencer-follower relationship is ethically problematic. Influencers dissolve the line between organic content and sponsored messages that may disorient consumers, especially younger consumers (Boerman et al., 2017). Regulatory frameworks like the U.S.'s FTC guidelines require influencers to label paid partnerships with hashtags like #ad or #sponsored, but enforcement is inconsistent.

Besides, the emotional work of upholding PSRs can lead to burnout among influencers and emotional dependence among followers. If followers treat influencers like mentors or friends, what they suggest possesses undue psychological power, with emotional manipulation in question.

CONCLUSION

Parasocial relationships lie at the center of the efficacy of influencer marketing. Using emotional bonding, authenticity, and faith, influencers convert their perceived closeness into persuasive power. Yet, marketers must be aware of ethical implications, like open advertising and proper content creation.



REFERENCES

- Boerman, S. C., Willemsen, L. M., & Van Der Aa, E. P. (2017). "This post is sponsored": Effects of sponsorship disclosure on persuasion knowledge and electronic word of mouth in the context of Facebook. *Journal of Interactive Marketing*, 38, 82-92.
<https://doi.org/10.1016/j.intmar.2016.12.002>
- Horton, D., & Wohl, R. R. (1956). Mass communication and para-social interaction: Observations on intimacy at a distance. *Psychiatry*, 19(3), 215-229.
<https://doi.org/10.1080/00332747.1956.11023042>
- Labrecque, L. I. (2014). Fostering consumer-brand relationships in social media environments: The role of parasocial interaction. *Journal of Interactive Marketing*, 28(2), 134-148.
<https://doi.org/10.1016/j.intmar.2013.12.003>
- Lee, J. E., & Watkins, B. (2016). YouTube vloggers' influence on consumer luxury brand perceptions and intentions. *Journal of Business Research*, 69(12), 5753-5760.
<https://doi.org/10.1016/j.jbusres.2016.04.171>
- Lou, C., & Kim, H. K. (2019). Fancying the new rich and famous? Explicating the roles of influencer content, credibility, and parasocial relationships in influencer marketing. *Journal of Interactive Advertising*, 19(1), 13-25.
<https://doi.org/10.1080/15252019.2018.1533501>
- Ohanian, R. (1990). Construction and validation of a scale to measure celebrity endorsers' perceived expertise, trustworthiness, and attractiveness. *Journal of Advertising*, 19(3), 39-52.
<https://doi.org/10.1080/00913367.1990.10673191>
- Sokolova, K., & Perez, C. (2021). You follow fitness influencers on YouTube. But do you actually exercise? How parasocial relationships, and watching fitness influencers, relate to intentions to exercise. *Journal of Retailing and Consumer Services*, 58, 102276.
<https://doi.org/10.1016/j.jretconser.2020.102276>

Biodata of author

Fatihah Norazami Binti Abdullah has been teaching since 2003 and is currently a senior lecturer in the Department of Business Management at the Faculty of Business and Management, Universiti Teknologi MARA in Kedah, Malaysia. She obtained her Master's degree in Business, and Management from Universiti Utara Malaysia in 2003.

WEARING CONFIDENCE: THE ROLE OF ENCLOTHED COGNITION IN JOB PERFORMANCE

***Hanani Hussin**

Faculty of Business and Management, Universiti Teknologi
MARA, Cawangan Kedah, Kampus Sungai Petani, Kedah,
Malaysia

*hanani12@uitm.edu.my (*corresponding author)

The phrase “don’t judge a book by its cover” is often used to emphasise that appearances should not determine how we evaluate others. However, people frequently form impressions based on outward appearances, particularly in professional settings. The way individuals dress is often perceived as a reflection of their personality, competence, and suitability for a given role or responsibility. Therefore, in positions that require trust of the public or others, what one wears can affect impressions. What an employee chooses to wear can make a lasting impression and influence the way they behave, interact with others, and perform at work. Therefore, even with skills and abilities, appearance can still send a strong non-verbal message at work.

Besides making sure your work is impressive, nowadays, being perceived as reliable, professional, and reputable is emphasised in the workplace. Moreover, clothing is linked with psychology as well as the world of looks and dress codes. Enclothed cognition examines how clothing can change our thoughts, feelings, and actions (Adam & Galinsky, 2012). When trying to boost productivity, motivation, and morale in their teams, organisations worldwide can benefit by analysing the psychological effects of professional dress.



The current research suggests that the clothing we wear influences the attention we give to ourselves, how we perceive ourselves and our behaviour. Putting on a lab coat, for example, improves the ability to pay attention to something specific, even though for some individuals it may decrease their skill at solving insight-based problems (Van Stockum & DeCaro, 2014). Researchers have identified connections between clothes worn at work and feelings of self-esteem as well as goal-seeking habits (Kim et al., 2023). There is evidence that wearing a uniform affects how police officers perceive themselves and behave (Andrews, 2023), while formal attire enhances self-confidence among people, influencing proactive behaviour (Liu, 2025).

For police officers, the uniform may activate internalised schemas related to discipline, vigilance, and responsibility, thereby influencing their conduct, decision-making, and interactions with the public. In the Malaysian setting, where community-based policing and public image are increasingly emphasised, understanding how uniforms psychologically impact officers could offer valuable insights into performance, morale, and ethical conduct.

Aviation is an industry where uniforms or clothes are very significant as they hold a symbolic meaning and may affect the image of the company.

For the cabin crew, uniforms are designed to be beneficial, pleasing to the eye, and represent the company's values, which influence their behaviour and expectations. This theory states that wearing certain clothes may influence people to adopt the appropriate psychological characteristics, therefore improving their performance (Adam & Galinsky, 2012).

In Malaysia, the uniforms of cabin crews on a national airline like Malaysia Airlines show dedication, friendliness, discipline, and respect for the local culture. Connecting symbols to important terms may help staff calm their moods, focus on details, and care more about customers, which are all useful in air travel. Furthermore, when wearing outfits, individuals can boost their confidence and how they act in social situations, which are particularly relevant to the emotionally demanding context of in-flight service (Kim et al., 2023).



Figure 1: Psychological Impact of Professional Attire

Although research suggests that clothes can occasionally influence job performance, the study of enclothed cognition faces some challenges. There is a lack of agreement about the consistency and applicability of old findings in various cultural and occupational situations, according to recent meta-analyses (Horton et al., 2025). Given these concerns, better research in different contexts is important to explain how clothes affect both our mental and social behaviours at work. Essentially, enclothed cognition helps us see how clothing can influence our minds and the way we act at our jobs.

People can improve their attention, feel differently about themselves, and adapt to the roles expected of them by using the cognitive schemas related to the meaning of their clothing symbols. This is most important for careers with strong visual and service roles, such as cabin crew and police officers in Malaysia.

Despite growing interest in the field, more empirical research is needed to explore how cultural and contextual factors shape the effects of enclothed cognition across different occupational settings. Understanding these dynamics not only contributes to psychological theory but also informs practical strategies in employee training, uniform design, and organisational branding.

References

- Adam, H., & Galinsky, A. D. (2012). Enclothed cognition. *Journal of Experimental Social Psychology*, 48(4), 918-925. <https://doi.org/10.1016/j.jesp.2012.02.008>
- Andrews, T. (2023). The superhero effect: How enclothed cognition can impact on the perceptions and actions of serving UK police officers. *The Police Journal Theory Practice and Principles*, 97(3), 417-434. <https://doi.org/10.1177/0032258x231184778>
- Horton, C. B., Adam, H., & Galinsky, A. D. (2025). Evaluating the evidence for enclothed cognition: Z-curve and meta-analyses. *Personality and Social Psychology Bulletin*. <https://doi.org/10.1177/01461672231182478>
- Kim, J. K., Holtz, B. C., & Vogel, R. M. (2023). Wearing your worth at work: The consequences of employees' daily clothing choices. *Academy of Management Journal*. <https://doi.org/10.5465/amj.2021.1358>
- Liu, H. (2025). Clothes make the man: The effect of wearing types on consumer self-confidence. *Italian Journal of Marketing*. <https://doi.org/10.1007/s43039-025-00110-4>
- Van Stockum, C. A., & DeCaro, M. S. (2014). Enclothed cognition and controlled attention during insight problem-solving. *Journal of Problem Solving*, 7(1), 42-54. <https://doi.org/10.7771/1932-6246.1164>

Biodata of author

Hanani Hussin is a passionate scholar and educator whose work bridges the fields of Office Systems and Business Management. With a master's degree in office systems management from Universiti Teknologi MARA (UiTM), Malaysia, Hanani brings both academic depth and practical insight to her research. She is currently working as a senior lecturer at the Faculty of Business and Management, UiTM Kedah Branch.

FINANCIAL SCANDALS IN MALAYSIA: SERBA DINAMIK & SAPURA ENERGY

*Mazlifa Md Daud & Nur Zharifah Che Adenan

Faculty of Accountancy, Universiti Teknologi MARA,
Cawangan Kedah, Kampus Sungai Petani, Kedah, Malaysia

*mazlifa338@uitm.edu.my, zharifah@uitm.edu.my

(*corresponding author)

5.00

4.90

4.50

Introduction

Malaysia has faced several major financial scandals in recent years, exposing weaknesses in corporate governance, auditing, and regulatory oversight. Two high-profile cases, Serba Dinamik and Sapura Energy stand out for their severe financial and reputational impacts.

1. Serba Dinamik (2021-2022): The Auditing Scandal

Serba Dinamik Holdings Bhd., an oil and gas services firm, was accused of falsifying financial statements by inflating its revenue by RM6 billion. Its external auditor KPMG, raised red flags over suspicious transactions, leading to investigations by the Securities Commission Malaysia (SC) in 2021 (The Edge Malaysia, 2021). KPMG's late detection of discrepancies raised questions about audit quality and the board's failure to oversee financial reporting properly, which led to corporate governance weaknesses (Abdul Rahman & Ali, 2022). The CEO, and several executives were charged with financial misreporting.

The Financial Mechanics of Fraud

The company allegedly:

1. Inflated revenue recognition from Middle East contracts.
2. Fabricated transactions with subsidiary companies.
3. Misrepresented maintenance, repair, and overhaul (MRO) contracts.
4. Overstated trade receivables by RM3.5 billion.

Regulatory and Market Consequences

1. Bursa Malaysia implemented stricter periodic disclosure requirements.
2. SC enhanced guidelines on auditor independence (2022).
3. MFRS 15 revenue recognition standards enforcement tightened.
4. Market capitalization fell from RM8.2 billion to RM800 million.
5. Investor losses as share prices collapsed by 90%, wiping out billions in market value.
6. Mandatory auditor rotation for listed companies to prevent conflicts of interest.



2. Sapura Energy (2022-2025): The Debt Crisis

Sapura Energy Bhd, a government-linked oil & gas firm, filed for RM10 billion in debt restructuring after years of mismanagement. The company suffered from cost overruns, failed projects, and weak governance. Between 2020 and 2024, Sapura Energy incurred massive losses of RM17.6 billion. It bled largely due to impairments of assets and anticipated losses from contracts it had won before PNB came into the picture (The Edge Malaysia, 2025). The Malaysian government had to intervene with a bailout to prevent total collapse.

The debt crisis.

1. Poor Risk Management: Sapura took on excessive debt without proper feasibility studies.
2. Lack of GLC Oversight: Government-linked companies (GLCs) were not held accountable for losses.
3. Job Losses: Thousands of employees were affected by restructuring.

Reforms Triggered.

1. Stricter financial controls for GLCs under the Ministry of Finance.
2. Mandatory independent audits for large state-owned enterprises.

Common Lessons from these Scandals

1. Stronger Corporate Governance is Needed. Independent boards and whistleblower protections could have prevented fraud.
2. Auditors Must Be More Vigilant. Late detection of fraud (Serba Dinamik, Wirecard) shows audit failures.
3. Regulators Must Act Faster. BNM and SC need real-time monitoring to detect financial crimes early.
4. Ethics and Transparency Are Critical. Corruption, mismanagement, and weak oversight led to these crises.

Conclusion

The Serba Dinamik Berhad and Sapura Energy scandals highlight systemic weaknesses in Malaysia's corporate and financial sectors. While reforms have been introduced, stronger enforcement, better governance, and stricter auditing are needed to prevent future crises. Malaysia must learn from these cases to rebuild investor trust and ensure long-term financial stability.

References

- Abdul Rahman, R., & Ali, F. H. M. (2022). Corporate governance failures in Malaysia: The case of Serba Dinamik. *Journal of Financial Crime*.
- Securities Commission Malaysia (SC). (2022). Enforcement actions against Serba Dinamik executives. *The Edge Malaysia*. (2021, June 10). Serba Dinamik's auditor red flags: What went wrong?
- The Edge Malaysia*. (2025, March 17). Alternative Views: Sapura Energy: A case of throwing good money after bad

Biodata of authors

Mazlifa Md Daud is a senior lecturer at Faculty of Accountancy, UiTM Kedah Branch. She graduated with a Bachelor of Accounting (Hons) and Master of Business Administration (Accounting) from the Universiti Utara Malaysia. She started her career with UiTM Kedah in 2007 but has working experience from 1995 at various companies. Her areas of interest include corporate governance, financial accounting, and accounting information systems.

Nur Zharifah Che Adenan is a lecturer at Faculty of Accountancy, UiTM Kedah Branch. She graduated with a Bachelor of Accounting (Hons), Master of Science (Accountancy) and Doctor of Philosophy (Financial Criminology) from the Universiti Teknologi MARA. She started her career with UiTM Kedah in 2024 but has working experience from 2010 at various companies. Her areas of interest include corporate governance, financial reporting, and accounting information systems.



RISK IN THE BOARDROOM:

HOW DIRECTOR NETWORKS AND DIVERSITY SHAPE CORPORATE DECISION-MAKING IN MALAYSIA

Mohd Hafiz Abdul Halim, Roshima Said, *Mohd Faizal Jamaludin, Muslimah Mohd Jamil

Faculty of Accountancy, Universiti Teknologi MARA, Cawangan Kedah, Kampus Sungai Petani, Kedah, Malaysia
2024835436@student.uitm.edu.my; roshima712@uitm.edu.my; *mfaizal@uitm.edu.my; muslimahmj@uitm.edu.my

(*corresponding author)

Introduction

Corporate risk-taking plays a significant role in shaping the long-term sustainability and competitiveness of companies. In Malaysia, recent shifts in governance codes and economic volatility have amplified scrutiny on how boards influence such risk-taking behaviour. While traditional corporate governance approaches often focus on board size or independence, emerging studies highlight a subtler force—board networks and the diversity embedded within them.

Director Networks and Risk Appetite

Interlocking directorates, defined as where individuals serve on multiple boards, facilitate the diffusion of norms, strategies, and risk philosophies across companies. Directors with strategic central positions in the corporate network are often exposed to broader strategic knowledge and peer influence. Such exposure can either temper risk-taking through shared best practices or amplify it through mimicry in high-growth sectors. In Malaysia's interconnected corporate landscape, these networks are not just social—they shape decision-making at scale.

Board Diversity: A Strategic Moderator

Diversity in the boardroom, which can be either in gender, age, tenure, ethnicity, or professional background, may inject heterogeneity in risk perception and debate. When diverse boards intersect with highly networked directors, the outcomes vary significantly. For example, gender-diverse boards may counterbalance risk-prone tendencies within male-dominated networks, introducing more cautious financial decisions or greater CSR oversight. Thus, diversity functions not only as a moral imperative but also as a strategic moderator of board-driven risk.

Implications for Governance and Policy

Regulators such as the Securities Commission and Bursa Malaysia are advised to look beyond the surface metrics of board independence. By incorporating network centrality and board diversity analytics into their corporate governance frameworks, they can better assess latent risk exposures. Policy tools like gender quotas, board tenure limits, and diversity scorecards may help optimise board composition and behaviour. Ultimately, effective governance demands a dynamic lens that reflect how the real board interactions unfold.



Conclusion

Boards are not just institutional checklists; instead, they are living networks of influence, ideology, and impact. By understanding how networked directors and diverse boards co-shape risk appetite, Malaysian corporations can better navigate volatility while staying true to the principles of responsible governance.

Note: This article is derived from ongoing research on corporate networks, diversity, and company-level risk behaviour in Malaysian public-listed companies.

References

- Faccio, M., Marchica, M.-T., & Mura, R. (2016). CEO gender, corporate risk-taking, and the efficiency of capital allocation. *Journal of Corporate Finance*, 39, 193-209.
- Fan, Y., Jiang, Y., Jin, P., & Mai, Y. (2023). CEO network centrality and bank risk: Evidence from US Bank holding companies. *Journal of Corporate Finance*, 83(130), 102501. <https://doi.org/10.1016/j.jcorpfin.2023.102501>
- García-Gómez, C. D., Zavertiaeva, M. A., Kirpishchikov, D., & López-Iturriaga, F. J. (2023). Board social capital in an emerging market: Do directors' connections affect corporate risk-taking? *Borsa Istanbul Review*, 23(5), 1173-1190. <https://doi.org/10.1016/j.bir.2023.07.005>
- Guedj, I., & Barnea, A. (2011). Director Networks. *SSRN Electronic Journal*. <https://doi.org/10.2139/ssrn.966555>
- Karim, S., Naeem, M. A., & Ismail, R. B. (2023). Re-configuring ownership structure, board characteristics and firm value nexus in Malaysia: the role of board gender and ethnic diversity. *International Journal of Emerging Markets*, 18(12), 5727-5754. <https://doi.org/10.1108/IJOEM-01-2021-0004>
- Khan, N. J. M., Ali, H. M., & Alam, H. S. M. N. (2024). Beyond Compliance: The Quality Of Departure Explanations in Malaysian Corporate Governance Reports. *International Journal of Academic Research in Business and Social Sciences*. <https://doi.org/10.6007/ijarbss/v14-i8/22510>
- Maxfield, S., & Wang, L. (2024). Board Gender Diversity, Firm Risk, and the Intermediate Mechanisms: A Meta-Analysis. *SSRN Electronic Journal*. <https://doi.org/10.2139/ssrn.4678179>
- Muhammad, H., Migliori, S., & Mohsni, S. (2023). Corporate governance and firm risk-taking: the moderating role of board gender diversity. *Meditari Accountancy Research*, 31(3), 706-728. <https://doi.org/10.1108/MEDAR-07-2020-0949>
- Securities Commission Malaysia (SC). (2021b). Malaysian Code on Corporate Governance (MCCG). In Securities Commission Malaysia.
- Securities Commission Malaysia (SC). (2024). Corporate Governance Monitor 2024.
- Wasserman, S., & Faust, K. (1994). Social network analysis: Methods and applications.

SUSTAINABLE BY FAITH: BRIDGING ESG, SDG, AND MAQASID SHARIAH IN CORPORATE MALAYSIA

***Mohd Faizal Jamaludin**

Faculty of Accountancy, Universiti Teknologi MARA,
Cawangan Kedah, Kampus Sungai Petani, Kedah,
Malaysia

[*mfaizaljeuitm.edu.my](mailto:mfaizaljeuitm.edu.my) (*corresponding author)

Mohd Fahmee Bahaudin

Accounting Research Institute, UiTM Shah Alam



The ESG Gap

ESG scores evaluate non-financial performance across dimensions such as environmental responsibility, social equity, and governance effectiveness. Based on Refinitiv data, Shariah-compliant firms in Malaysia consistently record lower ESG scores than conventional firms. This gap signals underlying challenges: limited structural governance, inadequate risk oversight, and insufficient board diversity.

INTRODUCTION

Malaysia stands at a critical juncture between economic growth and sustainability. With over 80% of capital market firms in Malaysia designated as Shariah-compliant, one would expect their Environmental, Social, and Governance (ESG) performance to reflect the ethical foundations of Islamic principles. Yet, many of these firms lag behind their non-Shariah counterparts in ESG scores. This paradox underscores a missed opportunity to align Maqasid Shariah—the Islamic objectives of justice, welfare, and stewardship—with global sustainability frameworks such as the ESG standards and the United Nations Sustainable Development Goals (SDGs).



Figure 1: Average ESG Scores (2022)



Reflection

“Prophet Muhammad ﷺ said: The example of a good companion is like that of a musk seller.” (Sahih al-Bukhari)

Figure 1 presents average ESG scores for the top 100 public listed companies in Malaysia in 2022. Shariah-compliant firms recorded an average score of 64.73, while non-Shariah firms scored 72.71. Despite their ethical underpinnings, Shariah-compliant firms may lack robust ESG frameworks, systematic reporting practices, or strategic emphasis on sustainability. This gap highlights the need to integrate Maqasid Shariah more effectively with contemporary ESG benchmarks. Enhancing board governance, strengthening director networks, and institutionalising ESG reporting are essential steps toward closing this performance gap.

Why Maqasid Matters

Maqasid Shariah prioritises the preservation of life, intellect, wealth, lineage, and faith—principles that closely mirror the aims of ESG and SDG frameworks. Concepts such as social justice, environmental protection, and ethical governance are inherently embedded in Islamic law. Realigning corporate strategies with Maqasid Shariah can thus enable firms to bridge the ESG gap while remaining spiritually grounded and ethically responsible.

Board Networks and Risk Oversight

Empirical research affirms that firms with diverse, well-connected boards and independent Risk Management Committees (RMCs) consistently outperform others in ESG ratings. Board networks encourage knowledge exchange, benchmarking, and strategic collaboration. Unfortunately, many Shariah-compliant firms lack the informal and formal networks that catalyse innovation and adaptive sustainability governance.

Policy Implication

Malaysia’s regulatory landscape must take the next step by embedding Maqasid Shariah and ESG into the Malaysian Code of Corporate Governance. Firms should be encouraged to institutionalise board diversity across gender, ethnicity, and religiosity—backed by proactive and independent RMCs. Regulators should provide incentives for ethical disclosures, risk transparency, and ESG literacy, while mandating directors’ upskilling in sustainability governance.

Like a good companion, an effective board influences its organisation toward goodness. By harmonising faith with sustainability metrics, Malaysia’s corporate sector can emerge as a regional leader in ethical, resilient, and inclusive economic development.

Note: This article is adapted from an ongoing research study on director networks, ESG performance, and Shariah governance in Malaysia’s public listed companies.

References

- Bekhet, H. A., & Othman, N. S. (2018). Examining the role of sustainability indicators in Malaysia. *Sustainable Development*, 26(3), 267-276.
- Jamaludin, M. F., & Hashim, F. (2017). Corporate Governance, Institutional Characteristics, and Director Networks in Malaysia. *Asian Academy of Management Journal of Accounting and Finance*, 13(2), 135-154.
- KPMG. (2024). ESG: Reporting and Assurance. Retrieved from <https://home.kpmg/xx/en/home/insights/2024/04>
- Lee, C., & Isa, M. (2023). ESG integration and financial performance of Shariah-compliant firms. *Emerging Markets Review*, 55, 100910.
- Muhamad, N., Sulaiman, N., & Radin, S. N. (2022). Shariah governance and risk management practices: A Malaysian perspective. *Journal of Islamic Finance*, 11(1), 20-34.
- Refinitiv Eikon. (2022). ESG Scores Database. Retrieved from <https://www.refinitiv.com>
- United Nations. (2015). Transforming our World: The 2030 Agenda for Sustainable Development. <https://sdgs.un.org/2030agenda>
- Zailani, S., Iranmanesh, M., & Foroughi, B. (2023). Integrating Maqasid Shariah in ESG practices of Malaysian firms. *Journal of Islamic Accounting and Business Research*, 14(2), 145-163.





FINFLUENCER: FRIEND OR FOE?

***Najah Binti Mokhtar**

Faculty of Business and Management, Universiti Teknologi MARA, Cawangan Kedah,
Kampus Sungai Petani, Kedah, Malaysia

[*najahmokhtareuitm.edu.my](mailto:najahmokhtareuitm.edu.my)

(*corresponding author)

In recent years, financial influencers often referred to as finfluencers, have become increasingly prominent, especially among Gen Z. These content creators focus on topics such as personal finance and investing, and frequently utilize platforms like TikTok, Instagram, and YouTube. Their relaxed and relatable approach has played a role in making financial matters easier to understand for younger viewers. Although their content may raise awareness about financial topics, some studies argue that following finfluencers alone does not necessarily improve financial literacy. However, when this exposure is combined with a positive financial mindset, it may encourage better financial habits over time (Geenen, 2023).

That said, many finfluencers operate without proper financial credentials or regulatory supervision. This situation increases the likelihood of unverified or misleading information being circulated. In some cases, followers may be influenced to act impulsively, take unnecessary financial risks, or engage in herd behaviour. This kind of behaviour occurs when individuals make investment decisions simply because others are doing so, without understanding the underlying risks. As a result, significant financial losses can occur. Therefore, it is essential that investors develop a solid understanding of market structures, economic indicators, and company in order to act as informed traders rather than gamblers.

To manage these risks, regulators across various countries have started monitoring and responding to influencer-related activities. In the United States, the California Department of Financial Protection and Innovation [DFPI, 2022] issued warnings about relying on financial content shared by unlicensed individuals. One highlighted case involved a celebrity who was fined by the U.S. Securities and Exchange Commission (SEC) for promoting a crypto asset on her social media without disclosing that she was paid to do so. Following the case, the crypto asset's value collapsed by over 99 percent.

Meanwhile, in Malaysia, the Securities Commission (SC) revised its Guidelines on Advertising for Capital Market Products and Related Services in March 2025. These updated rules focus on individuals who independently promote capital market products without being officially appointed or licensed. The revised guidelines, intended to improve accountability, are set to be enforced beginning 1 November 2025 (Securities Commission Malaysia, 2025). In summary, finfluencers are not inherently harmful, but their influence must be balanced with proper regulation, financial education, and critical consumer awareness. When these elements come together, finfluencers can contribute meaningfully to the development of financially literate and responsible investors.

References

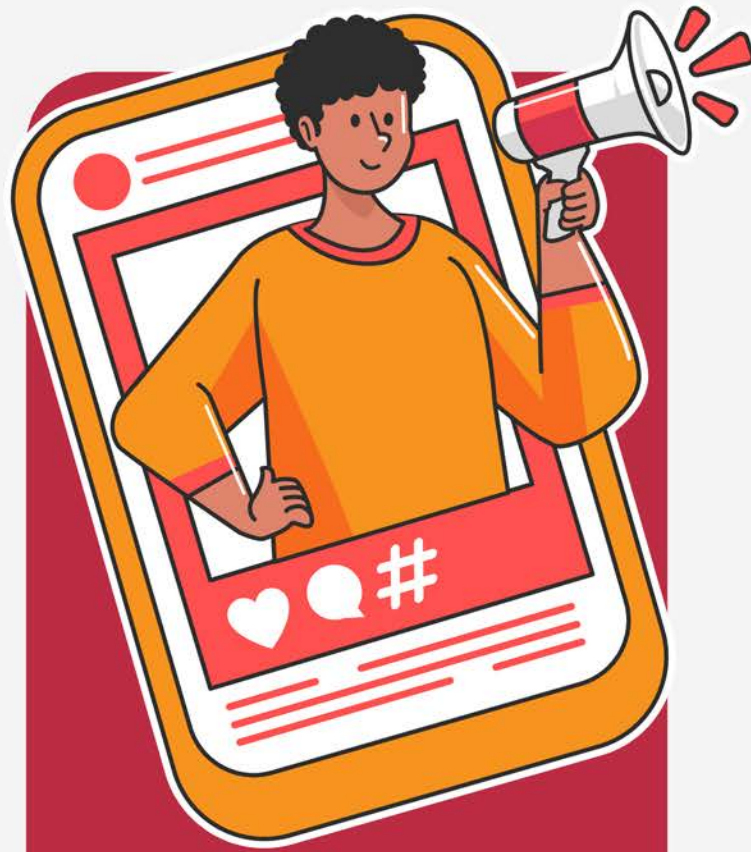
California Department of Financial Protection and Innovation. (2022, October 5). Social media influencers - Who should you trust? DFPI Insights. <https://dfpi.ca.gov/news/insights/social-media-finfluencers-who-should-you-trust/>

Geenen, S. (2023). The impact of financial influencers on social media on the financial literacy of young adults (Master's thesis, Tilburg University). Tilburg University Student Theses. <https://arno.uvt.nl/show.cgi?fid=162727>

Securities Commission Malaysia. (2025, March 27). SC issues revised guidelines on advertising for capital market products and related services [Media release]. Securities Commission Malaysia. <https://www.sc.com.my/resources/media/media-release/sc-issues-revised-guidelines-on-advertising-for-capital-market-products-and-related-services>.

Biodata of author

Najah Binti Mokhtar holds a Master's degree in Finance from Universiti Utara Malaysia and has a strong interest in investment behaviour, stock market trends, and the financial performance of public listed companies in Malaysia. She actively follows developments in the digital finance space, particularly the growing role of financial influencers ("finfluencers") in shaping the financial decisions of young retail investors. Her current writing explores issues related to financial literacy, digital investment culture, and the implications of social media-driven financial advice. She is especially interested in how these trends intersect with company performance and investor outcomes in the Malaysian capital market.





Detecting Early Warning Signals of Recession in Malaysia: A Time Series Analysis Perspective

***Ida Normaya Mohd Nasir**

Faculty of Computer and Mathematical Sciences, Universiti Teknologi MARA, Cawangan Kedah, Kampus Sungai Petani, Kedah, Malaysia
normaya@uitm.edu.my (*corresponding author)

Global economic growth is projected to slow to between 2.2% and 2.6% in 2025, while a 0.3% contraction in global GDP in Q1 2025 has heightened recession concerns (World Economic Forum, 2025). As a small, open economy heavily reliant on international trade, Malaysia requires robust early warning systems to enable policymakers and stakeholders to proactively anticipate and respond to potential external shocks (Bank Negara Malaysia, 2025a).

The Role of Time Series Analysis in Recession Forecasting

Time series analysis, especially through the Conference Board Leading Economic Index® (LEI), is instrumental in identifying early recession signals. The “3Ds” approach—Duration, Depth, and Diffusion—offers a structured framework for evaluating downturn risks. The LEI combines ten economic indicators that typically change direction before the overall economy does (Conference Board, 2020).

Unlike the US LEI, specific quantitative “3Ds” thresholds for Malaysia's LI are unavailable. Malaysia's LI, published by the Department of Statistics Malaysia (DOSM), is a composite of seven indicators including the Bursa Malaysia Industrial Index, real money supply (M1), and the number of approved housing units. Its compilation involves DOSM, MHLG, BNM, RTD, MIDA, and EPF, indicating a comprehensive approach to economic forecasting and a robust early warning system (DOSM, 2024).

The Malaysian Leading Index (LI) consistently provides advance signals for economic downturns. Previous crises such as the 1997/98 Asian Financial Crisis, the 2008/09 Global Financial Crisis, and the COVID-19 pandemic demonstrate the LI's predictive value, with lead times ranging from one to ten months (DOSM, 2020). However, its effectiveness varies depending on the nature of the shock whether external or domestic.

As of March 2025, the Malaysia LI rose by 0.6% year-on-year. However, monthly declines and a weakening long-term trend suggest economic deceleration. Although the diffusion index was strong in June 2024, recent trends show weakening components, signalling potential headwinds, though not yet a sharp downturn (DOSM, 2024).

Recession Prediction Models and the Official Outlook

Academic research frequently employs time series models such as ARIMA, VAR, Probit, and Logit to forecast macroeconomic trends and assess corporate financial distress (Bischoff, 1989). When these models are integrated with key macroeconomic indicators such as the Leading Index (LI), GDP, CPI, and unemployment rate, the accuracy and reliability of early warning systems are significantly improved (Muma et al., 2022). Furthermore, complementary approaches such as the Smoothed Recession Probability model and the Sahm Rule can bolster economic forecasting by providing additional timely and data-driven signals.

Bank Negara Malaysia has publicly stated that Malaysia will not enter a recession in 2025, citing strong economic fundamentals, resilient domestic demand, and prudent fiscal consolidation (BNM, 2025a). BNM has maintained the Overnight Policy Rate (OPR) at 3.0% and lowered the Statutory Reserve Requirement (SRR) to inject liquidity into the financial system (BNM, 2025, May 8).

Conclusion

The Malaysia LI shows mixed signals with positive annual growth and recent monthly declines. While macro indicators like GDP and inflation remain stable, the manufacturing sales and Manufacturing PMI is in contraction territory, signalling possible industrial weakness. Meanwhile, slowing export growth and a deteriorating trade balance highlight Malaysia's vulnerability to external trade pressures (Macrotrends, 2025). In short, Malaysia currently faces a "tale of two economies" where a robust domestic sector is contrasted with a challenging external trade environment, implying future downturns would likely be externally induced, requiring domestic policy buffers.

References

Bank Negara Malaysia. (2025a). Economic and Financial Developments in the First Quarter of 2025. https://www.bnm.gov.my/-/qb25q1_en_pr

Bank Negara Malaysia. (2025b). Economic and Monetary Review 2024. https://www.bnm.gov.my/documents/20124/17523401/emr_2024_en_book.pdf

Bank Negara Malaysia. (2025, May 8). Decrease in the Statutory Reserve Requirement (SRR) Ratio. <https://www.bnm.gov.my/-/srr-0525>

Bischoff, C. W. (1989). The combination of macroeconomic forecasts. *Journal of Forecasting*, 8(3), 293-314.

Conference Board. (2020). Leading Economic Indexes and the 3Ds Rule. <https://www.conference-board.org/>

Department of Statistics Malaysia. (2020). Malaysian Economic Indicators: Leading, Coincident & Lagging Indexes - Special Issue. https://www.dosm.gov.my/v1/uploads/files/1_Articles_By_Themes/Economic_Indicators/CLI/2020/99_%20Malaysian%20Economic%20Indicators_Leading%2C%20Coincident%20%26%20Lagging%20Indexes_Special%20Issue%20Vol%201_2020.pdf

Department of Statistics Malaysia. (2024). Leading Index Reports: June 2024. <https://www.dosm.gov.my/>

Macrotrends. (2025). Malaysia Trade Balance - Historical Chart & Data. <https://www.macrotrends.net/global-metrics/countries/mys/malaysia/trade-balance-deficit>

Muma, B. and Karoki, A. (2022) Modeling GDP Using Autoregressive Integrated Moving Average (ARIMA) Model: A Systematic Review. *Open Access Library Journal*, 9, 1-8. doi: 10.4236/oalib.1108355.

World Economic Forum. (2025, April). IMF raises US recession risk as tariffs drive global slowdown. <https://www.weforum.org/stories/2025/04/imf-raises-us-recession-risk-and-other-finance-news-to-know/>

Biodata of author

Ida Normaya Mohd Nasir is a statistics lecturer specializing in time series analysis and stock market volatility. With expertise in statistical modelling, she focuses on applying advanced analytical techniques to identify patterns in stock market. Her research interests include predictive modelling, and the application of statistical methods to financial markets and social sciences.



GROWING OLD, GROWING POOR: THE SILENT STRUGGLE OF ELDERLY POVERTY

***Hafizah Hammad Ahmad Khan**

Department of Economics and Financial Studies, Faculty of Business and Management, Universiti Teknologi MARA, Cawangan Kedah, Kampus Sungai Petani, Kedah, Malaysia

hafizahhammad@uitm.edu.my (*corresponding author)

Noorlailahusna Mohd Yusof

Faculty of Administrative Science and Policy Studies
Universiti Teknologi MARA, Cawangan Kedah, Kampus Sungai Petani, Kedah, Malaysia
lailahusna@uitm.edu.my

Poverty among the elderly remains a persistent yet often invisible crisis, deeply rooted in economic insecurity, health vulnerabilities, and social exclusion. As societies worldwide undergo rapid ageing, understanding and addressing elderly poverty is crucial for building inclusive and resilient communities. Economic insecurity significantly drives elderly poverty, often arising from inadequate pension systems, informal employment histories, and persistent labor market inequalities (McNamara, 2007; Biegel & Leibbrandt, 2010). In many developing countries, elderly individuals continue to engage in informal or low-wage work due to the absence of pension coverage or old-age insurance, using employment as a survival mechanism rather than a choice (Sukamdi et al., 2024).

Beyond economic challenges, social and demographic factors play a significant role in contributing to elderly poverty. Older adults who live alone face an increased risk due to social isolation, loneliness, and higher healthcare costs, all of which can deplete their limited financial resources and reduce their quality of life (Kwan & Tam, 2022). Those in rural areas often experience higher poverty rates because of limited access to healthcare services, fewer job opportunities, and weaker social protection systems, leaving them without the necessary support to age with dignity (Mohd et al., 2018; Xia et al., 2024).

Furthermore, gender disparities intersect with these issues, as elderly women are often overrepresented among the poor due to a lifetime of economic and social disadvantages (Kim, 2014). These challenges are exacerbated by shrinking social networks and fewer opportunities for community participation, leading to social exclusion and further deterioration of their mental and physical well-being (Liao et al., 2023).

In Malaysia, while the incidence of poverty among the elderly is relatively lower than in some neighbouring regions, certain groups remain highly vulnerable, particularly elderly women and those residing in rural areas with limited economic opportunities and higher dependency ratios (Mohd et al., 2018; Selvaratnam & Tin, 2007). Gender disparities are evident, with elderly females and female-headed households facing higher poverty rates, reflecting the compounded disadvantages of gender wage gaps and caregiving responsibilities throughout their lives (Mohd et al., 2019).

Elderly poverty significantly impacts health, closely associated with adverse outcomes like increased rates of chronic illness, disability, depression, and early mortality (Thornton & Bowers, 2024). The financial burden of managing chronic diseases and covering healthcare costs can quickly exhaust the limited resources of older adults, perpetuating the cycle of poverty and health decline (Mohd et al., 2023).

As global populations continue to age, prioritising efforts to address elderly poverty is crucial, not only to enhance the well-being of older adults but also to foster equitable, compassionate, and resilient societies for all generations. Strengthening social protection systems by expanding pension coverage and ensuring basic pensions for lower-income elderly individuals can significantly reduce poverty rates (Engelhardt & Gruber, 2006; Kang et al., 2022). Policies must also focus on targeted interventions for vulnerable groups, such as elderly women, rural residents, and those living alone, to address their unique challenges and barriers to social and economic participation (Kim, 2014; Xia et al., 2024). Additionally, expanding community-based programs that promote social inclusion, mental health support, and intergenerational connections can help mitigate social isolation and improve life satisfaction among older adults (Liao et al., 2023). Finally, ensuring comprehensive healthcare access for the elderly, including preventive services and chronic disease management without financial hardship, is essential to break the cycle between poverty and deteriorating health in older age (Mohd et al., 2023).

References

- Biegel, D. E., & Leibbrandt, S. (2010). Elders living in poverty. In *Handbook of Social Work in Health and Aging*. Oxford University Press. <https://doi.org/10.1093/acprof:oso/9780195173727.003.0014>
- Engelhardt, G. V., & Gruber, J. (2006). Social security and the evolution of elderly poverty. In *Public Policy and the Distribution of Income* (pp. 259-287). Russell Sage Foundation.
- Kang, J., Park, J., & Cho, J. (2022). Inclusive aging in Korea: Eradicating senior poverty. *International Journal of Environmental Research and Public Health*, 19(4), 2121. <https://doi.org/10.3390/ijerph19042121>
- Kim, J. (2014). Examining racial-ethnic and gender disparities in poverty among the elderly. In *The Routledge Handbook of Poverty in the United States* (pp. 436-443). Routledge. 10.4324/9781315755519-37
- Kwan, C., & Tam, H. C. (2022). "What If I Die and No One Notices?" A Qualitative Study Exploring How Living Alone and in Poverty Impacts the Health and Well-Being of Older People in Hong Kong. *International Journal of Environmental Research and Public Health*, 19(23), 15856. <https://doi.org/10.3390/ijerph192315856>
- Liao, H., Li, S., Han, D., Zhang, M., Zhao, J., Wu, Y., ... & Wang, J. (2023). Associations between social support and poverty among older adults. *BMC geriatrics*, 23(1), 384. 10.1186/s12877-023-04079-7
- McNamara, J. M. (2007). Long-term disadvantage among elderly women: The effects of work history. *Social Service Review*, 81(3), 423-452. 10.1086/520562

Mohd, S., Senadjki, A., & Mansor, N. (2018). Trend of poverty among elderly: Evidence from household income surveys. *Journal of Poverty*, 22(2), 89-107. 10.1080/10875549.2016.1186779

Mohd, S., Senadjki, A., & Mansor, N. (2019). Gender differences in elderly poverty: Evidence from the household income expenditure survey. In *Social Welfare Policies and Programmes in South Asia* (pp. 173-194). Taylor and Francis. 10.4324/9780429323041-12

Mohd, S., Senadjki, A., & Mansor, N. (2019). Gender differences in elderly poverty: Evidence from the Household Income Expenditure Survey. In *Social Welfare Policies and Programmes in South Asia* (pp. 173-194). Routledge India.

Mohd, S., Senadjki, A., & Latiff, A. R. A. (2023). Poverty and Elderly's Health. In *The Routledge Handbook of Poverty in the Global South* (pp. 159-181). Routledge India. 10.4324/9781032632391-11

Selvaratnam, D. P., & Tin, P. B. (2007). Lifestyle of the elderly in rural and urban Malaysia. *Annals of the New York Academy of Sciences*, 1114(1), 317-325. <https://doi.org/10.1196/annals.1396.025>

Sukamdi, Munawaroh, T., Lestari, F. and Anwar, D.F. (2024). The effect of household poverty on the economic activity of the elderly in Indonesia. *Working with Older People*, 28(1), 20-30. <https://doi.org/10.1108/WWOP-10-2022-0046>

Thornton, M., & Bowers, K. (2024). Poverty in Older Adulthood: A Health and Social Crisis. *Online Journal of Issues in Nursing*, 29(1), pp. 1-12. <https://doi.org/10.3912/OJIN.Vol29No01Man03>

Xia, Y., Wang, G., & Yang, F. (2024). A nationwide study of the impact of social quality factors on life satisfaction among older adults in rural China. *Scientific reports*, 14(1), 11614. <https://doi.org/10.1038/s41598-024-61398-4>

Biodata of authors

Dr. Hafizah Hammad Ahmad Khan serves as a senior lecturer in Economics at Universiti Teknologi MARA (UiTM) in Kedah, Malaysia. She earned her PhD in Economics from Universiti Utara Malaysia in 2017 and later obtained a Professional Certificate in Business Analytics from Universiti Sains Malaysia in 2021. Currently, she holds the position of Editor-in-Chief at the *American Journal of Economics and Business Innovation (AJEBI)* and is also a member of the Editorial Board for *SAGE Open* and the *American Journal of Multidisciplinary Research and Innovation (AJMRI)*.

Noorlailahusna Mohd Yusof serves as a Senior Lecturer at the Faculty of Administrative Science and Policy Studies, Universiti Teknologi MARA, Kedah Branch. She earned an Executive Master in Administrative Science from Universiti Teknologi MARA in 2012.

SCROLLING, CLICKING, BUYING HOW INTERFACE DESIGN AFFECTS DIGITAL CONSUMER CHOICES

*Fatimah Norazami Abdullah

Faculty of Business and Management, Universiti Teknologi MARA, Cawangan Kedah, Kampus Sungai Petani, Kedah, Malaysia

*fatih876@uitm.edu.my (*corresponding author)

Introduction

The introduction of e-commerce and mobile apps has revolutionized how customers interact with services and products. Right from clothing to food, more and more customers today are deciding based on web interactions. One element that is very crucial yet not usually considered during such decision-making is interface design. Proper user interface (UI) and user experience (UX) designs are not just visually appealing but also working components that determine the actions of consumers.

Key Interface Design Elements That Influence Consumer Behavior

Visual Hierarchy and Navigation



Visual hierarchy dictates what users notice first, second, and last. Good interface design uses size, contrast, and structure to draw attention to some actions—like buying or signing up (Krug, 2014). For instance, a big "Add to Cart" button located near an item image improves conversions. Likewise, infinite scrolling, popularized by social media sites, encourages long use by limiting user effort (Egebark & Ekström, 2016).

Color, Typography, and Aesthetic Cues



Colors and typography also play an important role in perception and trust. Warm colors (such as red or orange) may induce urgency, whereas cooler colors (such as blue) foster calmness and trust (Labrecque & Milne, 2012). Typography impacts readability and emotional tone—simple, sans-serif fonts tend to express modernity and trustworthiness. Aesthetics also play a part in perceived usability—cleaner pages are consistently ranked as more usable, even when their functionality remains the same (Tractinsky et al., 2000).





Personalization and Interaction Nudges

Interfaces today often utilize AI to alter content based on the user's behavior in real-time—personalization. This creates a feeling of relevance, and it increases click-through and purchasing rates (Tam & Ho, 2006). Even small interactive aspects like hover effects, button animation, or progress indicators (e.g., during checkout) can psychologically reinforce a sense of control and progress (Fogg, 2003).

Ethical Considerations and User Empowerment

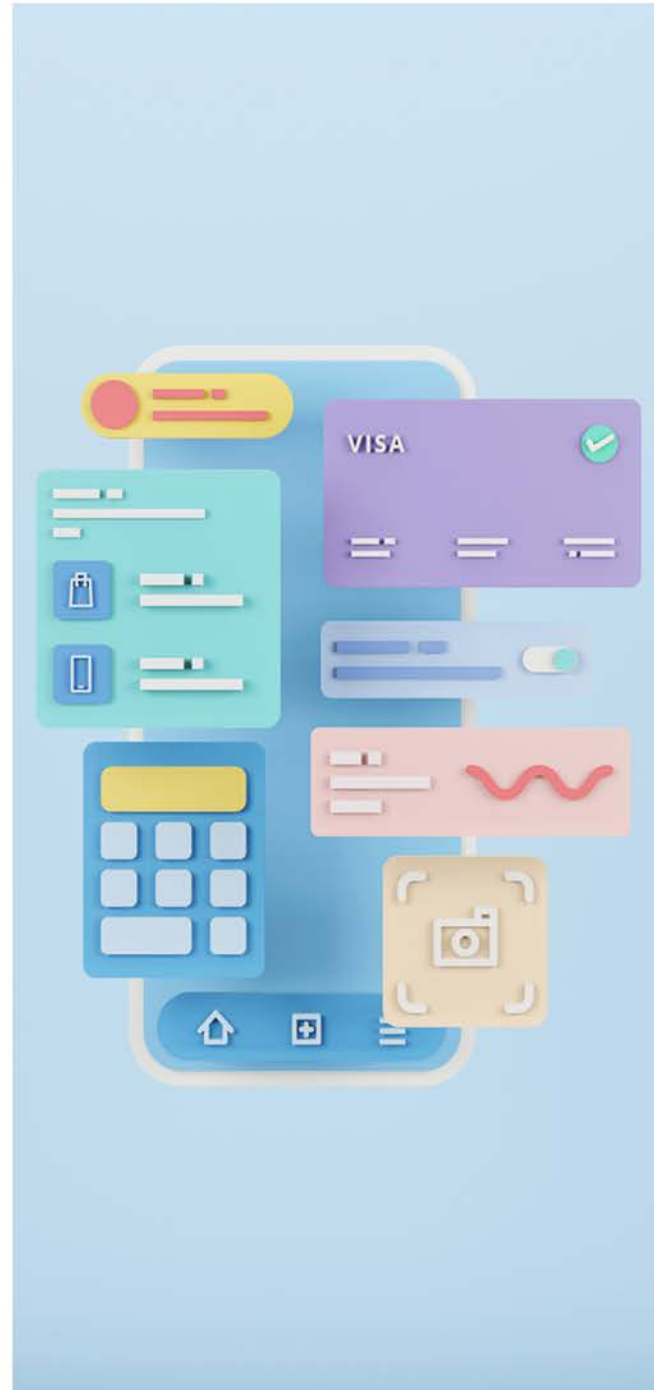
Although persuasive design can be employed to make something more usable and marketable, it can also infringe on ethical borders. Dark patterns—that is, those tricking users into unintended action, such as subscribing or exposing information—are exploited against cognitive biases (Mathur et al., 2019). Designers and marketers must know how they walk the line between business goals and respect for user agency and transparency. Ethical design does not only imply legality (such as GDPR compliance) but also user respect and empowerment.

Conclusion

Interface design is not a technological or graphical problem; it is a tool of behavior science that shapes people scrolling, clicking, and ultimately buying. From visual hierarchy to customization, design decisions impact shopper interaction and buy in subtle yet powerful ways. With online shopping increasingly prevalent, responsible and ethical interface design will play a central role in creating fair, effective, and user-centric experiences.

Reference

- Egebark, J., & Ekström, M. (2016). Can indifference make the world greener? *Journal of Environmental Economics and Management*, 76, 1-13. <https://doi.org/10.1016/j.jeem.2015.01.002>
- Fogg, B. J. (2003). *Persuasive technology: Using computers to change what we think and do*. Morgan Kaufmann.
- Krug, S. (2014). *Don't make me think, revisited: A common sense approach to Web usability* (3rd ed.). New Riders.
- Labrecque, L. I., & Milne, G. R. (2012). Exciting red and competent blue: The importance of color in marketing. *Journal of the Academy of Marketing Science*, 40(5), 711-727. <https://doi.org/10.1007/s11747-010-0245-y>
- Mathur, A., Acar, G., Friedman, M. G., Lucherini, E., Mayer, J., Chetty, M., & Narayanan, A. (2019). Dark patterns at scale: Findings from a crawl of 11K shopping websites. *Proceedings of the ACM on Human-Computer Interaction*, 3(CSCW), 1-32. <https://doi.org/10.1145/3359183>
- Tam, K. Y., & Ho, S. Y. (2006). Understanding the impact of web personalization on user information processing and decision outcomes. *MIS Quarterly*, 30(4), 865-890. <https://doi.org/10.2307/25148758>
- Tractinsky, N., Katz, A. S., & Ikar, D. (2000). What is beautiful is usable. *Interacting with Computers*, 13(2), 127-145. [https://doi.org/10.1016/S0953-5438\(00\)00031-X](https://doi.org/10.1016/S0953-5438(00)00031-X)



Biodata of author

Fatihah Norazami Binti Abdullah has been teaching since 2003 and is currently a senior lecturer in the Department of Business Management at the Faculty of Business and Management, Universiti Teknologi MARA in Kedah, Malaysia. She obtained her Master's degree in Business, and Management from Universiti Utara Malaysia in 2003.



EQUIPPING GENERATION ALPHA WITH AI FOR FUTURE CAREERS

***Nurliyana Abas, Hanani Hussin & Hapiza Omar**

Faculty of Business and Management, Universiti Teknologi MARA,
Cawangan Kedah, Kampus Sungai Petani, Kedah, Malaysia

*liyana322@uitm.edu.my; hanani12@uitm.edu.my;

hapiz045@uitm.edu.my

(*corresponding author)

Career Readiness in the Age of AI: Essential Skills for Tomorrow's Jobs

The fast-paced modern world of technology demands that students today be taught the skills that they will need to survive in an artificially intelligent future. With the transformations that Artificial Intelligence (AI) is bringing to industries and society, it has become essential for parents to prepare the next generation to face such changes. In order to discover a way to enter this new era, a couple of educational pathways may guide students in establishing the required competencies. These programs emphasize basic AI literacy, technical competencies, and key soft skills, qualifying students to meet the complicated requirements of the future workforce.

Educational Pathways for AI Readiness

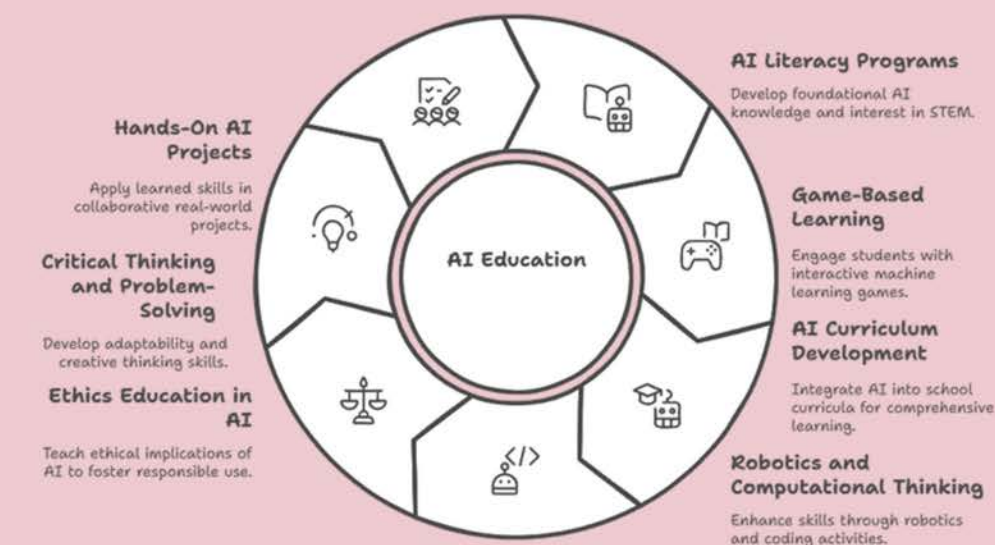


Figure 1: Educational Pathways for AI Readiness



AI Literacy Programs: A Foundation for the Future

AI literacy is necessary to become familiar with the increasingly present tools in our lives and work. Su and Yang (2023) also underlined the significance of AI literacy programs (including the AI4KG program) that demonstrated promising results regarding the development of students' conceptualization of AI concepts. Accordingly, these programs develop a general awareness of AI and a general interest in Science, Technology, Engineering, and Mathematics (STEM) setting students up to succeed in their educational and professional endeavors. Thus, early introduction to AI will ensure that students acquire fundamental skills that will be priceless in the future technologically influenced job markets.

AI Curriculum Development: Tailoring Education for Young Learners

It is crucial for AI implementation in school programs to ensure that the learners are ready to live in an increasingly technological world. Kim et al. (2021) urged the creation of AI-focused curricula to be used in elementary schools and designed to equip students to comprehend and use AI in practical situations. By demystifying AI concepts and motivating students to learn by doing, these curricula enable students to play with AI in a manner that develops their technical knowledge and instills critical thinking. In essence, an effective AI curriculum is the basis of the technical literacy that the students will require in the future workforce.

Game-Based Learning in Machine Learning

Game-based learning is another productive idea for teaching AI-related concepts, turning complicated subject matter into an interesting and approachable one. Voulgari et al. (2021) emphasized the advantages of teaching machine learning to primary and secondary school students with the help of games. This approach interactively presents machine learning and makes students curious about technology, which will improve their problem-solving skills. Through a playful, hands-on approach to machine learning, students will have a more profound knowledge of the subject. This is essential since machine learning is still one of the driving forces behind industry innovations.

Robotics and Computational Thinking: Enhancing Early Education

The introduction of robotics in early education programs is crucial to the acquisition of both computational thinking and problem-solving abilities. Lee et al. (2025) demonstrated how AI-based robots can improve AI literacy and computational thinking skills in preschoolers. By introducing kids to robotics, we can expose them to code and technology and foster logical thinking and creativity. Correspondingly, the skills form an essential part of future jobs that require proficiency in technical knowledge and critical and creative thinking.





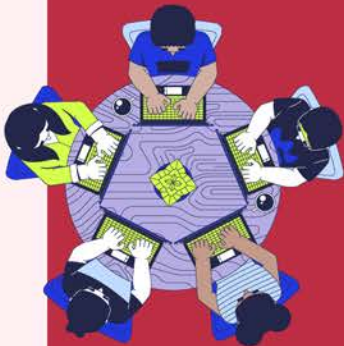
Integrating AI in Early Childhood Education

AI tools in early childhood education are likely to produce a prominent positive effect on developmental results in numerous cognitive areas. Huang et al. (2024) observed that AI technologies may be adjusted to the particular requirements of young learners and deliver customized learning experiences, helping them to flourish academically and personally. In particular, AI-enhanced learning technologies assist in acquiring the most important skills, including problem-solving, flexibility, and creativity, which will be the key to succeeding in the job markets of the future that AI will shape.



Ethics Education in AI: Preparing Responsible Innovators

As AI is embedded further into all aspects of living, it is also essential that students become educated with regard to the ethical consequences of technology. According to Krotz and Schelhowe (2020), AI education courses that include an ethical aspect are crucial in ensuring students become responsible technology consumers and producers. Furthermore, ethical AI education will guide students through the nuances of AI's influence on society and form a high sense of morality. The significance of highlighting the societal implications of AI is that in the future, young people will be more inclined to make a responsible contribution to technology, which will positively impact society.



Critical Thinking and Problem-Solving: Building Adaptability

Problem-solving and critical thinking will remain highly marketable skills as AI transforms the labor market. The study by Parsakia (2023) asserted that the problem-solving and critical thinking skills of students can be improved dramatically with the help of AI-assisted tools. As a result of AI tool implementation into the learning curriculum, students will be more prepared to solve future tasks, keep in mind the changing technologies, and be creative thinkers. These skills will be critical in a labor market that rewards flexibility and innovation.



Hands-On AI Projects: Encouraging Collaborative Learning

Practical AI projects allow students to assess their knowledge in practice. By helping students engage in collaborative projects involving AI technologies, they can acquire practical skills, shape their creativity, and improve self-esteem. These projects can enforce technical knowledge, instruction, teamwork, and communication, which are critical in the new work environment.

Conclusion

To sum up, AI is swiftly defining the future of work, and parents must ensure their kids are ready to enter the new environment. Accordingly, parents can support their children in becoming AI-literate by investing in AI literacy programs, game-based learning, robotics, and ethics education. The programs provide the students with technical skills and equip them with critical thinking, problem-solving, and moral reasoning skills that will help them in the future. Nevertheless, it is crucial that, as AI keeps affecting a range of industries, Generation Alpha's students should be provided with the means to excel in tomorrow's job markets.

References

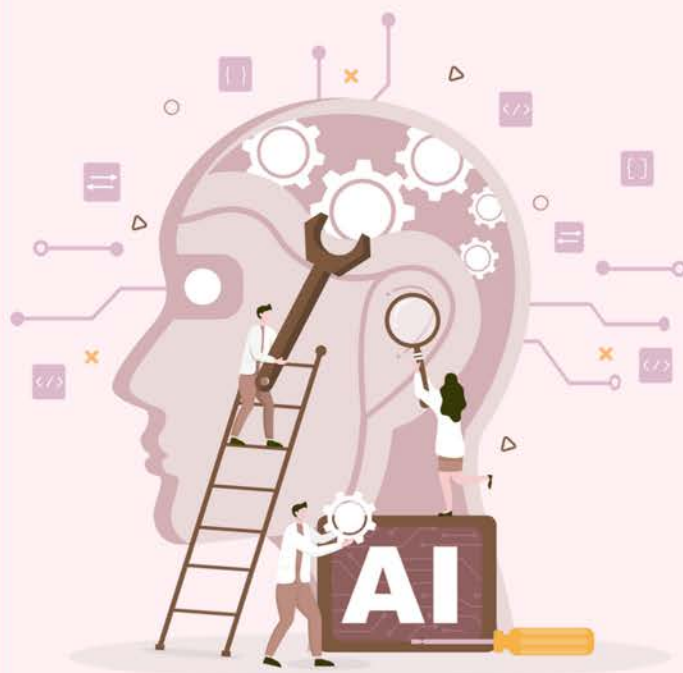
- Huang, R., Bao, Y., Wang, Y., & Wei, J. (2024). Exploring AI tools in early childhood education: Usage patterns, functions, and developmental outcomes. <https://doi.org/10.5772/intechopen.1007116>
- Kim, S., Jang, Y., Kim, W., Choi, S., Jung, H., Kim, S., ... & Kim, H. (2021). Why and what to teach: AI curriculum for elementary school. *Proceedings of the AAAI Conference on Artificial Intelligence*, 35(17), 15569-15576. <https://doi.org/10.1609/aaai.v35i17.17833>
- Krotz, F., & Schelhowe, H. (2020). Ethik und KI. *Merz*, 64(5), 6-11. <https://doi.org/10.21240/merz/2020.5.7>
- Lee, B., Ku, S., & Ko, K. (2025). AI robots promote South Korean preschoolers' AI literacy and computational thinking. *Family Relations*, 74(3), 1354-1375. <https://doi.org/10.1111/fare.13189>
- Parsakia, K. (2023). The effect of chatbots and AI on the self-efficacy, self-esteem, problem-solving and critical thinking of students. *HN*, 1(1), 71-76. <https://doi.org/10.61838/hn.1.1.14>
- Su, J., & Yang, W. (2023). AI literacy curriculum and its relation to children's perceptions of robots and attitudes towards engineering and science: An intervention study in early childhood education. *Journal of Computer Assisted Learning*, 40(1), 241-253. <https://doi.org/10.1111/jcal.12867>
- Voulgari, I., Zammit, M., Stouraitis, E., Liapis, A., & Yannakakis, G. (2021). Learn to machine learn: Designing a game-based approach for teaching machine learning to primary and secondary education students. <https://doi.org/10.1145/3459990.3465176>

Biodata of authors

Nurliyana Abas is a lecturer at Universiti Teknologi MARA Kedah, serving in the Management Department under the Faculty of Business Management. With expertise in marketing, she is passionate about teaching and research in this field. She holds a Master's degree in Business Administration (MBA) from Universiti Putra Malaysia.

Hanani Hussin is a passionate scholar and educator whose work bridges the fields of Office Systems and Business Management. With a Master's degree in Office Systems Management from Universiti Teknologi MARA (UiTM), Malaysia, she brings both academic depth and practical insight to her research. She currently works as a senior lecturer at the Faculty of Business and Management, UiTM Kedah Branch.

Hapiza Omar is a lecturer in the Department of Economics, Faculty of Business and Management, Universiti Teknologi MARA (UiTM). She has extensive experience in teaching and research related to economics and business management. In addition to delivering lectures and providing academic guidance, she is also active in scholarly writing, student supervision, and is involved in various research projects and community development initiatives focused on economics and public policy. She is a senior lecturer with a Master's degree in Economics from Universiti Kebangsaan Malaysia.





Wealth Distribution in Islamic Finance: Aligning with Maqasid al-Sharia

***Daing Maruak Sadek**

Academy of Contemporary Islamic Studies, Universiti Teknologi MARA, Cawangan Kedah, Kampus Sungai Petani, Kedah, Malaysia

[*daing729@uitm.edu.my](mailto:daing729@uitm.edu.my) (*corresponding author)

Azyyati Anuar

Faculty of Business and Management, Universiti Teknologi MARA, Cawangan Kedah, Kampus Sungai Petani, Kedah, Malaysia

[*azyyati@uitm.edu.my](mailto:azyyati@uitm.edu.my)

Introduction

Islamic finance is rooted in the ethical and moral framework of Islam, emphasizing justice, fairness, and social welfare. One of its key aims is equitable wealth distribution to prevent its concentration among a privileged few. This aligns with the concept of Maqasid al-Sharia, the higher objectives of Islamic law, which include the preservation of religion, life, intellect, progeny, and property (Ibn Ashur, 1997). In Islamic economics, wealth distribution is not just an economic objective but a religious obligation that promotes socio-economic justice.

The Qur'an and Sunnah strongly advocate wealth redistribution through mechanisms such as Zakat, Sadaqah, Waqf, and Qard al-Hasan (interest-free loans). Unlike conventional financial systems that often emphasize profit maximization, Islamic finance integrates these instruments to foster inclusive growth and reduce inequality. For instance, Zakat, a mandatory 2.5% annual levy on qualifying wealth, ensures systematic support for the poor and needy (Chapra, 2008). It plays a direct role in alleviating poverty and redistributing income within society.

Moreover, Islamic banking promotes profit-and-loss sharing (PLS) models such as Mudharabah and Musharakah. These models encourage shared risk between investors and entrepreneurs, contrasting with conventional interest-based systems where borrowers bear the entire risk while lenders earn guaranteed returns. This mutual responsibility creates a more equitable financial environment (Khan, 1986). Waqf (endowments) also serves as a powerful tool for long-term wealth redistribution. Historically, Waqf funded education, healthcare, and infrastructure in Muslim societies, and its revival could significantly enhance social development (Mirakhor & Askari, 2010).

Another cornerstone of Islamic finance is the prohibition of *riba* (interest), which prevents exploitative practices that concentrate wealth among financial elites. By ensuring that returns are tied to real economic activity, Islamic finance promotes ethical and sustainable wealth creation (Usmani, 2002). Additionally, Islamic inheritance laws mandate fixed shares for heirs, thereby preventing wealth from accumulating within a single lineage and promoting broader distribution (Zubairi, 2004).

Despite its strong theoretical basis, the practical application of these wealth distribution tools faces several challenges. Many Muslims underutilize Zakat, often due to lack of awareness and ineffective institutional mechanisms. Additionally, some Islamic financial institutions prioritize profitability over social objectives. To realign Islamic finance with *Maqasid al-Sharia*, robust regulatory and governance frameworks are necessary. Authorities should mandate institutions to allocate a portion of their profits toward poverty alleviation and SME development (Ibn Ashur, 1997).

Conclusion

In summary, Islamic finance offers a compelling framework for wealth distribution rooted in justice and ethical principles. Instruments such as Zakat, Waqf, and PLS contracts provide practical tools to combat inequality. However, to unlock their full potential, stakeholders must strengthen institutional support, embrace technological solutions, and uphold the spiritual objectives of Islamic economic justice.

References

- Chapra, M. U. (2008). *The future of economics: An Islamic perspective*. IIIT.
- Ibn Ashur, M. H. (1997). *Maqasid al-Sharia al-Islamiyyah*. Dar Ihya al-Turath al-Arabi.
- Khan, M. F. (1986). Profit-sharing as an alternative to conventional banking. *Journal of Economic Cooperation*, 7 (3), 1-16.
- Mirakhor, A., & Askari, H. (2010). *Islam and sustainable economic development*. Palgrave Macmillan.
- Usmani, M. T. (2002). *An introduction to Islamic finance*. Karachi: Idara-I-Taleem-O-Tarbiat.
- Zubairi, S. A. (2004). *Islamic inheritance law: A solution to wealth concentration*. Islamic Research Institute.
- Zurayk, R. (2021). Blockchain and smart contracts in Islamic finance. *Global Journal of Islamic Economics and Business*, 9 (1), 1-15.

Biodata of authors

Daing Maruak Sadek is a Senior Lecturer at the Academy of Contemporary Islamic Studies, Universiti Teknologi MARA, Kedah Branch. He obtained his PhD degree in Islamic Finance from Universiti Utara Malaysia in 2021 and Master's degree in Islamic Banking, Finance, and Management from Loughborough University, United Kingdom in 2005.

Azyyati Anuar is a Senior Lecturer at the Faculty of Business and Management, Universiti Teknologi MARA, Kedah Branch. She holds a PhD in Operations Management from Universiti Utara Malaysia in 2018.



BEFORE THEY TAKE IT BACK: WHAT HIRERS NEED TO KNOW ABOUT REPOSSESSION?

***Nur Irinah Mohamad Sirat, Nurul Mazrah Manshor & Rohayati Hussin**

Faculty of Law, Universiti Teknologi MARA, Cawangan Kedah, Kampus Sungai Petani, Kedah, Malaysia

irinah@uitm.edu.my, mazrahe@uitm.edu.my & roha427@uitm.edu.my

(*corresponding author)



Repossession is a legal process when a hirer defaults on payments under a hire-purchase agreement. The owner has the right to take back the goods, but this must be done in accordance with the law. In Malaysia, the Hire-Purchase Act 1967 governs owners' and hirers' rights and obligations in repossession cases. Additionally, the Hire Purchase (Recovery of Possession and Maintenance of Records by Owner) Regulations 1976 provide further guidelines. The Hire Purchase Act 1967 (HPA) requires a valid hire-purchase agreement to be in place before repossession occurs, and procedural safeguards are provided to protect both parties. This article aims to educate hirers on their rights, responsibilities, and the legal framework surrounding repossession to help them navigate this process effectively.

Now, let's break down the steps involved in the repossession process. There are three main stages: before, during, and after repossession, each requiring specific actions and adherence to legal requirements.

Starting with the initial stage, the owner must follow proper procedures. According to Section 16(1) of the Hire Purchase Act (HPA), "the owner must provide the hirer with a notice of repossession when there is an intention to repossess the goods". Before exercising the right to repossess, the owner must ensure that "the balance of the loan to be paid by the hirer must be more than one-third of the purchase price of the goods hired". By fulfilling this requirement, only then would the owner have complied with the requirement that "the hirer has defaulted two successive installments". The owner must provide a "written notice of intention to repossess the goods, which must be delivered to the hirer at least twenty-one days before any repossession, as specified in the Fourth Schedule". This notice must comply with Section 43 of the Act. The owner may retake possession of the goods after the notice period expires and if the overdue installments remain unpaid. According to Section 16(1A) HPA, "the owner must obtain a court order before repossessing the hired goods if the remaining balance of the loan is less than one-third of the total purchase price". However, if the hirer is deceased, "the owner can repossess the goods after four (4) consecutive defaults of payment" (Section 16 (1C) HPA).



Upon repossession of goods from the hirer, the owner must personally deliver a document acknowledging receipt (Section 16 (4) HPA). This document must “concisely describe the goods and the repossession's date, time, and location”. Suppose the owner is repossessing the goods personally. In that case, they must show their identity card and provide the name and address of their company or organisation to the person in possession of the goods. Suppose the owner's agent or servant is doing the repossession. In that case, they must show their identity and authority cards to those possessing the goods (Rule 4 of the Hire Purchase (Recovery of Possession and Maintenance of Records by Owners) Regulation 1976). Section 17A (1) states that only a person given a written permit can execute the repossession process. Therefore, when the owner engages an agent to perform the repossession, that particular agent must have a permit.

After the goods have been repossessed from the hirer, “the owner must serve a Fifth Schedule Notice to both the hirer and any guarantor within twenty-one days of repossession” (as stated in Section 16(3) of the HPA). This notice provides information about the rights of the hirer after the repossession. Within twenty-one days of receiving the Fifth Schedule Notice, the hirer can either make the payment owed to the owner or remedy any breaches of the agreement. If the hirer does this or pays the owner for any costs incurred in remedying the breach, they may submit a written request for the owner to return the repossessed goods (according to Section 18(1)(a)(i) of the HPA). Additionally, the hirer can introduce a cash buyer to purchase the repossessed goods by providing written notice to the owner (Section 18(1)(a)(ii) of the HPA). If the value of the repossessed goods exceeds the amount owed to the owner, the hirer has the right to recover the difference from the owner (as outlined in Section 18(b) of the HPA). In certain circumstances, owners can sell repossessed items through a public auction, especially when notifying the hirer is necessary. It is important to note that if the proceeds from the auction fall short of settling the hirer's debt, the owner has the right to seek the remaining balance through a civil lawsuit. This process ensures fairness for everyone involved while providing a path forward, helping both parties resolve constructively!

In conclusion, repossession is a complex process that can have significant implications for hirers, particularly when their rights and responsibilities are not fully understood. This article has outlined repossession procedures from the legal framework. By staying informed about payment obligations and understanding the procedural safeguards under the Hire-Purchase Act 1967, hirers can better protect themselves from unfair practices and financial distress. Repossession is a legal matter and an opportunity for hirers to manage their financial commitments and seek support when needed proactively. With knowledge and a clear understanding of their rights, hirers can confidently navigate challenges and secure a fair outcome in the face of repossession.

Biodata of authors

Nur Irinah Mohamad Sirat is a senior lecturer at the Faculty of Law UiTM Kedah Branch. She obtained her Bachelor of Laws from the University of Utara Malaysia and completed her Master of Laws from the University of Malaya. Her areas of interest include environmental law and commercial law.

Nurul Mazrah Manshor is a senior law lecturer at Universiti Teknologi MARA. She obtained her Bachelor of Laws (LL.B Hons) from the International Islamic University Malaysia (IIUM). She was admitted as an Advocate & Solicitor of the High Court of Malaya in 2005 after obtaining her LL.B (Hons) degree, and she pursued her Master of Laws (LL.M) at the Universiti Kebangsaan Malaysia (UKM). She has taught the Malaysian Legal System, Corporate Law, and Business Law at the UiTM Kedah Branch since 2009.

Dr. Rohayati Hussin is a senior law lecturer at Universiti Teknologi MARA Cawangan Kedah. She obtained her PhD from UiTM Shah Alam in 2021. She also has a Master of Comparative Law (MCL) in 2009, an LLB_S (Shar'iah) Degree in 2008, and an LLB (Hons) Degree in 2007 from the International Islamic University Malaysia (IIUM). She has experience teaching various law subjects, including Business Law, Corporate Law, Commercial Law, and the Malaysian Legal System. Her area of interest includes waqf law, waqf land, and Islamic properties.





ADOPTION IN MALAYSIA: STATUTORY PROVISIONS AND LEGAL PROCEDURES

***Irma Kamarudin, Sarirah Che Rose & Siti Khadijah Abdullah Sanek**

Faculty of Law, Universiti Teknologi MARA, Cawangan Kedah, Kampus Sungai Petani, Kedah, Malaysia

irma@uitm.edu.my, sarirah@uitm.edu.my, Khadijah016@uitm.edu.my

(*corresponding author)

Introduction

Legally valid adoptions in Malaysia must comply with either the Adoption Act 1952 or the Child Act 2001. However, these Acts do not govern the adoption of non-Malaysians. The law relating to the adoption of non-Malaysians is derived from the common law principle of *jus sanguinis*. These principles, however, do not establish biological ties but only recognize adopted individuals as legal children under the adoptive parents' national laws. The Child Act 2001 supplements the Adoption Act 1952, which is rooted in early English adoption laws. Notably, the Child Act 2001 does not repeal the provisions of the Adoption Act 1952.

Eligibility Criteria for Adoption

The eligibility requirements for prospective adoptive parents are governed by law. The Welfare Act prohibits the adoption of Malaysian children unless stringent conditions are fulfilled. In particular, adoptive parents must be Malaysian citizens or permanent residents, at least 25 years old, and at least 18 years older than the child to be adopted. The Welfare Department supervises the adoption process and may apply to the Court for an adoption order on behalf of a Malaysian child, although the child must reside with the applicants for a minimum of six months prior to this. A non-Malaysian may adopt a Malaysian child only if married to a Malaysian citizen. Furthermore, the adoption must be in accordance with the child's religion and must have the written authorization of the Director-General of the Welfare Department.

For adoptees, the Adoption Act 1952 allows any child under eighteen who is not the legitimate child of the adopter to be adopted. Once a child reaches the age of eighteen, they are no longer eligible. The law prioritizes both the child's welfare and the interests of their biological family, if any. Striking a balance is essential: the law seeks to support the child's family during challenging times while ensuring the child's right to stability. Where adoption is regulated by statute, it must be aligned with legislative provisions, and the child's welfare must remain the paramount concern in securing a permanent home.



Adoption Process in Malaysia

The adoption process in Malaysia, mainly governed by the Child Act 2001, involves several stages. An application must first be submitted to the Court with jurisdiction for the adoption order. The presiding judge may appoint a child welfare officer or a family member to conduct a home study assessment on the prospective adoptive parents. If the report is favourable, it will be tendered as evidence in court. The judge will evaluate the report and, if convinced that adoption serves the best interests of the child, will grant the adoption order.



Application Procedure

Malaysians need to make their application in the High Court at the place of their residence. If all the parties involved are from any state within Peninsular Malaysia, the application can only be filed at the High Court of Kuala Lumpur. An application can be made at the High Court of the place of residence of any party involved if the child is a non-Malaysian and neither is the spouse of the applicant. Although the applications filed are interlocutory in nature, as they are only made before the issuance of the adoption order, the Judge will normally conduct the hearing in chambers instead of open Court. Once the adoption order is made, it is deemed to be in the best interest of the child to be adopted by the adoptive parents whilst the process itself will also provide permanency to the relationship between the adoptive parents and the child.



Home Study Assessment

In Malaysia, home study assessments are largely conducted by social workers assigned to handle the respective adoption case by the Ministry of Women, Family and Community Development. However, as some applied before the adoption of the Child Act 2001, the Ministry had issued a white paper which provided that the home study assessment would also be carried out by registered non-governmental organisations providing welfare services in relation to children. It should be noted that in order to serve as a home study assessor, the appointed assessors must possess the requisite qualifications as prescribed by the Ministry.

Conclusion

Adoption in Malaysia involves an emotional and social relationship between parent and child, extending beyond legal processes. It's essential for prospective adoptive parents and their supporters to grasp the legal and practical issues involved. Many tend to focus too heavily on the technical aspects of adoption, often due to a lack of understanding or fear of inquiring further. For a child lacking parental care, adopters embody more than legal parents; their love, care, and nurturing establish them as parents psychologically.

Biodata of authors

Irma Kamarudin is currently a senior lecturer at the Law Department, UiTM Kedah Branch. She obtained her Bachelor of Laws (LL.B Hons) from the International Islamic University Malaysia (IIUM) in 2004, and completed her Master of Comparative Laws (MCL) at the same university in 2006. Her areas of expertise include Business & Commercial Law and Administrative Law, with research interests in child law, business law, and administrative law.

Sarirah Che Rose is a senior law lecturer at UiTM Cawangan Kedah. She received her Bachelor of Laws (LL.B Hons) from Universiti Kebangsaan Malaysia (UKM) in 1995, and her Master of Comparative Laws (MCL) from IIUM in 1996. She was admitted as an Advocate and Solicitor of the High Court of Malaya. Her interests include child & women's law and commercial law.

Siti Khadijah Binti Abdullah Sanek is a senior lecturer at the Department of Law, Universiti Teknologi MARA, Kedah Branch. She earned her Bachelor of Laws (LL.B Hons) from IIUM in 2003, followed by her Master of Comparative Laws (MCL) in 2004. She has served as an Advocate and Solicitor of the High Court of Malaya. Her academic interests are in land law, property law, and probate and succession law.



Transforming Team Communication through Artificial Intelligence in the Malaysian Public Sector: Pathways to Enhanced Collaboration, Efficiency, and Service Delivery

Norsyazwani Ab Halim & *Azlyn Ahmad Zawawi

Faculty of Administrative Science and Policy Studies, Universiti Teknologi MARA, Cawangan Kedah, Kampus Sungai Petani, Kedah, Malaysia

drsyzawaniputra@gmail.com; *azlyn@uitm.edu.my (*corresponding author)

Introduction of Artificial Intelligence in the Malaysian Public Sector

Artificial Intelligence (AI) is transforming team communication and collaboration in the Malaysian public sector, offering potential improvements in efficiency and service delivery. While AI integration can enhance operational efficiencies and streamline processes (Mahusin et al., 2024), its adoption faces challenges such as lack of expertise, data privacy concerns, and resistance to organizational change (Mahusin et al., 2024; Roslan & Saferdin 2024). AI can improve public sector accountability, citizen engagement, and decision-making efficiency as well as address misinformation and provide personalized, responsive information. However, successful implementation requires ongoing training, capacity-building initiatives, and strong ethical guidelines. Furthermore, workforce agility is crucial for maximizing AI's potential in public service contexts, where unique challenges like resource limitations and bureaucratic rigidity exist.

The Evolution of Team Communication Through AI

Historically, team communication in the Malaysian public sector relied heavily on traditional methods such as memos, emails, and in-person meetings. However, the landscape is rapidly evolving with the integration of artificial intelligence (AI) technologies. Tools such as chatbots, predictive messaging systems, and digital assistants are increasingly replacing manual updates and repetitive coordination tasks. AI-powered platforms like Microsoft Copilot, Google Workspace, and customized internal systems now support functions including smart scheduling, real-time language translation, and automated response generation. These advancements not only modernize interdepartmental communication but also help break down long-standing information silos.

This shift aligns with Malaysia's demonstrated commitment to AI readiness. According to the Government AI Readiness Index 2022 by Oxford Insights, Malaysia ranked 29th out of 181 countries globally, placing it within a group of nations proactively preparing for AI-driven transformation. Within the East Asia region, Malaysia stood at 6th out of 17 countries, further underscoring its regional leadership in AI readiness. Notably, the country's performance exceeded the global average benchmark of 44.61 percent, reflecting strong institutional capacity, digital infrastructure, and strategic planning for AI integration (Figure 1). These foundations provide a supportive environment for the adoption of intelligent communication systems across the public sector, enabling more efficient, responsive, and adaptive team collaboration.

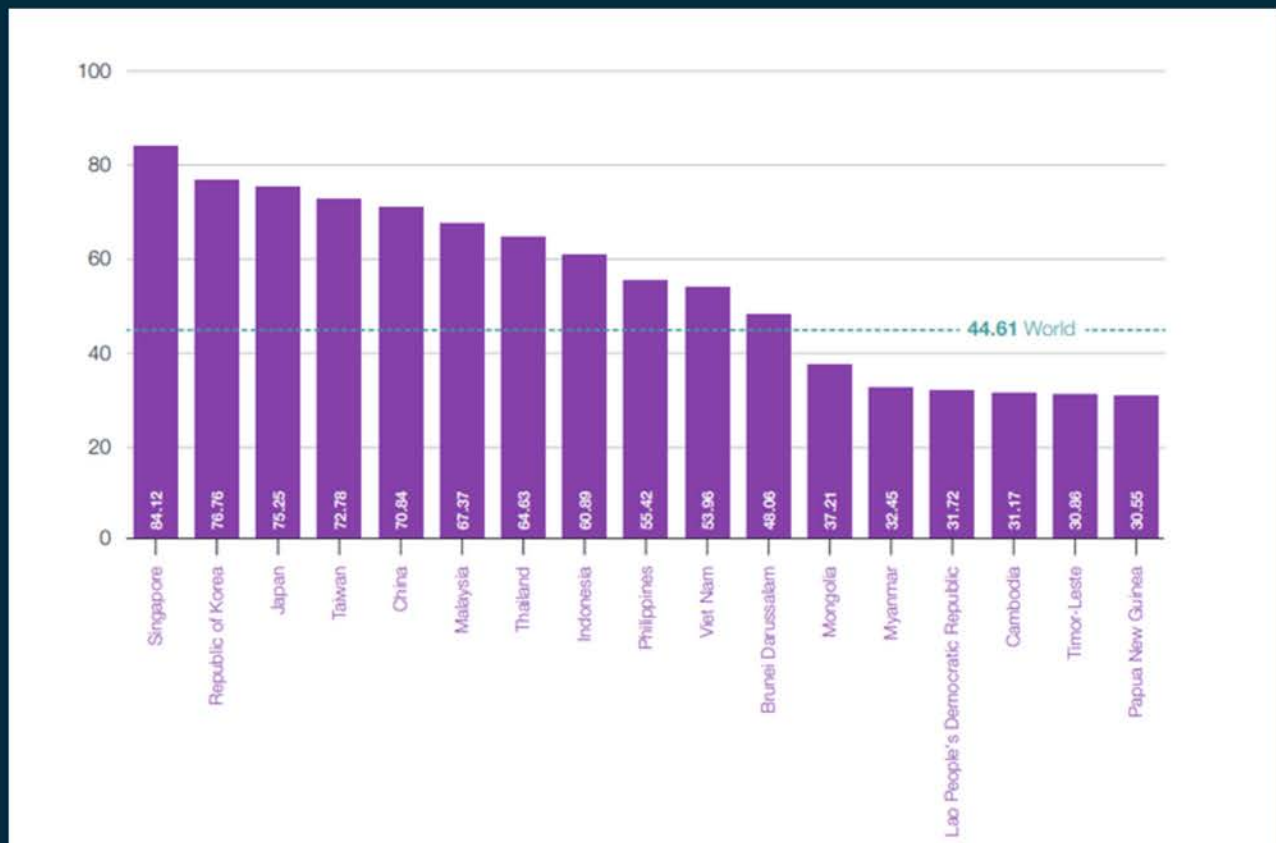


Figure 1: Malaysia's Government AI Readiness Ranking in the East Asia Region for the Year 2022
Source: Government AI Readiness Index 2022

Enhancing Collaboration Through AI

In the rapidly evolving landscape of public service and organizational management, artificial intelligence (AI) has emerged as a powerful enabler of team collaboration. By integrating AI technologies into daily operations, organizations can streamline workflows, enhance decision-making, and foster more effective communication among team members. Three key areas where AI significantly enhances collaboration are intelligent knowledge management. AI curates knowledge repositories by contextually suggesting documents, reports, and personnel expertise. This allows public officers to locate relevant information quickly and collaborate more effectively. Besides, smart collaboration tools is the key areas where AI significantly enhances collaboration. AI tools and automation features can summarize meeting notes, extract key discussion points, and assign follow-up actions automatically.

This reduces cognitive load and improves task accountability. Next is predictive workload management. AI algorithms are increasingly used to analyze team workloads and recommend equitable task distribution, preventing burnout and boosting productivity in high-pressure environments.

Improving Efficiency via AI

There are two ways to improve efficiency through AI. Firstly, process automation. Robotic Process Automation (RPA) enables AI systems to manage routine administrative tasks such as leave approvals, invoice processing, and internal reporting. In agencies like Public Service Department and The Inland Revenue Board of Malaysia, this has resulted in measurable improvements in response times and administrative cost savings (MAMPU, 2021). Secondly, decision-support systems. AI enhances managerial decision-making by offering real-time insights through predictive analytics. For example, forecasting citizen demand during seasonal tax filing or disaster response enables better planning and resource allocation.

Challenges of AI

Despite its benefits, AI adoption in the Malaysian public sector presents ethical and operational challenges. Key concerns include data privacy risks involving sensitive civil service and citizen information, lack of transparency in AI decision-making processes, and digital literacy gaps among public servants that hinder effective tool utilization. Moreover, over-reliance on AI may undermine critical thinking and reduce human oversight in governance. To address these issues, it is essential to establish strong ethical guidelines, promote accountability, and invest in comprehensive capacity-building initiatives to ensure responsible and effective AI integration across government agencies (MAMPU, 2021).

For instance, Malaysia's National Digital Department introduced the Guidelines for AI Adoption in the Public Sector, which serve as a strategic framework aligned with the national digital transformation agenda. The guidelines emphasize ethical AI use, data governance, and human-AI collaboration to ensure systems are fair, transparent, and secure. They advocate for AI to support rather than replace human decision-making, highlight the importance of upskilling civil servants through targeted training, and stress accountability through robust monitoring and evaluation mechanisms (Official Website of Malaysia's National Digital Department, 2025). Overall, the guidelines reflect Malaysia's proactive commitment to building an ethical, trustworthy, and digitally empowered public service capable of harnessing AI for improved governance and citizen outcomes.

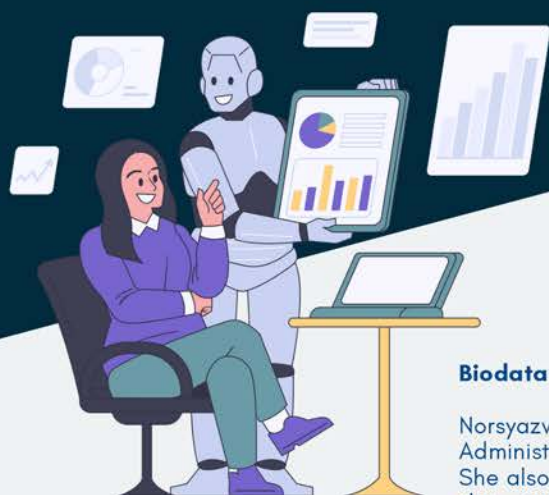
In addition, AI capacity building should be prioritized by introducing AI-related modules in civil service training programs to improve digital literacy and readiness. Besides, ethical governance must be strengthened through the establishment of an AI Ethics Board under MAMPU to oversee responsible implementation. Collaborative innovation should be encouraged by partnering with local universities to develop context-specific AI solutions. A unified AI infrastructure is needed to support cross-agency collaboration through a shared public sector platform that enhances communication and data integration.

Conclusion

AI is revolutionizing how teams in the Malaysian public sector communicate, collaborate, and deliver services. From automation to intelligent decision support, AI tools offer solutions to many longstanding inefficiencies. However, realizing AI's full potential requires investment in digital skills, robust regulatory oversight, and strategic alignment with national goals. By embedding AI thoughtfully and inclusively, Malaysia can build a public service that is agile, transparent, and citizen focused.

References

- Government AI Readiness Index (2022). Retrieved from https://www.unido.org/sites/default/files/files/2023-01/Government_AI_Readiness_2022_FV.pdf
- Mahusin, N., Sallehudin, H., & Satar, N. S. M. (2024). Malaysia Public Sector Challenges Of Implementation Of Artificial Intelligence (AI). *IEEE Access*.
- MAMPU. (2021). *Public Sector Digitalisation Strategic Plan 2021-2025*. Malaysian Administrative Modernisation and Management Planning Unit.
- Roslan & Saferdin (2024). AI Integration in Malaysian Public Administration for Improved Governance. *International Journal of Research and Innovation in Social Science*, 8(9), 3799-3812.
- Official website of Malaysia's National Digital Department (2025). Retrieved from <https://www.jdn.gov.my/>



Biodata of author

Norsyazwani Ab Halim is a Graduate Research Assistant and a PhD student in Administrative Science under the Faculty of Administrative Science and Policy Studies. She also has experience as a Part-Time Full-Time Lecturer (PTFT) at UiTM Kedah, where she contributed to undergraduate education in public administration. Her specializations include organizational behavior in the public sector, team performance management, and public sector management. Additionally, she is skilled in quantitative research methods, particularly those exploring individual and team behavior within organizations.

Azlyn Ahmad Zawawi is an Associate Professor at the Faculty of Administrative Science and Policy Studies, Universiti Teknologi MARA (UiTM) Kedah. She holds a PhD in Human Resource Management from Universiti Sains Malaysia. Her areas of specialization include Organizational Behavior (particularly in the public sector), team performance management in the public sector, industrial relations, public sector management, and other fields related to organizational studies in the public sector. She is also an expert in research methodology, especially quantitative research, with a focus on studying individual and team behavior within organizations.

ENHANCING PUBLIC SERVICE DELIVERY THROUGH OMBUDSMAN SYSTEMS IN MALAYSIA

***Irma Kamarudin**

Faculty of Law, Universiti Teknologi MARA,
Cawangan Kedah, Kampus Sungai Petani,
Kedah, Malaysia

irma@uitm.edu.my (*corresponding author)

Public service delivery is a critical issue in many developing countries like Malaysia. Complaints about slow, corrupt, or bureaucratic service have become common discussions. As a result, public service accountability is now a significant concern for all. Moving forward, efficient and effective public service delivery has become a shared goal of both the Malaysian government and its citizens.

An effective complaint handling system is essential for good governance and accountability in public administration. A structured grievance redress mechanism is crucial for efficient public service provision. It safeguards citizens against delays, harassment, and official incompetence. This mechanism fosters accountability among services and officials, encouraging active citizen engagement. Ultimately, it enhances service delivery, addresses grievances effectively, and deters substandard governance in the public sector. Thus, the Ombudsman can be considered as one of the effective complaint handling systems.



Understanding the Ombudsman System

The term "Ombudsman," derived from the Swedish for "representative," safeguards public interests against power abuses. Acting as a mediator, the Ombudsman manages complaints about government actions and oversees official investigations. This official operates independently of the government, but it is often referred to as "the agent of the government." The main figure is typically the Parliamentary Ombudsman, with specialized roles like the Tax Ombudsman for specific oversight areas. Established in Sweden in 1809, the Ombudsman has been functioning in England since 1967, serving as a "watchdog of the executive." As a quasi-judicial body, it addresses complaints about maladministration through private investigations but lacks the authority to compel witnesses or documents. Consumers rely on various service agencies yet often face issues from inadequate oversight, leading to misleading practices and bureaucratic inefficiencies that hinder the grievance-redress system, resulting in unresolved problems.

The Ombudsman mostly serves the public by investigating complaints about alleged maladministration on the part of designated public agencies. In Malaysia, the institution was established in 1973, initially to cover the Malaysian Police Force along with the Royal Commission of Police. The Office of Ombudsman of Malaysia was established in 1999. This office is known as the Public Complaints Bureau (PCB). PCB investigates complaints on public service delivery under the purview of the Malaysian Public in contrast to statutes-based agencies for the previously established statutes of Ombudsman. Hence, PCB and the Ombudsman are also distinguished by public service delivery in Malaysia's government.

Legal Framework Supporting Ombudsman Systems

Ombudsman systems based on the Scandinavian model proliferated due to reforms at the end of the last century. Many states adopted the ombudsman concept, transitioning from complaints-based systems with commissioners to a statutory framework supported by the legislature. This era saw the creation of new regimes for independently addressing complaints against police, prison officers, and armed forces. Malaysia's ombudsman systems, though more recent, benefit from insights gained in other jurisdictions. By establishing a legal framework, Malaysia is poised for an ombudsman system aimed at ensuring effective public service delivery.

An independent watchdog bureau for public service delivery is essential. The Public Complaints Bureau mainly serves as a complaints-taker and lacks active investigation of officials. An independent bureau should investigate complaints, gather evidence, and access information from authorities while conducting public hearings. The ombudsman's office must have a cosmopolitan outlook, overseen by an independent commissioner without political ties and with a strong administrative background to recommend improvements. Its constitutional independence should ensure removal requires a two-thirds parliamentary vote.

Conclusion

There are various factors that hinder the establishment of a credible ombudsman system in Malaysia, yet if developed properly, it could enhance governmental accountability. This system would complement existing accountability measures, as current redress avenues are inadequate. The lack of accountability negatively impacts social justice and the country's development, leading to issues like budget mismanagement, nepotism, and corruption. Moreover, ineffective regulatory instruments add to these challenges. The absence of external accountability makes it difficult for citizens to engage with the public sector, further diminishing the assembly's ability to tackle maladministration effectively.

Nonetheless, despite complaints of bureaucratic abuse during Malaysia's social transitions, there remains support for a credible ombudsman system. However, constitutional and legislative guarantees are essential for its establishment. Achievable benchmarks, justified discretion in investigatory procedures, and proper training for the ombudsman are crucial to align expectations with political realities in enhancing accountability mechanisms.



Biodata of author

Irma Kamarudin is currently a senior lecturer at the Law Department UiTM Kedah Branch. She obtained her Bachelor of Laws (LL.B Hons) from the International Islamic University of Malaysia (IIUM) in 2004. Then, in 2006 she completed her Master of Comparative Laws (MCL) at the International Islamic University Malaysia (IIUM). Her expertise covers Business & Commercial Law and Administrative Law while her research interests include child law, business law and administrative law.





HIBAH OF GOLD: SHARIAH COMPLIANCE AND LEGAL REALITIES IN MALAYSIA

***Rohayati Hussin, Nurul Mazrah Manshor & Nur Irinah Mohamad Sirat**

Faculty of Law, Universiti Teknologi MARA, Cawangan Kedah, Kampus Sungai Petani, Kedah, Malaysia

**roha427@uitm.edu.my, mazrahe@uitm.edu.my & irinah@uitm.edu.my*

(*corresponding author)

Introduction

In Malaysia, hibah (inter vivos gift) is a significant Islamic estate-planning tool, legally recognized under State Islamic Family Law Enactments and integrated into Shariah-based financial instruments. While traditionally applied to immovable assets, it is increasingly relevant for movable wealth like gold which is a popular investment among Malaysian Muslims. This paper investigates the framework governing hibah of gold, assesses Shariah compliance considerations, and analyzes practical challenges within Malaysia's dual legal system.

Legal and Shariah Framework

Hibah must meet five essential conditions: clear offer and acceptance (ijab-qabul), competent parties, ownership of the asset, delivery (qabd), and absence of consideration (Azmi et al., 2023). Gold, being malmanqul (movable property), can fulfill these conditions. Physical gold requires direct handover, whereas gold savings accounts—such as Public Gold GAP—rely on constructive possession (qabd hukmi) if ownership and withdrawal rights transfer to the donee (Abas et al., 2023).

Gold investment instruments in Malaysia operate under the Islamic Financial Services Act 2013, which mandates Shariah governance for Islamic financial institutions (IFSA, 2013). Studies confirm that gold investment products (including bars, ETPs, and savings accounts) largely comply with Shariah contracts like musawamah, wakalah, bai', and wadi'ah (Abas et al., 2023) and hence can be valid subjects of hibah.

Hibah of Gold: Modes and Mechanisms

Two prevalent modes are:

- **Direct Hibah**

During life, the donor executes akad, performs qabd, and transfers gold or account rights to the donee. Formal procedures include institutional forms and documentation that evidence possession transfer (Abas et al., 2023).

- **Hibah Amanah (Trust Model) for Gold**

The owner declares a hibah of gold assets (e.g. bars, dinar, jewellery, gold accounts) to specific beneficiaries and appoints a trustee to manage them during their lifetime. Upon death, the trustee transfers the gold to the beneficiaries according to the hibah declaration, thus bypassing faraid distribution if all hibah conditions are met.

Practical and Legal Realities

Implementing hibah of gold involves several challenges:

Fulfillment of delivery (qabd) is essential; absence renders hibah void (Azmi et al., 2023).

Documentation is vital. The low hibah adoption rate (~RM90 billion in frozen assets in 2022) is linked to limited awareness, insufficient religiosity, and poor self-efficacy among Muslims (Azmi et al., 2023). Estate disputes may arise if hibah is not clearly distinguished from wasiat or conditional transfers. Shirting property post-death requires alignment with Shariah principles to avoid being invalidated (Bank Negara Malaysia, 2015). Jurisdictional ambiguity persists civil courts may regard the hibah trust as equitable, whereas Syariah courts must confirm its compliance with Islamic inheritance rules.

Conclusion

Hibah of gold is a viable Shariah-compliant method for wealth transfer in Malaysia, utilizing both direct transfers and trust mechanisms. Legal enforceability rests on satisfying Shariah requirements, especially qabd and documentation. While institutions must educate Muslims to increase uptake. Moreover, legal clarity is needed regarding court jurisdictions over hibah trusts. In sum, hibah of gold offers practical and religious legitimacy but requires robust procedural frameworks and regulatory oversight to optimize its effectiveness.

References

Abas, A.-M., Mat Zain, M. N., Yaacob, S. E., Yahaya, M. Z., & Nik Abdul Ghani, N. A. R. (2023). Shariah-compliant gold investment in Malaysia: A review of models and regulatory issues. *International Journal of Academic Research in Business and Social Sciences*, 13(3), 889-899. <https://doi.org/10.6007/IJARBSS/v13-i3/16489>.

Azmi, A., et al. (2023). Factors influencing hibah practice: A scoping review. *Journal of Contemporary Islamic Studies*, 1(1), 120-135.

Islamic Financial Services Act 2013, Act 759 (Malaysia).

Bank Negara Malaysia, 2015

Biodata of authors

Dr. Rohayati Hussin is a senior law lecturer at Universiti Teknologi MARA (UiTM) Kedah Branch. She obtained her PhD from UiTM Shah Alam in 2021. She also has a Master of Comparative Law (MCL) in 2009, an LLB_S (Shariah) Degree in 2008, and an LL.B (Hons) Degree in 2007 from the International Islamic University Malaysia (IIUM). She has experience teaching various law subjects, including Business Law, Corporate Law, Commercial Law, and the Malaysian Legal System. Her areas of interest include waqf law, waqf land, and Islamic properties.

Nurul Mazrah Manshor is a senior law lecturer at Universiti Teknologi MARA (UiTM) Kedah Branch. She obtained her Bachelor of Laws (LL.B Hons) from IIUM. She was admitted as an Advocate and solicitor of the High Court of Malaya in 2005 after receiving her LL.B (Hons) degree, and she pursued her Master of Laws (LL.M) at the Universiti Kebangsaan Malaysia (UKM). She has taught the Malaysian Legal System, Corporate Law, and Business Law at the UiTM Kedah Branch since 2009.

Nur Irinah Mohamad Sirat is a senior lecturer at the Faculty of Law UiTM Kedah Branch. She obtained her Bachelor of Laws from the University Utara Malaysia (UUM) and completed her Master of Laws from the University Malaya (UM). Her area of interest includes environmental law and commercial law.



QUO WARRANTO IN MALAYSIA: A LANDMARK CASE IN ADMINISTRATIVE LAW

***Siti Khadijah Abdullah Sanek, Irma Kamarudin & Sarirah Che Rose**

Faculty of Law, Universiti Teknologi MARA, Cawangan Kedah,
Kampus Sungai Petani, Kedah, Malaysia

*khadijah016@uitm.edu.my, irma@uitm.edu.my & sarirah@uitm.edu.my

(*corresponding author)



Quo warranto, a Latin term meaning “by what authority”, is a common law remedy used to challenge an individual’s legal right to occupy a public office, and it remains highly relevant within the Malaysian administrative law framework. The writ of quo warranto is one of several remedies available to the High Court when addressing ultra vires decisions or appointments (Che Jamaludin Mahmud & Md Pauzi, 2022). It serves as a judicial mechanism to ensure that public offices, particularly those involving executive or statutory authority, are held only by individuals who possess legitimate and legally recognized appointments. According to Gan (1999), quo warranto operates as a legal remedy that allows the courts to examine whether someone is lawfully occupying a public office. To initiate such a claim, the applicant must demonstrate a sufficient legal interest in the matter, a requirement grounded in the Rules of Court 2012 and the Courts of Judicature Act 1964 (p. 150).

In Malaysia, quo warranto falls within the broader framework of judicial review and serves as one of several tools the courts may use to address abuses of administrative power. Governed by Order 53 of the Rules of Court 2012 and supported by the Courts of Judicature Act 1964, it offers a legal avenue for members of the public to hold individuals accountable for unlawfully occupying public office (Rahman & Anuar, 2018). As noted by Yeoh (2021), this mechanism plays a vital role in safeguarding the integrity of public administration by enabling challenges against unauthorized appointments. Its significance lies in its ability to uphold legitimacy, enforce accountability, and protect the public interest, although the process can be legally demanding due to the burden placed on applicants to prove that the officeholder lacks proper authority (Gan, 1999).

A notable and landmark example of *quo warranto* in action is the case of Dato’ Seri Ir Hj Mohammad Nizar Jamaluddin v. Dato’ Seri Dr Zambry Abdul Kadir [2010] 2 CLJ 925. In this case, Nizar contested the legitimacy of Zambry’s appointment as the Menteri Besar of Perak, arguing that he had neither resigned nor lost the support of the State Legislative Assembly through a formal vote of no confidence (Malaysian Bar, 2009). He also maintained that his request to dissolve the assembly was valid under the Constitution. One of the remedies he sought was a writ of quo warranto, compelling Zambry to explain the legal basis for his claim to the office. However, the courts ruled that when the Sultan rejected Nizar’s request to dissolve the assembly, Nizar was constitutionally required to resign under Article XVI(6) of the Perak Constitution.





His failure to do so meant that the position was deemed vacant, thereby validating Zambry's appointment and rendering the writ of quo warranto ultimately ineffective ([2010] 2 CLJ 925, pp. 928-933). This decision is widely regarded as a landmark case in Malaysian administrative law as it demonstrates both the potential and the limits of quo warranto proceedings. Although the writ failed to overturn Zambry's appointment, the case of Nizar v. Zambry reaffirmed the importance of the writ as a mechanism to challenge the legitimacy of public officeholders. While it provides a formal legal channel to challenge authority, its effectiveness depends heavily on constitutional interpretation and judicial discretion. The case further illustrates the delicate balance between legal accountability and the exercise of royal prerogative within Malaysia's constitutional monarchy (Malaysian Bar, 2009; Gan, 1999).



Overall, quo warranto remains essential in Malaysian administrative jurisprudence as it safeguards the legitimacy and integrity of public offices. It empowers judicial oversight of public appointments, promotes accountability, and protects the public interest. As Malaysia's legal framework continues to evolve, quo warranto plays a crucial role in upholding good governance and the rule of law.

References

Attorney General's Chambers Malaysia. (2012). Rules of Court 2012 (PU(A) 205/2012). Percetakan Nasional Malaysia Berhad.

Courts of Judicature Act 1964 (Act 91). (2006). Laws of Malaysia. International Law Book Services.

Che Jamaludin Mahmud, I. I., & Md Pauzi, S. F. (2022). The relationship between doctrine of ultra vires & R Rama Chandran in the Malaysian and English administrative laws. GADING (Online) Journal for Social Sciences, 25(1), 54-65. Universiti Teknologi MARA Cawangan Pahang. <https://ir.uitm.edu.my/id/eprint/67048/>

Dato' Seri Ir Hj Mohammad Nizar Jamaluddin v. Dato' Seri Dr Zambry Abdul Kadir, [2010] 2 CLJ 925 (Federal Court, Malaysia).

Gan, C. C. (1999). Malaysian administrative law: A review of post-UEM developments. Journal of Malaysian and Comparative Law, 26(1), 120-156. <https://mjs.um.edu.my/index.php/JMCL/article/view/16151>

Malaysian Bar. (2009, May 24). Notes of decision in Zambry v Nizar case (Court of Appeal). https://www.malaysianbar.org.my/members_opinions_and_comments/notes_of_decision_in_zambry_v_nizar_case_coa_edmund_bon.html

Rahman, R. A., & Anuar, H. M. (2018). Public law remedies in government procurement: Perspective from Malaysia. In A. A. Rahim, A. A. Rahman, H. A. Wahab, N. Yaacob, A. M. Mohamad, & A. H. M. Arshad (Eds.), Public law remedies in government procurement: Perspective from Malaysia (Vol. 52, pp. 902-911). European Proceedings of Social and Behavioural Sciences. Future Academy. <https://doi.org/10.15405/epsbs.2018.12.03.92>

Yeoh, E. C. (2021, May 27). Judicial review: Redress against wrongly acted public authorities. Thomas Philip Advocates & Solicitors. <https://www.thomasphilip.com.my/articles/judicial-review-redress-against-wrongly-acted-public-authorities>

Biodata of authors

Siti Khadijah Abdullah Sanek is a senior lecturer at the Law Department, UiTM Kedah Branch. She obtained her Bachelor of Laws (LL.B Hons) in 2003 and her Master of Comparative Laws (MCL) in 2004 from the International Islamic University Malaysia (IIUM). Additionally, she served as an Advocate and Solicitor of the High Court of Malaya. Her academic interests include property law, probate and succession law.

Irma Kamarudin is a senior lecturer at the Law Department, UiTM Kedah Branch. She obtained her LL.B (Hons) from the International Islamic University Malaysia in 2004 and her MCL in 2006. Her expertise includes Business & Commercial Law and Administrative Law.

Sarirah Che Rose is a senior law lecturer at UiTM Cawangan Kedah. She obtained her Bachelor of Laws (LL.B Hons) from the Universiti Kebangsaan Malaysia (UKM) in 1995. Then, in 1996, she completed her Master of Comparative Laws (MCL) at the International Islamic University Malaysia (IIUM) and was admitted as an Advocate and Solicitor of the High Court of Malaya. Her areas of interest include child and women's law and commercial law.



THE DOCTRINE OF ALLUREMENT: LEGAL PROTECTIONS FOR CHILDREN IN TORT LAW

***Sarirah Che Rose, Irma Kamarudin & Siti Khadijah Abdullah Sanek**

Faculty of Law, Universiti Teknologi MARA, Cawangan Kedah,
Kampus Sungai Petani, Kedah, Malaysia

[*sarirah@uitm.edu.my](mailto:sarirah@uitm.edu.my), irma@uitm.edu.my &

Khadijah016@uitm.edu.my

(*corresponding author)



Introduction

Children are naturally inquisitive and readily seduced by appealing or hazardous items, settings, or circumstances that could cause them severe harm. In tort law, the doctrine of allurement is crucial, especially when it comes to premises liability proceedings. This doctrine, which has its roots in the idea that property owners have an increased duty of care to children, makes people legally liable if they establish or maintain circumstances that could lead children into danger.

The foundation of the doctrine lies in the idea that children are inherently drawn to objects that are bright, distinctive, or fascinating without fully understanding the risks associated. They lack the wisdom and discernment necessary to make wise safety judgements, in contrast to adults. In order to safeguard children, common law systems have created exceptions to the general laws pertaining to trespassing and duty of care, especially in countries like Malaysia and the United Kingdom.

The doctrine of allurement has changed over time, reflecting the courts' growing willingness to impose obligations on occupiers to anticipate and mitigate risks posed to children. It was historically influenced by seminal cases like *Glasgow Corporation v. Taylor and Cooke v. Midland Great Western Railway of Ireland*. The concept offers a sophisticated framework for figuring out when a responsibility arises and how far it extends, and it is frequently studied in conjunction with occupiers' liability and negligence principles in contemporary legal contexts.



Legal frameworks in Malaysia

Protecting children from predictable injury is a fundamental legal concern in Malaysian tort law, especially when it comes to dangerous situations that can pique their natural curiosity. A legal principle known as the doctrine of allurement acknowledges the special vulnerabilities of children and places a greater responsibility of care on occupiers or property owners who keep their spaces in a way that could tempt them into risky situations. This theory is grounded on the knowledge that children frequently lack the maturity and judgement necessary to recognise or steer clear of hazards that an adult would be able to see.

The doctrine of allurement has been recognised and applied through judicial interpretation, especially under the Occupiers' Liability Act 1957 (UK), which has persuasive influence in Malaysia, and through the common law principles preserved by virtue of the Civil Law Act 1956, despite not being specifically codified under Malaysian statutes. In cases involving carelessness, Malaysian courts have shown a readiness to apply common law principles, especially when children or other vulnerable groups are involved.

Furthermore, the Child Act 2001, which contains the principles of the Convention on the Rights of the Child (CRC), is one example of how Malaysia's commitment to child protection is represented in broader statutory and policy frameworks in addition to its common law roots. Despite its primary focus on criminal and welfare issues, this law upholds the general obligation of society, including property owners, to prioritise children's safety and best interests.

According to this principle, if it can be shown that the premises contained anything particularly enticing and hazardous that could reasonably be expected to attract children, the occupier may still owe a duty of care, even if the children accessed the property without permission, thus technically rendering them trespassers.

In practical terms, this could include an open swimming pool, an abandoned structure, or exposed electrical equipment within children's reach. The doctrine's primary question is whether a reasonable person in the position of the occupier could have anticipated that children would be drawn to and damaged by such conditions.

Conclusion

A key component of tort law that helps protect children from harm is the doctrine of allurement, which is particularly relevant when children are attracted to potentially harmful locations or items. Despite the fact that this doctrine is not codified in law, Malaysian courts continue to apply it using common law principles that were carried over from the United Kingdom. As long as the threat was something that would probably draw them in, this permits children to be safeguarded even if they enter someone's property without authorisation (trespasser).

Biodata of authors

Sarirah Che Rose is a senior law lecturer at UiTM Cawangan Kedah. She obtained her Bachelor of Laws (LL.B Hons) from the Universiti Kebangsaan Malaysia (UKM) in 1995. Then, in 1996 she completed her Master of Comparative Laws (MCL) at the International Islamic University Malaysia (IIUM) and was admitted as an Advocate and Solicitor of the High Court of Malaya. Her area of interest includes child & women law and commercial law.

Irma Kamarudin is currently a senior lecturer at Law Department UiTM Kedah Branch. She obtained her Bachelor of Laws (LL.B Hons) from the International Islamic University of Malaysia (IIUM) in 2004. Then, in 2006 she completed her Master of Comparative Laws (MCL) at the International Islamic University Malaysia (IIUM). Her expertise covers Business & Commercial Law and Administrative Law while her research interests include child law, business law and administrative law.

Siti Khadijah Abdullah Sanek is a senior lecturer in the Department of Law at Universiti Teknologi MARA, Kedah branch. She obtained her Bachelor of Laws (LL.B Hons) from the International Islamic University Malaysia (IIUM) in 2003 and her Master of Comparative Laws (MCL) from the same institution in 2004. Additionally, she served as an Advocate and Solicitor of the High Court of Malaya. Her academic interests include land law, property law, and probate and succession law.



COLLABORATIVE TEACHING IN THE ERA OF IR 5.0

***Zaharah Safin**

Faculty of Business and Management, Universiti Teknologi MARA, Cawangan Kedah, Kampus Sungai Petani, Kedah, Malaysia

*zaharah963@uitm.edu.my (*corresponding author)

Siti Nur Shahira Dahari

Faculty of Information Science, Universiti Teknologi MARA, Cawangan Johor, Kampus Segamat, Jalan Universiti Off Km. 12 Jalan Muar, 85000 Segamat, Johor, Malaysia

nurshahira@uitm.edu.my

Nurfaizah Kamarudin

Faculty of Information Science, Universiti Teknologi MARA, Universiti Teknologi MARA (UiTM) Cawangan Sarawak

94300 Kota Samarahan, Sarawak, Malaysia

nurfa601@uitm.edu.my



The integration of collaborative teaching methodologies within the framework of the Fifth Industrial Revolution (Industry Revolution 5.0 or IR 5.0) necessitates a paradigm shift in pedagogical approaches, moving beyond traditional, instructor-centered models to embrace student-centric, interactive learning environments (Eskiyurt & Özkan, 2024; Laal & Ghodsi, 2012). Collaborative learning, characterized by shared inquiry and reciprocal engagement, fosters a unique intellectual and social synergy between teachers and students, thereby enhancing the overall teaching and learning process (MacGregor, 1990). Collaborative teaching requires educators to be adaptable, innovative, and willing to compromise, fostering an environment where shared decision-making and mutual respect are paramount (Orzolek, 2018).



In the Malaysian context, the adoption of collaborative teaching within the framework of IR 5.0 presents a unique opportunity to enhance the quality of education and equip students with the skills and competencies necessary to thrive in a rapidly changing global landscape (Salleh et al., 2011). The Malaysian government's commitment to Vision 2020 highlights the importance of innovation and education in elevating human capital, emphasizing the need for creative thinkers and innovators who can contribute to the nation's economic and social progress (Romy, 2021). The integration of information and communication technology (ICT) in education aligns with national education policies and initiatives aimed at enhancing the efficiency and effectiveness of learning (Hidayah et al., 2020).

However, despite these efforts, challenges remain in ensuring equitable access to technology and ICT skills across all regions and communities in Malaysia (Hu & AlSaqqaf, 2021). While virtual learning environments have been introduced to foster internet-enabled learning, ongoing efforts are needed to address disparities in digital literacy and infrastructure, particularly in rural areas and underserved communities (Zulkefli et al., 2018). The integration of technology in Malaysian schools is seen as a means of improving and enhancing the learning experience, increasing classroom efficiency, and equipping students with the necessary skills to compete globally (Iberahim et al., 2023). By aligning educational practices with the demands of the digital era, Malaysia can harness the transformative potential of IR 5.0 to cultivate a generation of lifelong learners, critical thinkers, and innovative problem-solvers.

In the context of IR 5.0, collaborative teaching offers numerous advantages, including enhanced student engagement, a deeper understanding of subject matter, and the development of essential skills such as communication, teamwork, and problem-solving (Chuang, 2014). The advantages of collaborative learning are multifaceted, yielding positive outcomes across a spectrum of domains including social dynamics, psychological well-being, academic achievement, and assessment efficacy (Laal et al., 2012). By working together to solve problems, complete tasks, or create products, students actively participate in their learning process, leading to greater knowledge retention and stronger critical thinking skills (Laal & Ghodsi, 2012).

Supporting collaborative teaching initiatives is crucial in the era of IR 5.0 due to their potential to transform education and prepare students for future challenges and opportunities. Collaborative teaching can address many issues that have persisted in conventional industrial-age education as it transitions into a digital society (Surya & Mulyanti, 2020). Technology integration involves more than merely incorporating digital devices; it entails leveraging these tools to enhance pedagogical strategies, foster student engagement, and cultivate a dynamic learning environment.

In conclusion, collaborative teaching is a vital approach in the era of the Fifth Industrial Revolution. This new phase focuses on using technology to support human values such as cooperation, creativity, and well-being. By encouraging teamwork among teachers, students, and even AI tools, collaborative teaching helps students develop key future-ready skills. It also promotes learning that is more engaging, inclusive, and adaptable. As education continues to evolve with emerging technologies, collaborative teaching provides a robust and human-centered method to prepare students for an ever-changing world.



References

- © 2010 Pearson Education, Inc.

Siti Zaharah Safin is a senior lecturer Management, Universiti Teknologi MARA research interest focuses on the financial management.

Siti Nur Shahira Dahari is a senior lecturer at Faculty of Information Science, Universiti Teknologi MARA, Cawangan Johor. She holds a Phd in Management from Durham University, United Kingdom. Her research areas interest in knowledge management, behavioural studies, knowledge productivity and information management.

Nurfaizah Kamarudin is a senior lecturer at Faculty of Information Science, Universiti Teknologi MARA, Cawangan Johor. Her research interest focuses on the field of library, information management, social media, games-based learning.



DIGITAL LITERACY AS A CORE COMPETENCY IN THE FIFTH INDUSTRIAL REVOLUTION

***Zati Atiqah Mohamad Tanuri**

Faculty of Information Science, Universiti Teknologi MARA, Cawangan Kedah, Kampus Sungai Petani, Kedah, Malaysia

[*zatiatiqah@uitm.edu.my](mailto:zatiatiqah@uitm.edu.my) (*corresponding author)

Siti Hajar Baharin, Ahmad Fuzi Md Ajis

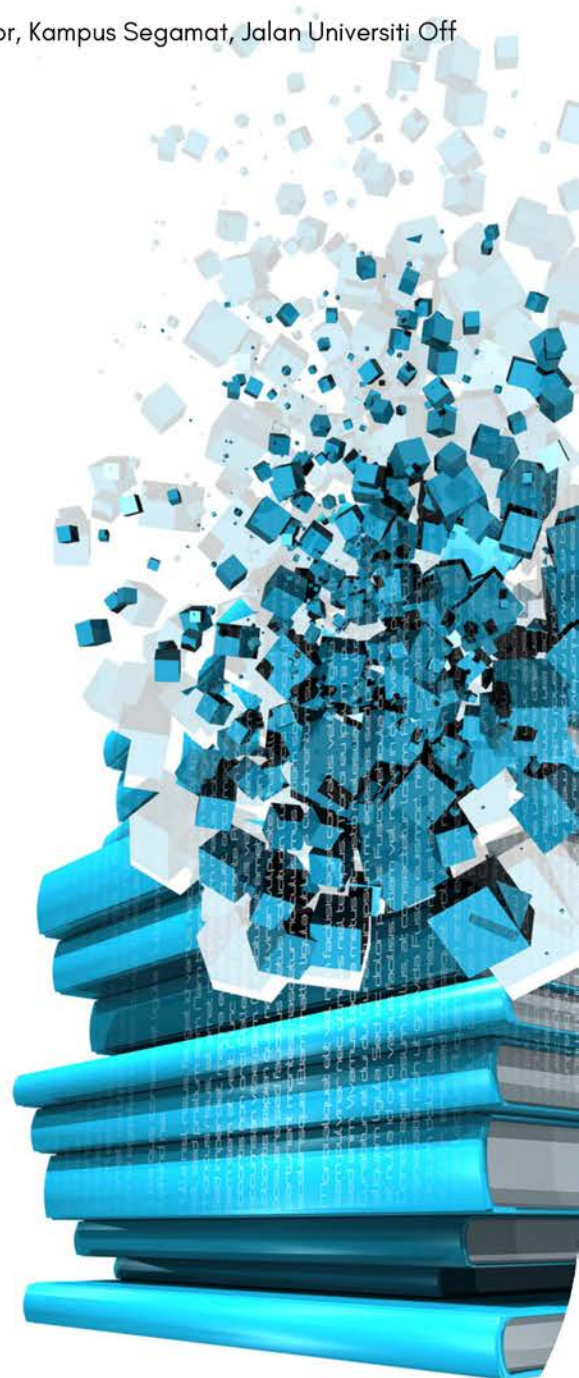
Faculty of Information Science, Universiti Teknologi MARA, Cawangan Johor, Kampus Segamat, Jalan Universiti Off Km. 12 Jalan Muar, 85000 Segamat, Johor, Malaysia

hajar903@uitm.edu.my; ahmadfuzie@uitm.edu.my

The world is entering the Fifth Industrial Revolution, a new era where advanced technologies like artificial intelligence, robotics, and the Internet of Things work alongside human values such as empathy, creativity, and ethics. Unlike past industrial revolutions focused mainly on machines and automation, this one aims to create a more human centred and sustainable future. In today's evolving world, digital literacy is more essential than ever. It goes beyond simply using devices like computers it involves a deeper understanding of how digital tools function, thinking critically about information, and using technology in safe and responsible ways. In this new age, digital literacy is even more important since people need to work with advanced digital systems, look at complicated data, and work together in virtual environment.

Proficiency in digital literacy is currently a very important means for people to fully participate in the digital world, which affects their chances of social inclusion, economic advancement, and access to crucial services (Mejías-Acosta et al., 2024). As societies become more digital, it is more important than ever to be able to use digital technology. This shows how important it is to include digital literacy in education framework (Reddy et al., 2023). The rapid advancement of technology has accentuated the necessity for digital literacy among students, who must possess the skills to critically evaluate digital resources and generate valuable insights (Baterna et al., 2020). Education must integrate digital literacy into the curriculum to equip students with the competencies required for success in the digital era, since these skills enable students to harness digital tools for learning, communication, and problem-solving, fostering innovation and creativity (Reddy et al., 2023).

Digital literacy is an essential competency, enabling individuals to engage with technology effectively and responsibly, which is crucial for navigating the complexities of Industry 5.0 (Antoniuk & Zasiadivko, 2023; Joseph & Khan, 2020). As technology becomes more a part of daily life, digital literacy gives people the ability to judge digital tools, think critically, and interact well in digital environments, which helps them reach their personal, academic, and career goals (Jin et al., 2020; Lin et al., 2024).



However, fostering digital literacy remains challenging due to unequal access to technology, limited teacher training, and the fast-paced development of new digital platforms and tools. Promoting digital literacy comes with several challenges. Unequal access to technology, known as the digital divide, prevents many people especially in rural or low-income areas. Many educators also lack the training needed to teach digital literacy effectively. The rapid pace of technological change makes it difficult for individuals and institutions to stay current. Cultural and language barriers, along with the growing spread of online misinformation and safety concerns, further complicate efforts.

Addressing these challenges is essential to ensure that all individuals could develop the digital skills necessary to succeed in the modern world (Sáez et al., 2020). Digital literacy encompasses a multifaceted skill set, extending beyond basic computer usage to include the capacity to navigate digital environments, critically evaluate online information, and ethically create and share digital content (Liu et al., 2025). It is essential to recognize that digital literacy is not merely an add-on skill but a fundamental competency that underpins effective participation in today's digital society (Elkiran, 2021).

In conclusion, during the Fifth Industrial Revolution, where humans and technology collaborate closely, digital literacy is a crucial competency. It means more than just using devices, it involves understanding how technology works, using it responsibly, and thinking carefully about online information. Digital literacy supports career success, lifelong learning, and helps individuals stay secure and engaged in the modern digital environment.

References

- Antoniuk, L., & Zasiadivko, V. (2023). Digital Literacy And Technologies For Education: Principles and Tools. *Грааль Науки*, 26, 249. <https://doi.org/10.36074/Grail-Of-Science.14.04.2023.044>
- Baterna, H. B., Mina, T. D. G., & Rogayan, D. V. (2020). Digital Literacy of STEM Senior High School Students: Basis for Enhancement Program. *International Journal of Technology in Education*, 3(2), 105. <https://doi.org/10.46328/ijte.v3i2.28>
- Elkiran, Y. M. (2021). Examining The Relationship Between Pre-Service Turkish Teachers Digital Writing Attitudes and Digital Reading Tendencies. *International Journal of Progressive Education*, 17(4), 437. <https://doi.org/10.29329/ijpe.2021.366.26>
- Jin, K., Reichert, F., Cagasan, L., Torre, J. de la, & Law, N. (2020). Measuring digital literacy across three age cohorts: Exploring test dimensionality and performance differences. *Computers & Education*, 157, <https://doi.org/10.1016/j.compedu.2020.103968>
- Joseph, V. A., & Khan, N. (2020). Digital Literacy Tools to Enhance English Reading and Writing Skills: A Detailed Literature Review. *Global Language Review*, 21. [https://doi.org/10.31703/glr.2020\(v-iii\).03](https://doi.org/10.31703/glr.2020(v-iii).03)
- Lin, X., Li, B. B., Yao, Z., Yang, Z., & Zhang, M. (2024). The impact of virtual reality on student engagement in the classroom-a critical review of the literature. *Frontiers in Psychology*, 15. <https://doi.org/10.3389/fpsyg.2024.1360574>
- Liu, X., Wang, J., & Luo, Y. (2025). Acceptance and Use of Technology on Digital Learning Resource Utilization and Digital Literacy Among Chinese Engineering Students: A Longitudinal Study Based on the UTAUT2 Model. *Behavioral Sciences*, 15(6), 728. <https://doi.org/10.3390/bs15060728>
- Mejías-Acosta, A., Regnault, M. D., Vargas-Cano, E., Cobo, J., & Vidal-Silva, C. (2024). Assessment of digital competencies in higher education students: development and validation of a measurement scale. *Frontiers in Education*, 9. <https://doi.org/10.3389/feduc.2024.1497376>
- Reddy, P., Chaudhary, K., & Hussein, S. (2023). A digital literacy model to narrow the digital literacy skills gap. *Heliyon*, 9(4). <https://doi.org/10.1016/j.heliyon.2023.e14878>
- Sáez, F. T., Jiménez, D. Á., Montes-Rodríguez, R., Martín, M. J. G. S., & Robles, A. S. (2020). Learning and educating in the digital age: reference frameworks. <https://digibug.ugr.es/handle/10481/69570>

Biodata of authors

Zati Atiqah Mohamad Tanuri is a senior lecturer at Faculty of Information Science, Universiti Teknologi MARA, Cawangan Kedah. Her research interest focuses on the field of library and information management.

Siti Hajar Baharin is a senior lecturer at Faculty of Information Science, Universiti Teknologi MARA, Cawangan Johor. Her research interest focuses on the field of big data, information science, IT Governance.

Ahmad Fuzi Md Ajis is a senior lecturer at the Faculty of Information Management, Universiti Teknologi MARA, Johor (Malaysia) branch. His research interest is in the field of library and information management. He has 14 years of professional experience in higher education and has taught courses in information management and digital entrepreneurship.

The Unsung Hero of the Libraries?

***Nur Areena Aqilah Mohd Sapri**

Faculty of Information Science, Universiti Teknologi MARA, Cawangan Kedah, Kampus Sungai Petani, Kedah, Malaysia

[*greenaaqilah@uitm.edu.my](mailto:greenaaqilah@uitm.edu.my) (*corresponding author)

Think back to the first time you walked into a library. The silence felt a little too loud, and the only things “talking” to you were the signs scattered around the space. You stared, trying to decode what they meant and where they wanted you to go. How did that feel? For me, it was nerve-wracking. As someone socially awkward, I clung to those signs for dear life. But when they weren’t clear, I was completely lost.

That’s why signage matters so much in libraries. It’s the quiet guide that helps users find their way without saying a word. From wall signs and shelf labels to brochures, handouts, and even library web pages, all of these act as visual cues that make the library experience smoother. I like to think of signage as the library’s “unsung hero.” It often gets overlooked, but its role is just as crucial as any service or collection the library offers.

I say this not just as a user, but also as a former librarian who was once in charge of designing signage. And let me tell you, it was not a simple task. It was tough and time-consuming. I had to consider colour psychology, spatial perception, how users might respond, benchmark signage from other libraries, manage budgeting, and handle many other details. Signage is not just about putting up labels. It is a thoughtful process that requires empathy, design sense, and careful planning. All of these efforts are dedicated to one purpose: serving our users—because they are the reason we exist.

Speaking of helping users, have you ever come across the term *wayfinding strategies* or *wayfinding systems*? It sounds fancy, but really, it just means giving people the right clues so they don’t accidentally wander into the staff pantry while looking for the toilet.



These strategies are used to present information clearly so that people can navigate a space and find their destination, whether indoors or outdoors. In libraries—especially those lined with endless rows of shelves that all start looking the same after a while—wayfinding is essential.

For someone unfamiliar, a library can feel like a calm maze: quiet on the outside, but slightly confusing when you're not sure where to start. This is where signage and thoughtful wayfinding strategies save the day. They help users move around independently, explore the space at their own pace, avoid confusion, and learn about available services or rules without having to ask anyone.

You might wonder why users wouldn't just approach the library staff. The reality is, not everyone feels comfortable doing that. I understand completely. Even when I was a librarian, I totally understood why some users might avoid asking for help. If I were in their shoes, I'd probably do the same. I'd quietly pretend to know where I was going and secretly hope a helpful sign would appear like magic.

Alright, now let's get to the real question: What actually makes signage good? Back when I was designing them, I'd always try to see things from the user's point of view. What would catch their attention? What colours would make them pause? Which fonts are easy on the eyes? These were the little things constantly running through my mind.

“For me, a good sign is one that makes people stop, take a second to read, and actually understand what it's trying to say. If that happens, I'd say the signage did its job. One phrase I always hold on to when creating anything visual is: “It has to click with the viewer.” In this case, our users. Sure, it's not always easy to get it right, but it's definitely doable. So, let's break it down.”

So, what exactly goes into making a sign effective? First off, forget about formal writing rules. We're not crafting academic articles here, so no thesis statements are needed. Clear and simple wording works best. For example, “Quiet Area” is much easier to process than something like “This is a Quiet Study Area.” The fewer the words, the faster users can read and understand the message without overthinking it.



After all, the main goal of signage is to help users find their way around the library. Since it often does this quietly in the background, it deserves to sound more like a helpful friend than a strict notice. That's why many libraries, including mine, opt for a more casual or even witty tone. Instead of “Please be quiet in this area,” I've used a simple “Shhhh.” It's short, familiar, and surprisingly effective.

But let's not stop at words. Text alone is not enough. Visual elements like icons and colour cues play a huge role too. Take the Quiet Area again. I wouldn't use bold colours like red or orange there, since they are more energising than calming. Instead, I'd go with soft tones or pastel shades to create a more peaceful atmosphere. It's all about making users feel the message, not just read it.

All in all, signage is there to enhance the overall user experience by helping them feel more comfortable, confident, and connected within the space.

To make sure the new signage would actually work, my colleagues and I started with a signage audit. We wanted to see how effective the existing signage was and identify what needed improvement. It didn't take long to spot some common issues. There was a lack of standard design, too much text, use of library jargon, and in some areas, a whole cluster of signage competing for attention.

But what really confirmed the problem for me was a moment I still remember clearly: a user came up and asked where to borrow books while standing right in front of the circulation counter. That was when I knew the signage wasn't doing its job.





Biodata of author

Nur Areena Aqilah binti Mohd Sapri holds a Master's degree in library science and has profound interest in library social media marketing. Before being a lecturer, she was in-charged of social media marketing and user education services at the previous library she worked at.

But what really confirmed the problem for me was a moment I still remember clearly: a user came up and asked where to borrow books while standing right in front of the circulation counter. That was when I knew the signage wasn't doing its job.

With all that in mind, it becomes clear that designing library signage should always be done with the users in focus—not just to satisfy our own preferences or design aesthetics. After all, we're creating a space meant to welcome, guide, and support our community. The goal is to make signage accessible, inclusive, and empowering.

It's something that helps users move confidently through the space without feeling overwhelmed or lost. As mentioned earlier, signage plays an especially important role for those who find approaching others to be a real challenge. Whether due to social anxiety, language barriers, or simply being new to the environment, not everyone feels comfortable asking for help. In these moments, signage becomes more than just a label. It becomes a bridge. A well-designed sign can quietly offer direction, comfort, and clarity. When that happens, users are given a fair and equal opportunity to access the library's services, spaces, and resources—just like anyone else.

That, to me, is the true power of thoughtful signage.

So yes, signage truly is the unsung hero of libraries. It gives the library a voice without saying a word. All you have to do is read it. So the next time you visit a library, take a moment to notice the signage around you. Appreciate the quiet guidance it offers. If something doesn't make sense, feel free to let the library staff know. We promise we won't shush you for it.



NURTURING COMMUNICATION SKILLS: PREPARING YOUTH FOR THE HUMAN- CENTRIC DEMANDS OF IR 5.0

***Nor Asni Syahriza Abu Hassan, Nur Syazwanie Mansor & Rafidah Amat**

Academy of Language Studies, Universiti Teknologi MARA,
Cawangan Kedah, Kampus Sungai Petani, Kedah, Malaysia

*syahriza@uitm.edu.my; nursyazwanie@uitm.edu.my;

rafidah404@uitm.edu.my

(*corresponding author)

A late-night message from a student appears on your phone with no greeting, no introduction, and a blunt question that reads more like a command. This situation, familiar to many educators, highlights a growing concern about the decline in students' communication etiquette. However, this issue is not merely a generational flaw. Generation Z, comprising individuals born between 1997 and 2012, are digital natives shaped by an environment dominated by instant messaging, social media, and short-form content. While their proficiency in digital communication is an asset, it often comes at the cost of essential interpersonal skills.

Research indicates that excessive dependence on digital platforms can reduce essential interpersonal skills, including empathy, active listening, and the ability to express ideas with nuance (Subramanian & Mohan, 2022; Twenge, 2017). Online communication often relies on emojis, abbreviations, and limited context, which tend to be inadequate in academic and professional environments where tone and clarity are crucial (Nguyen, 2021; McLaughlin & Whitty, 2021). This shift has contributed to a growing skills gap. While Generation Z is technologically proficient, many still encounter difficulties with verbal expression, emotional awareness, and respectful communication. These abilities are becoming increasingly critical in the context of the human-centered demands of Industrial Revolution 5.0.



Industrial Revolution 5.0 marks a transition toward human-machine collaboration in which soft skills such as empathy, ethics, and creativity are considered equally important as technical proficiency. Communication is no longer a secondary attribute; it has become a core component of employability and civic participation (World Economic Forum, 2023; Goetsch, 2019). Employers now prioritize individuals who can clearly articulate ideas, engage with diverse perspectives, and collaborate effectively across both digital and cultural contexts. However, these competencies cannot be fully developed through traditional, exam-focused educational approaches.



Educational practices must undergo meaningful transformation. Assessment should prioritize performance-based tasks such as communication portfolios, multimedia presentations, and collaborative projects that closely simulate real-world interactions. Instructional techniques including role-playing, peer review, and reflective journaling contribute to the development of both linguistic proficiency and emotional intelligence (Thibaut et al., 2022; Van Laar et al., 2017). Additionally, community-based learning enhances students' capacity to express and regulate emotions within authentic social and professional contexts (Bridgstock, 2009; Deneen & Boud, 2014).

When applied thoughtfully, technology can play a supportive role in this educational transformation. Digital tools such as ChatGPT and Grammarly assist in developing writing skills, while video response platforms and feedback applications provide opportunities for asynchronous speaking practice. However, digital fluency must be accompanied by critical awareness. Students should be guided to revise AI-generated content with careful attention to tone, audience, and context. These skills are essential to ensure that technology enhances rather than replaces human judgment (Luckin, 2018; Selwyn, 2019).

Language educators are well-positioned to lead this shift. As facilitators of communication, they can design tasks that simulate workplace challenges, encourage digital ethics, and nurture intercultural understanding. However, to do so effectively, they too need continuous training in digital pedagogy and AI integration.

In a world where machines are increasingly capable of performing routine tasks, human communication continues to serve as a key differentiator. To meet the complex demands of Industrial Revolution 5.0, there is an urgent need to reimagine education by placing empathy, clarity, and collaboration at the center of curricular design. Future research should investigate how the integration of communication training and artificial intelligence tools can equip students not only to adapt to technological change but also to lead within this rapidly evolving landscape.



References

Bridgstock, R. (2009). The graduate attributes we've overlooked: Enhancing graduate employability through career management skills. *Higher Education Research & Development*, 28(1), 31-44.

<https://doi.org/10.1080/07294360802444347>

Deneen, C., & Boud, D. (2014). Patterns of resistance in managing assessment change. *Assessment & Evaluation in Higher Education*, 39(5), 577-591.

<https://doi.org/10.1080/02602938.2013.859654>

Goetsch, D. L. (2019). *Quality management for organizational excellence: Introduction to total quality* (8th ed.). Pearson.

Goleman, D. (2013). *Focus: The hidden driver of excellence*. Harper.

Luckin, R. (2018). *Machine learning and human intelligence: The future of education for the 21st century*. UCL Institute of Education Press.

McLaughlin, C., & Whitty, M. T. (2021). Social media and youth interpersonal communication: Impact on development. *Computers in Human Behavior Reports*, 4, 100121.

<https://doi.org/10.1016/j.chbr.2021.100121>

Nguyen, H. T. (2021). Communication anxiety in digital spaces: The influence of social media on student interaction. *Journal of Educational Communication*, 15(2), 65-78.

Organisation for Economic Co-operation and Development. (2018). *Preparing our youth for an inclusive and sustainable world: The OECD PISA global competence framework*. <https://www.oecd.org/education/Globa-bal-competency-for-an-inclusive-world.pdf>

Selwyn, N. (2019). *Should robots replace teachers? AI and the future of education*. Polity Press.

Subramanian, R., & Mohan, K. (2022). The decline of conversation: Social media use and its effects on interpersonal communication. *Journal of Contemporary Communication*, 14(4), 89-104.

Tan, W. H., & Ismail, M. Z. (2023). Real-time interaction and communication competence among Gen Z learners. *Asian Journal of Education and Social Studies*, 19(3), 25-36.

Thibaut, P., Curwood, J. S., & Carvalho, L. (2022). Design principles for future-focused education: Communication, collaboration, and critical engagement. *British Journal of Educational Technology*, 53(5), 1103-1120.

<https://doi.org/10.1111/bjet.13191>

Twenge, J. M. (2017). *iGen: Why today's super-connected kids are growing up less rebellious, more tolerant, less happy—and completely unprepared for adulthood*. Atria Books.

Van Laar, E., van Deursen, A. J. A. M., van Dijk, J. A. G. M., & de Haan, J. (2017). The relation between 21st-century skills and digital skills: A systematic literature review. *Computers in Human Behavior*, 72, 577-588.

<https://doi.org/10.1016/j.chb.2017.03.010>

World Economic Forum. (2023). *The Future of Jobs Report 2023*.

<https://www.weforum.org/reports/the-future-of-jobs-report-2023>

Biodata of authors

Nor Asni Syahriza binti Abu Hassan is a lecturer at Universiti Teknologi MARA, Kedah Branch which she joined in 2020. She holds a Master's degree in English Language Studies from Universiti Kebangsaan Malaysia and has profound interests in creative writing, communication, and pronunciation, with a particular focus on their role in effective language use and teaching.

Nur Syazwanie Mansor is a senior lecturer at the Akademi Pengajian Bahasa, Universiti Teknologi MARA (UiTM), Kedah Branch. Her academic interests include English for Specific Purposes (ESP), needs analysis in language curriculum design, and the integration of artificial intelligence in language teaching and learning. She is currently engaged in research exploring how AI tools can enhance ESP instruction and better align language education with learners' real-world professional needs.

Rafidah binti Amat is a lecturer at the Academy of Language Studies, Universiti Teknologi MARA (UiTM), Kedah Branch. Her research interests include the application of artificial intelligence (AI) in English as a Second Language (ESL) writing and conducting needs analysis to enhance teaching and learning practices in ESL writing instruction. With over a decade of teaching experience, she is currently pursuing her doctoral studies in the field of technology-enhanced language education.



RECOGNIZING GOOD AND BAD INFORMATION IN THE DIGITAL AGE

***Zati Atiqah Mohamad Tanuri**

Faculty of Information Science, Universiti Teknologi MARA, Cawangan Kedah, Kampus Sungai Petani, Kedah, Malaysia

[*zatiatiqah@uitm.edu.my](mailto:zatiatiqah@uitm.edu.my) (*corresponding author)

Siti Nur Shahira Dahari

Faculty of Information Science, Universiti Teknologi MARA, Cawangan Johor, Kampus Segamat, Jalan Universiti Off Km. 12 Jalan Muar, 85000 Segamat, Johor, Malaysia

nurshahira@uitm.edu.my

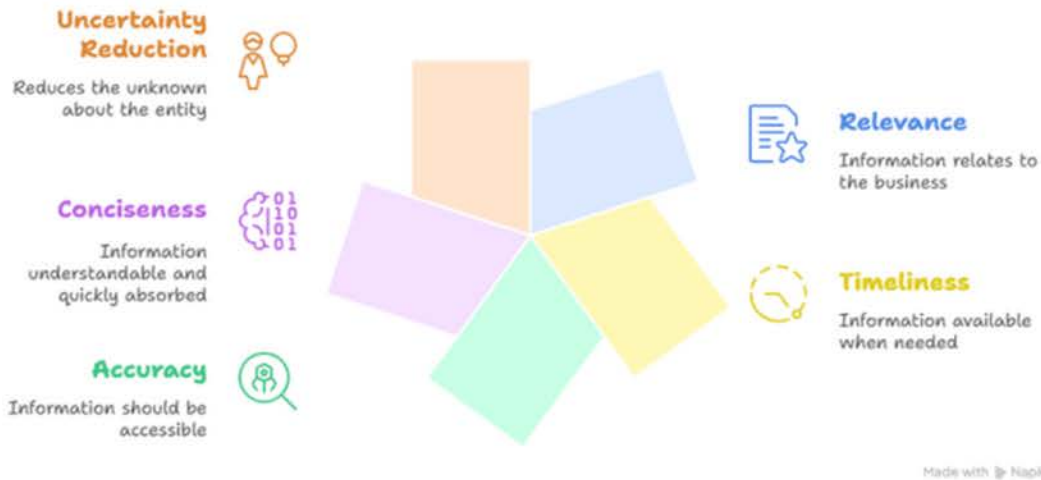
In today's information-driven world, distinguishing between good and poor information is crucial for effective decision-making and problem-solving, which are key to success. Good and reliable information must be based on accurate data and expert knowledge. Conversely, poor information can lead to misunderstandings, misjudgments, and negative outcomes. The quality of information is essential for organizational survival and competitiveness, which has led to extensive research in recent years (Calazans, 2008).

Good information must possess several key characteristics. First, it must be relevant to the task at hand. For example, if a business is researching market trends for electric vehicles, information about gasoline prices would be less relevant than data on electric vehicle sales and consumer preferences. Second, information must be accurate and complete. Accurate information should be supported by evidence. For instance, a scientific study reporting the effects of a new drug must provide precise data, including sample sizes, statistically significant results, and references to peer-reviewed sources.

Third, good information should be current and reflect the present state of knowledge and events. Outdated data may no longer be applicable. In addition, information must be concise, meaning it should be easy to comprehend and useful to the intended users. Finally, good information helps reduce uncertainty by clarifying unknowns about a situation or entity, thereby meeting user requirements. Previous literature supports the notion that good information is defined by attributes that enhance its utility and trustworthiness, making it a valuable asset for decision-making and knowledge acquisition (Wang & Yan, 2022). These attributes include relevance, accuracy, and timeliness (Steffler, 2016).



Qualities of Good Information



In contrast, poor information lacks these critical qualities. It may be irrelevant, inaccurate, incomplete, or outdated—making it unreliable and potentially misleading (Calazans, 2022). The widespread availability of poor information today makes it more challenging to assess the reliability of sources (Harris, 2011). Therefore, recognizing the characteristics of poor information is essential, as it can lead to poor decision-making and negative consequences for both individuals and organizations.

Irrelevant information is considered poor when it is outdated or unrelated to the topic at hand. Such information can hinder effective decision-making. Additionally, overly voluminous information that overwhelms users can also be regarded as poor, since quality is more important than quantity. Unclear information—ambiguous, vague, or open to multiple interpretations—can create confusion and lead to misunderstandings. Finally, information that lacks context or sufficient background may fail to convey a complete understanding of an issue, thus weakening its usefulness.

Poor quality of information



In conclusion, recognizing the difference between good and poor information is a vital aspect of digital literacy that supports informed decision-making, academic integrity, and responsible citizenship. As technology continues to evolve, it is increasingly important to foster these skills through education, policy, and public awareness. To navigate the modern information landscape effectively, individuals must develop strong abilities in source evaluation, fact-checking, and digital judgment.

References

- Calazans, A. T. S. (2008). Information Quality: Concepts and Applications. *Transinformação*, 20(1), 29. <https://doi.org/10.1590/s0103-37862008000100003>
- Harris, R. B. (2011). Evaluating Internet Research Sources. <http://saylor.org/site/wp-content/uploads/2011/08/HIST104-7.1.2-VirtualSalt.pdf>
- Research on The Influence of Social Network Information Quality on Tourism Willingness. (2022). *Journal of Humanities & Social Sciences*, 5(3). <https://doi.org/10.33140/jhss.05.03.20>
- Steffler, J. (2016). The Indigenous Data Landscape in Canada: An Overview. *Aboriginal Policy Studies*, 5(2). <https://doi.org/10.5663/aps.v5i2.26992>
- Wang, H., & Yan, J. (2022). Effects of social media tourism information quality on destination travel intention: Mediation effect of self-congruity and trust. *Frontiers in Psychology*, 13. <https://doi.org/10.3389/fpsyg.2022.1049149>

Biodata of authors

Zati Atiqah Mohamad Tanuri is a senior lecturer at Faculty of Information Science, Universiti Teknologi MARA, Cawangan Kedah. Her research interest focuses on the field of library and information management.

Siti Nur Shahira Dahari is a senior lecturer at Faculty of Information Science, Universiti Teknologi MARA, Cawangan Johor. She holds a Phd in Management from Durham University, United Kingdom. Her research areas interest in knowledge management, behavioural studies, knowledge productivity and information management.





Intelligent Futures: Embedding AI Literacy into Higher Education Curricula

***Zati Atiqah Mohamad Tanuri**

Faculty of Information Science, Universiti Teknologi MARA, Cawangan Kedah, Kampus Sungai Petani, Kedah, Malaysia

[*zatiatiqah@uitm.edu.my](mailto:zatiatiqah@uitm.edu.my) (*corresponding author)

Zaharah Safin

Faculty of Business and Management, Universiti Teknologi MARA, Cawangan Kedah, Kampus Sungai Petani, Kedah, Malaysia

zaharah963@uitm.edu.my

Siti Nur Shahira Dahari


Faculty of Information Science, Universiti Teknologi MARA, Cawangan Johor, Kampus Segamat, Jalan Universiti Off Km. 12 Jalan Muar, 85000 Segamat, Johor, Malaysia

nurshahira@uitm.edu.my

Artificial intelligence (AI) is defined as the ability of a digital computer or computer-controlled robot to perform tasks commonly associated with human intelligence. AI is frequently applied to the project of developing systems endowed with the intellectual processes of human characteristics, such as the ability to reason, discover meaning, generalize, or learn from previous experience (Copeland, 2025). Besides, the ability to understand and use AI technologies efficiently and ethically is called AI literacy. With the advance of AI technologies, it is essential for students and educators to grasp how AI works and how to apply it appropriately.

The decision to include AI literacy in higher education courses is being seen as a necessary step for students and educators to be ready for a world run by AI. AI literacy means doing not just technical things, but also being able to think and judge, ethically act, and come up with new ideas using AI tech (Kurtzke, 2024). As AI is being widely used, universities have to deal with the problem of giving students the right skills to be successful at work and in society. By embedding AI literacy into curricula, higher education can bridge the gap between theoretical knowledge and practical application, ensuring that graduates are prepared to navigate the complexities of AI adoption.





Incorporating AI literacy into university curricula faces many challenges such as lack of professional development opportunities for educators, lack of material, and ethical concerns when using AI technologies. (Tomeschek et al., 2024).



According to Salhab (2024), educators perceived themselves with low AI literacy which results in educators being unable to teach AI-related concepts effectively. Thus, academic institutions need to prioritize changing the curriculum and providing training to the staff so that educators are able to incorporate AI literacy in their teaching methods. Kurtzke (2024) and Ndungu (2024) emphasize on the development of a framework which consists of the interdisciplinary approaches, merging AI literacy with media and information literacy programs to develop holistic learning experiences. These frameworks serve as a springboard in devising flexible curricula that can accommodate different learner needs and academic disciplines.

Programs and courses about AI specifically on AI-based lesson outline and assessment for educators to learn and use the AI ethically, will help to fill the gaps on AI Literacy. Furthermore, this kind of approach promotes the utilization of AI technologies among traditional educators to accept and use AI. Student participation and involvement in co-developing AI training resources assist in creating engaging and appropriate teaching and learning materials (Daly et al., 2024).

Educator training projects should aim at enabling instructors to conceive and execute AI literacy curriculum across various disciplines, whereas advocacy attempts can arouse the importance of AI literacy in shaping students. In addition, when creating AI literacy curriculum, institutions need to take into consideration the ethical aspect and make sure that the students acknowledge the social consequences of AI tools and are able to tackle problems such as prejudice, privacy and accountability (Ndungu, 2024).



Educational organizations can elevate students' level of understanding and responsibility through promoting a culture of lifelong learning and ethical behavior. Past literature suggested continuous professional development is significant in the successfulness of AI literacy integration in higher education (Merceron & Best, 2024).

In a nutshell, AI literacy needs to be integrated in the academic programs in higher education curriculum. By addressing challenges such as educator preparedness, resource allocation, and ethical considerations, institutions can develop curricula that prepare students for the demands of an AI-driven workforce and society.

AI Literacy Integration Pyramid



Biodata of authors

Zati Atiqah Mohamad Tanuri is a senior lecturer at Faculty of Information Science, Universiti Teknologi MARA, Cawangan Kedah. Her research interest focuses on the field of library and information management.

Siti Nur Shahira Dahari is a senior lecturer at Faculty of Information Science, Universiti Teknologi MARA, Cawangan Johor. She holds a Phd in Management from Durham University, United Kingdom has interest in knowledge management and information management.

Siti Zaharah Safin is a senior lecturer at Faculty of Business and Management, Universiti Teknologi MARA, Cawangan Kedah. Her research interest focuses on the field of human resources management.

References

- Copeland, B. (2025, June 18). artificial intelligence. Encyclopedia Britannica. <https://www.britannica.com/technology/artificial-intelligence>
- Daly, O., Fogarty, L., Furlong, E., Vasquez del Aguila, E., Farrel, R., Morton, S., Woods, A., Bough, A., Schilling, T., Redmond, T. & McKeever, D. (2024). Are you AI ready? Investigating AI tools in higher education via the co-development of interdisciplinary student-partnered AI training resources. International Conference on Higher Education Advances . <https://doi.org/10.4995/HEAd24.2024.17105>
- Kurtzke, S. (2024). Integrating AI Literacy into Higher Education: A Practical Framework. In H. Crompton, & D. Burke (Eds.), Artificial Intelligence Applications in Higher Education: Theories, Ethics, and Case Studies for Universities. Routledge. <https://doi.org/10.4324/9781003440178-16>
- Merceron, K. & Best, K. (2024). Integrating Professional Perspectives for AI Literacy: Empowering Students in an AI-Influenced Future. In S. Elmoudden & J. Wrench (Eds.), The Role of Generative AI in the Communication Classroom (pp. 300-315). IGI Global Scientific Publishing. <https://doi.org/10.4018/979-8-3693-0831-8.ch014>
- Ndungu, M. W. (2024). Integrating basic artificial intelligence literacy into media and information literacy programs in higher education: A framework for librarians and educators. Journal of Information Literacy, 18(2). <http://dx.doi.org/10.11645/18.2.641>
- Salhab, R. (2024). AI literacy across curriculum design: Investigating college instructors' perspectives. Online Learning Journal, 28(2). <https://doi.org/10.24059/olj.v28i2.4426>
- Tomeschek, S., Schaberreiter, T., Kandlhofer, M., & Lieckfeld, A. S. (2024). Assessing data literacy and AI education in digital education policies—Insights from the TrainDL Erasmus+ project. Informatik-Spektrum. <https://doi.org/10.1007/s00287-024-01576-w>

FROM STUDENT TO SCHOLAR: ON FACING IMPOSTER SYNDROME IN ACADEMIC LIFE

***Berlian Nur Morat**

Academy of Language Studies, Universiti Teknologi MARA, Cawangan Kedah, Kampus Sungai Petani, Kedah, Malaysia

berliannur@uitm.edu.my (*corresponding author)

Have you ever felt like you don't belong in the very role you worked hard to earn?

You're not alone. Many academics, especially early-career lecturers, find themselves quietly doubting whether they truly deserve the positions they've earned. This can happen even after completing advanced studies or gaining experience. In my case, I had just completed my PhD and stepped into a full-time academic role with confidence. I assumed that with teaching experience and publishing behind me, I was ready to contribute meaningfully.

But the reality of academic life in an institution like UiTM introduced a new layer of expectations. Suddenly, I was navigating MyRA requirements, KPIs, industry grants, and publication targets, all while adjusting to formal responsibilities I had never encountered as a part-timer. I was even appointed to lead a grant project with an industrial partner early in my appointment. It was an honour, of course, but it also triggered something I hadn't expected: self-doubt. I had heard of imposter syndrome before, but now I was living it.



Imposter Syndrome: A Quiet Struggle in Academia

Imposter syndrome describes the feeling that one's success is undeserved, a belief that any achievements are due to luck or external factors, and that others will eventually find out. Even those with qualifications, skills, and experience can feel like they are merely pretending (Bravata et al., 2020).

Clance and Imes introduced the term in 1978, but it has since become part of a larger conversation in higher education. Parkman (2016) notes that in competitive, performance-driven academic cultures, imposter syndrome can be especially intense for early-career academics trying to meet research and publication benchmarks.



While there is limited published research specifically on Malaysian academics and imposter syndrome, informal conversations, online forums, and academic peer networks suggest that the experience is not uncommon. The pressure to meet KPIs, publish consistently, and navigate complex institutional expectations likely contributes to similar patterns of self-doubt seen globally. Goh et al. (2023) discuss how early-career academics and PhD holders in Malaysia often feel overwhelmed by institutional demands, especially around publication expectations, a context that can intensify imposter-like feelings.

What Helps: Strategies That Work

Fortunately, research suggests several constructive ways to manage imposter feelings. According to Bravata et al. (2020), who reviewed multiple studies on the subject, the following strategies have shown to be effective:



Peer Support

Speaking with colleagues, even casually, can be surprisingly powerful. I found that others, even those who seemed confident, had faced similar doubts early in their careers. I am always thankful for the supportive circle around me, not just from my own department but also from colleagues across faculties. The senior lecturers, in particular, have become like sifus, trusted mentors who generously share their knowledge and encouragement.

Reframing Self-Doubt

One important shift for me was learning to stop equating confusion with incompetence. Instead, I began to view those moments as signs of learning, natural in an environment filled with new responsibilities. I am learning to ask for help when I need to improve, especially in areas like research administration and institutional processes that are still new to me.

Mentoring and Feedback

Being able to support others, especially in areas like writing and publication planning, reminded me that knowledge gaps do not erase what I do know. Mentoring has helped clarify my own growth. I am grateful for the opportunity to share encouragement and practical strategies with junior colleagues, and in doing so, to grow my own confidence as well.

Reflection and Normalisation

Accepting that these feelings are common and not a personal flaw has helped me manage them more constructively. I try to make reflection part of my routine, especially after difficult moments. When something does not go well, I pause, take note, and ask what I can learn from this. Over time, this habit has helped me shift from self-doubt to self-awareness.

Growth Begins Where Comfort Ends

Imposter syndrome does not mean you are not qualified. It often shows up right when you step into bigger responsibilities, when your environment expands faster than your confidence. For me, it is still something I occasionally feel. But now I understand it not as a weakness, but as a response to growth.

If you have ever felt like you are not ready for a role you have already earned, you are not alone. You are just learning, and that is what scholars do.

References

Bravata, D. M., Watts, S. A., Keefer, A. L., et al. (2020). Prevalence, predictors, and treatment of impostor syndrome: a systematic review. *Journal of General Internal Medicine*, 35(4), 1252-1275. <https://doi.org/10.1007/s11606-019-05364-1>

Goh, K. M., Chan, K. G., Stringer, L. C., & Tong, Z. (2023). Success Can Be Learned. In: *Graduate Research Supervision in the Developing World*. Springer. https://link.springer.com/chapter/10.1007/978-981-99-2812-5_8

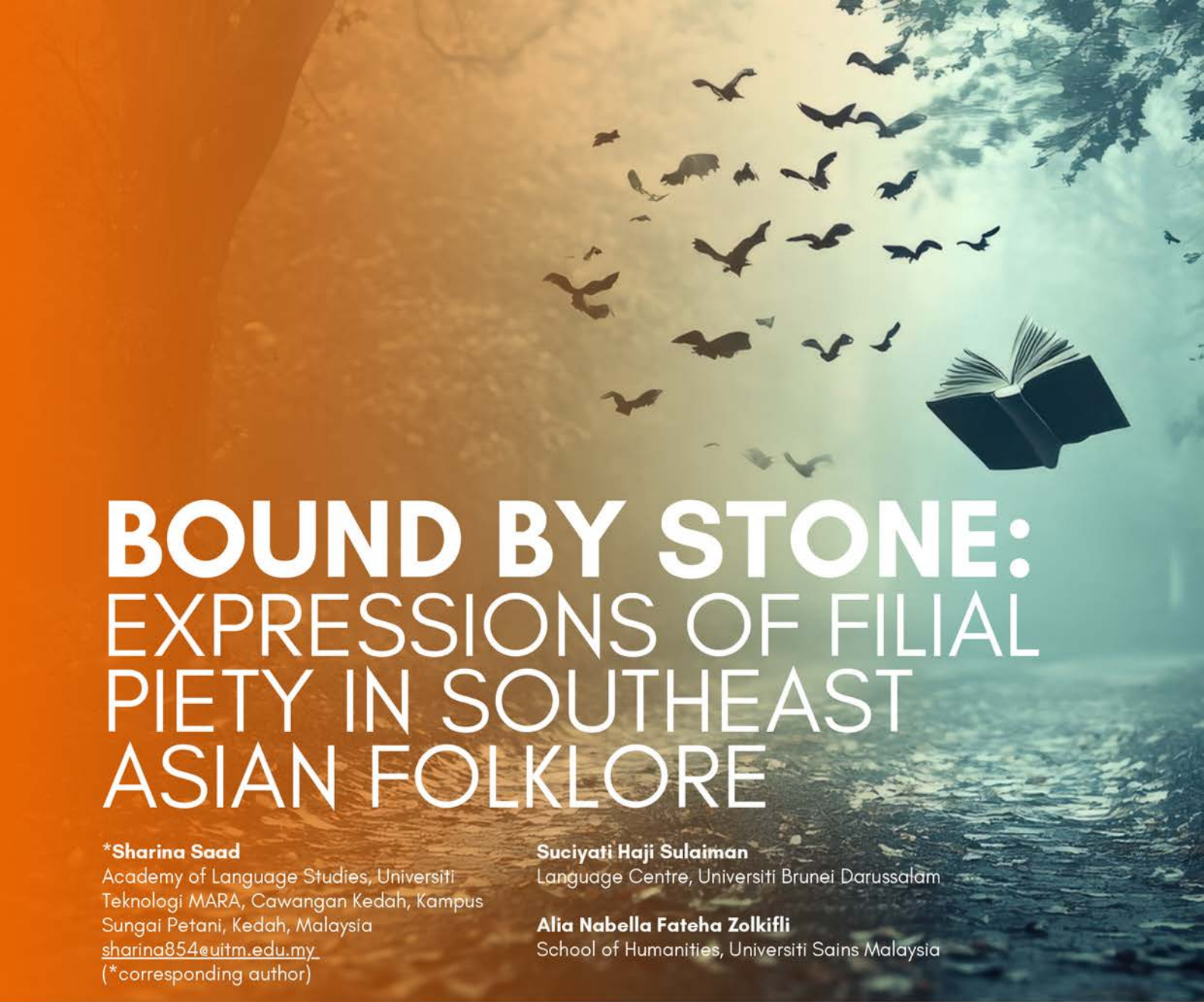
Parkman, A. (2016). The Imposter Phenomenon in Higher Education: Incidence and Impact. *Journal of Higher Education Theory and Practice*, 16(1), 51-60.



Biodata of author

Berlian Nur Morat is a senior lecturer at Universiti Teknologi MARA (UiTM), Kedah branch. She obtained her PhD in Educational Technology from Universiti Sains Malaysia (USM). Her main research areas are TESL and educational technology. She has shared her knowledge through numerous published papers, with a special emphasis on utilising platforms like TikTok and YouTube to facilitate English teaching and learning.





BOUND BY STONE: EXPRESSIONS OF FILIAL PIETY IN SOUTHEAST ASIAN FOLKLORE

***Sharina Saad**

Academy of Language Studies, Universiti
Teknologi MARA, Cawangan Kedah, Kampus
Sungai Petani, Kedah, Malaysia
sharina854@uitm.edu.my
(*corresponding author)

Suciyati Haji Sulaiman

Language Centre, Universiti Brunei Darussalam

Alia Nabella Fateha Zolkifli

School of Humanities, Universiti Sains Malaysia

Introduction

Filial piety, defined as profound respect, obedience, and devotion to one's parents, is a cornerstone of many Southeast Asian cultural traditions. Influenced by Islamic teachings, Confucian values, Buddhist principles, and indigenous beliefs, this moral imperative is sustained not only through family and community norms, but also through oral heritage and folklore (Endicott, 2016; Winzeler, 2008). One recurring folkloric motif across the southeast Asian region is that of the ungrateful child turned to stone, a tale deeply embedded in the cultural psyche of Malaysia, Indonesia, Brunei, and the Philippines.

This cross-cultural narrative usually follows a similar trajectory: a son, having achieved wealth or status, denies his humble mother in public which is an act that symbolizes not only personal shame but also a deep sense of ingratitude, as it represents the erasure of the very person whose sacrifices and unconditional love enabled his rise. In response, divine punishment is swiftly delivered, where he is transformed into stone, forever memorializing his betrayal. The stone becomes a symbol of eternal shame, serving as a public, moral reminder of the consequences of filial betrayal (Watson Andaya, 2001; Abdullah, 1990). These tales do more than entertain; they serve as moral instruments warning against disobedience and shameful pride, and reflect a shared cultural identity across Southeast Asian nations.



Shared Narrative Structure

Though told with regional variations, these tales follow a nearly identical structure: A young man leaves his impoverished home, attains great fortune, and returns, only to reject his aged, poorly dressed mother. The heavens respond by the strike of storms, lightning, or earthquakes, turning him and often his ship into stone. These geological remnants are believed to be real and are treated with reverence or caution by local communities.

Comparative Examples: Bound by Stone

Country	Story Title	Summary
Malaysia	<i>Si Tanggang</i>	A poor boy becomes a successful sailor. When his aging mother approaches him, he denies her. She curses him, and he and his ship turn to stone.
Indonesia	<i>Malin Kundang</i>	Similar to Si Tanggang; a son denies his mother after gaining wealth. Her curse turns him into a stone on the coast.
Brunei	<i>Nakhoda Manis</i>	A poor widow raises her son, who later becomes a wealthy sailor. He denies her, and as she weeps, his ship is struck by lightning and turned into stone.
Philippines	<i>Ang Alamat ng Batumbakal</i>	A disrespectful child is swallowed by the earth and becomes part of a rock formation, now considered cursed ground.

Themes and Moral Lessons

Filial Piety as Divine Law

Disrespect towards parents is shown not merely as a personal failing, but as a cosmic violation that invites divine-like intervention and irrevocable punishment. These narratives make visible the social and spiritual consequences of moral collapse.

Transformation into Stone as a Moral Monument

Stone represents hardened hearts and hardened consequences. Transformation into stone functions as both metaphor and material symbol, etched into both memory and landscape. These rock formations often become cultural sites or landmarks grounding mythology in physical reality, for example, the Jong Batu in the Brunei bay, and the famous Batu Caves in Malaysia.

Comparative Table: Key Elements in Filial Piety and Bound by Stone Stories

Country	Story Title	Offense	Punishment	Landmark
Malaysia	Si Tanggang	Denies mother	Turned to stone	Batu Caves [legend]
Indonesia	Malin Kundang	Ashamed of mother	Turned to stone	Batu Malin, Padang
Brunei	Nakhoda Manis	Rejects his mother	Turned to stone	Jong Batu, Brunei Bay
Philippines	Ang Alamat ng Batumbakal	Disrespects elders	Swallowed by earth	Luzon rock formations

Conclusion

In essence, these enduring folktales are not merely echoes of the past, they are living testaments etched into the earth itself. The stones left behind are more than relics of myth; they are monuments of memory, cautioning each new generation that pride and neglect can harden not just hearts, but destinies. In a world that often chases status over substance, these stories whisper an enduring truth: the greatest legacy we carry is how we honour those who gave us life. And as long as those stones stand, so too will the unshakable values they represent.

References

- Abdullah, T. (1990). *Islam, History, and Social Change in Southeast Asia*. Oxford University Press.
- Endicott, K. (2016). Malaysia: Folktales and the Expression of Family Values. *Journal of Southeast Asian Studies*.
- Ministry of Culture, Youth and Sports, Brunei Darussalam (2005). *Nakhoda Manis: A Cultural Heritage*. Government Publishing.
- Mulder, N. (1996). *Inside Indonesian Society: Cultural Change in Java*. Kanisius Press.
- Sweeney, A. (1987). *A Full Hearing: Orality and Literacy in the Malay World*. University of California Press.
- Watson Andaya, B. (2001). *Southeast Asia in the Early Modern Era: Trade, Power, and Belief*. Cornell University Press.
- Winzeler, R. (2008). *Southeast Asian Peoples and Cultures: An Anthropological Perspective*. AltaMira Press.

Biodata of authors

Sharina Saad is a senior lecturer at Academy of Language Studies, Universiti Teknologi MARA Kedah Branch. She holds a master's degree in Education specialising in Teaching English as a Second Language from Universiti Pendidikan Sultan Idris, and holds a PHD in Education TESOL from Universiti Sains Malaysia. Her areas of expertise are learner autonomy in ESL Education, Speaking Anxiety, Poetry Writing, Indigenous Studies, writing and presentation skills.

Suciyati is a lecturer of English Language and Communication Skills at the Language Centre, Universiti Brunei Darussalam. She holds a Master's degree in Education specialising in TESOL from the University of South Australia, and holds a PhD in Education from Universiti Brunei Darussalam. For the past sixteen years, she has taught undergraduate students academic writing skills and presentation skills, as well as professional communications skills to various agencies and government bodies. Her research interests are in the area of innovative pedagogy in English language acquisition and Writing skills.

Alia Nabella Fateha Zolkifli is a Master's student in USM with a degree in English in Intercultural Communication. Detail-oriented, patient, and level-headed, her disciplines in research include literary studies, linguistics, and communication.

A background image showing three hands holding coffee cups. The top cup has a heart-shaped latte art, the bottom right cup has a leaf-shaped latte art, and the bottom left cup is dark, possibly iced coffee. The title text is overlaid on the top left of this image.

COFFEE, CONVERSATIONS AND CONNECTIONS: HOW THIRD PLACES ENRICH SINGLE LIVES

***Noorlailahusna Mohd Yusof**

Faculty of Administrative Science and Policy Studies, Universiti Teknologi MARA, Cawangan Kedah, Kampus Sungai Petani, Kedah, Malaysia
lailahusna@uitm.edu.my (*corresponding author)

Hafizah Hammad Ahmad Khan

Department of Economics and Financial Studies, Faculty of Business and Management, Universiti Teknologi MARA, Cawangan Kedah, Kampus Sungai Petani, Kedah, Malaysia
hafizahhammad@uitm.edu.my

Aimi Nadiah Mohamad Norzlen

Institute for Health Behavioral Research, National Institute of Health, Ministry of Health Malaysia

In a world dominated by home and work, third places or informal public spaces like coffee shops, parks, and libraries, offer single individuals dynamic opportunities for social connection.



These neutral, welcoming environments spark casual conversations, foster meaningful relationships, and develop a sense of belonging.

For those without built-in social networks, third places reduce loneliness, support emotional well-being, and encourage diverse social ties, all without the need for an app.

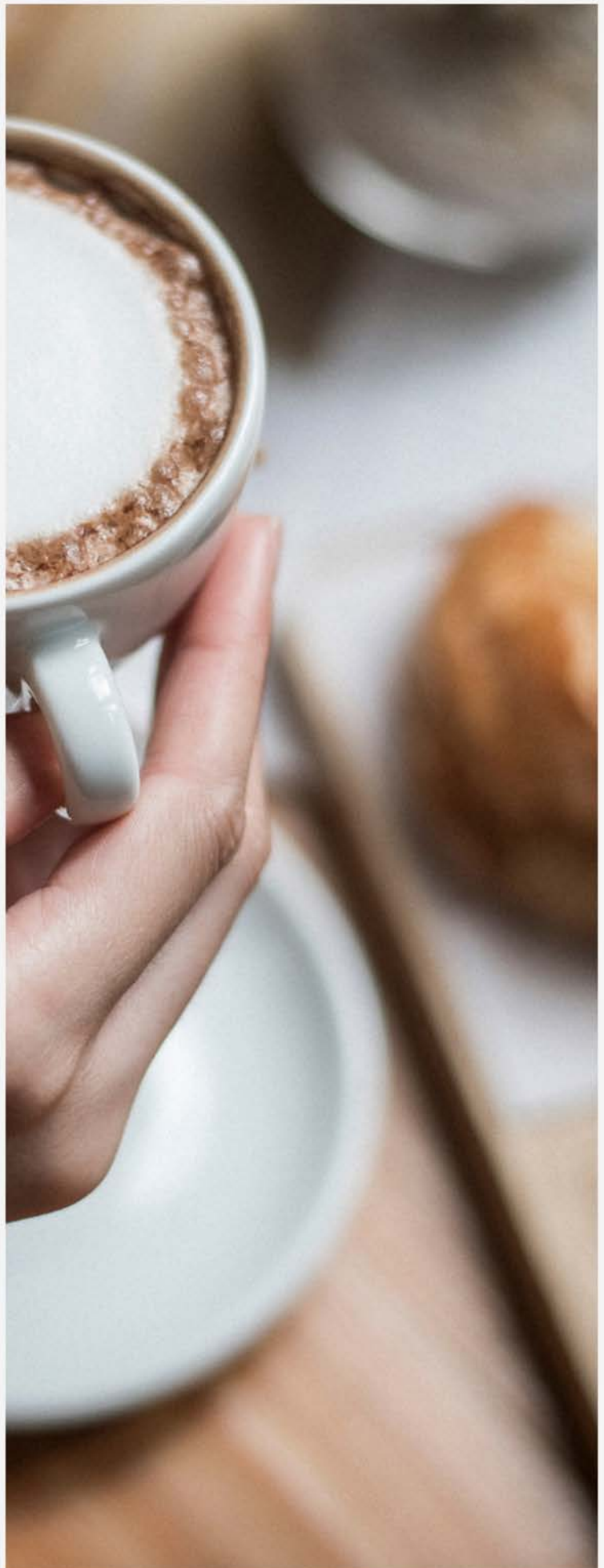
Third places possess several defining characteristics that make them especially valuable for single individuals seeking social connection and a sense of belonging. These spaces, such as cafes, parks, and community gardens, are neutral, accessible, and designed to encourage informal interaction. These spaces help individuals form social ties and support networks outside of home and work (Mehta, 2024).

Features like comfortable seating, personalisation, and open layouts enhance their appeal, encouraging repeat visits (Joo, 2020). By regularly visits the third places, it can significantly enhance mental health by providing a sense of place and belonging. Whether commercial spaces like coffee shops or free spaces like public libraries, these spaces cater to diverse socioeconomic backgrounds (Rhubart et al., 2023). Most importantly, they combat loneliness by providing supportive environments where singles can forge meaningful connections (Finlay et al., 2019).



Thoughtful design plays a crucial role in making third places inviting. Personalisation and recognisability create familiarity, encouraging regular visits (Farahani & Beynon, 2019). Permeability such as easy street access, promotes spontaneous drop-ins, while sheltered, comfortable seating ensures year-round usability (Jing et al., 2024). Natural elements like greenery and soft lighting enhance relaxation, appealing to those seeking calm (Cheng & Marzuki, 2023). Psychological comfort is equally important. Safe, flexible layouts accommodate both solitude and interaction (Jing et al., 2024). Multi-functional spaces, such as cafes hosting book clubs or libraries with community events, further enrich engagement (Widjaja et al., 2024). Third places provide a sense of place and belonging as the places enhance the feeling of being part of a community.

Third places significantly enhance well-being by fostering belonging and resilience. Regular social interaction in these spaces helps singles build informal support networks, countering isolation (Mehta, 2024). Studies link such engagement to improved mental health, including stress relief and emotional regulation (Xu et al., 2025). Accessibility is the key. Walkable locations, universal design, and inclusive programming ensure third places serve different singles effectively (Itair et al., 2023). While digital interactions offer some connection, they lack the depth of face-to-face contact, highlighting the irreplaceable role of physical third places (Mehta, 2024).



Third places enrich single lives by providing spaces for connection, relaxation, and community beyond home and work. Through thoughtful design elements such as accessibility, comfort, personalization, and natural features, these environments create inclusive and engaging atmospheres where singles can interact, relax, and build meaningful relationships. By reducing loneliness, encouraging civic participation, and promoting mental health, third places serve as essential components of healthy urban and social life. Ensuring these spaces are welcoming, multi-functional, and equitably accessible allows them to fulfill their potential as supportive hubs for single people, enhancing both individual and collective well-being.

References

- Cheng, T., & Marzuki, A. (2023). Investigating the influence of introducing biophilic elements into the shopping mall environment: Perception of public visitors. *Journal of Sustainability Research*, 5(3), Article e230011. <https://doi.org/10.20900/jsr20230011>
- Farahani, L. M., & Beynon, D. (2019). Third places and their contribution to the street life. In *Rethinking third places: Informal public spaces and community building* (pp. 196-218). <https://doi.org/10.4337/9781786433916.00019>
- Finlay, J., Esposito, M., Kim, M. H., Gomez-Lopez, I., & Clarke, P. (2019). Closure of 'third places'? Exploring potential consequences for collective health and wellbeing. *Health and Place*, 60, Article 102225. <https://doi.org/10.1016/j.healthplace.2019.102225>
- Itair, M., Shahrour, I., & Hijazi, I. (2023). The use of the smart technology for creating an inclusive urban public space. *Smart Cities*, 6(5), 2484-2498. <https://doi.org/10.3390/smartcities6050112>
- Jing, J., Dahlberg, L., Canter, D., & Plater-Zyberk, E. (2024). The role of third place concerning loneliness in the context of ageing in place: Three neighbourhoods in Stockholm. *Health and Social Care in the Community*, Article 4172682. <https://doi.org/10.1155/2024/4172682>
- Joo, J. (2020). Customers' psychological ownership toward the third place. *Service Business*, 14(3), 333-360. <https://doi.org/10.1007/s11628-020-00418-5>
- Mehta, V. (2024). Third place. In *Elgar Encyclopedia of Interdisciplinarity and Transdisciplinarity* (pp. 520-523). <https://doi.org/10.4337/9781035317967.ch114>
- Rhubart, D., Kowalkowski, J., & Pillay, T. (2023). Third places in rural America: Prevalence and disparities in use and meaningful use. *Journal of Rural Studies*, 104, Article 103153. <https://doi.org/10.1016/j.jrurstud.2023.103153>
- Widjaja, S. P., Wu, S., Lee, J., Myung, J., & Kim, S. Y. (2024). Exploring the impacts of third-place experience within brand complex cultural spaces on brand loyalty and retail design. *International Journal of Design Management and Professional Practice*, 18(2), 37-56. <https://doi.org/10.18848/2325-162X/CGP/v18i02/37-56>
- Xu, L., Meng, D., Tan, S. B., Li, J., & Zhang, X. (2025). Neurological benefits of third places for young adults in healthy urban environments. *Frontiers of Architectural Research*. <https://doi.org/10.1016/j.foar.2025.01.008>

Biodata of authors

Noorlailahusna Mohd Yusof is a Senior Lecturer at the Faculty of Administrative Science and Policy Studies, Universiti Teknologi MARA, Kedah Branch. She holds an Executive Master of Administrative Science from Universiti Teknologi MARA in 2012.

Dr. Hafizah Hammad Ahmad Khan is a senior lecturer in Economics at Universiti Teknologi MARA (UiTM) in Kedah, Malaysia. She obtained her PhD in Economics from Universiti Utara Malaysia in 2017 and a Professional Certificate in Business Analytics from Universiti Sains Malaysia in 2021. She is currently the Editor-in-Chief of the *American Journal of Economics and Business Innovation* (AJEBI) and is a member of the Editorial Board for the *American Journal of Multidisciplinary Research and Innovation* (AJMRI).

Aimi Nadiyah Mohamad Norzlen is a health education officer at Institute for Health Behavioral Research, National Institute of Health, Ministry of Health Malaysia. She holds a Master of Health Science (Health Education) in 2016. She is also a member for Technical Working Group (TWG) for Prevention and Control of Cancer for the Ministry of Health.



BUILDING HABITS FOR A SUCCESSFUL RESEARCH JOURNEY

***Nurul Hayani Abd Rahman & Zuraidah Mohamed Isa**

Faculty of Business and Management, Universiti Teknologi MARA, Cawangan Kedah, Kampus Sungai Petani, Kedah, Malaysia

*lailahusna@uitm.edu.my; zuraidah588@uitm.edu.my (*corresponding author)



Introduction

Effective research habits are central to scholarly growth and sustained academic productivity. While cognitive skills and technical knowledge are necessary for academic work (D'Angelo et al., 2017; Laajaj & Macours, 2017; Peng & Kievit, 2020), consistent research practices are key to maintaining and enhancing the quality and continuity of scholarly output (Ngo et al., 2023; Vieno et al., 2022). Regular engagement in research activities not only sustains technical and cognitive skills but also drives long-term academic success. This paper discusses recent educational research and academic literature to examine how researchers' habits can be cultivated and sustained within academic settings.

- **Time Management** – is a vital competency for academic researchers, influencing both productivity and the overall quality of scholarly work. Inefficient use of time often leads to missed deadlines, increased stress, and compromised research outcomes. According to Siresha and Kodali (2024), practices such as task prioritization, goal setting, and the use of planning tools, particularly time-blocking and structured daily routines, are positively associated with academic success.
- **Consistency** – Maintaining consistent, incremental progress is essential for sustaining research momentum and reducing the cognitive load associated with returning to paused tasks. Lee et al. (2023) found that structured daily research routines enhance productivity and lower mental fatigue, especially when these habits are reinforced by institutional support and peer-driven accountability.
- **Reading Widely** – Remaining up-to-date with developments in one's field is critical for generating original ideas and avoiding duplication. Engaging with a wide range of literature enables researchers to critically evaluate existing knowledge, recognize emerging trends, and identify research gaps. Wani and Hanim Ismail (2024) emphasized that consistent reading habits substantially improve academic performance, particularly when supported by institutional efforts to cultivate a strong and early reading culture.
- **Note-taking** – Organized note-taking is integral to research efficiency, supporting effective information retrieval, synthesis, and writing. Weber (2024) stresses that note-taking should be viewed not as a passive task but as an active cognitive process. Methods such as summarizing, rewording, and concept mapping enable deeper engagement with the material, thereby enhancing understanding and promoting academic integrity through meaningful knowledge transformation.



Conclusion

Effective research habits are not optional but essential practices that underpin sustained academic success. Each habit contributes uniquely: time management promotes structured progress and minimizes stress, consistency fosters ongoing engagement, broad reading deepens intellectual perspective and uncovers research gaps, and systematic note-taking enhances comprehension and integration of knowledge. Sustaining these habits requires both individual discipline and institutional support.

Academic programs, supervisors, and research environments must intentionally cultivate conditions that reinforce these behaviors. In doing so, they enable researchers to move beyond routine output, contributing to scholarship with depth, rigor, and lasting impact. Looking ahead, future efforts should focus on embedding these habits into formal research training and mentoring programs. Universities and research institutions could develop structured modules or micro-credential courses that guide postgraduate students and early-career researchers in building and sustaining effective research habits. Peer support networks, writing circles, and habit-tracking tools can also be introduced to promote accountability and continuous improvement. Ultimately, fostering a culture of disciplined, reflective, and strategic research practice is vital not only for individual success but also for the advancement of knowledge and innovation in the academic community.

References:


- D'Angelo, A., D'Angelo, J., Rogers, D., & Pugh, C. (2017). Faculty perceptions of resident skills decay during dedicated research fellowships. *American Journal of Surgery*, 215(2), 336-340. <https://doi.org/10.1016/j.amjsurg.2017.11.018>.
- Laajaj, R., & Macours, K. (2017). Measuring skills in developing countries. *The Journal of Human Resources*, 56(4), 1254-1295. <https://doi.org/10.3368/JHR.56.4.1018-9805R1>.
- Lee, J. J., Korndorffer, J. R., Knowlton, L. M., & Choi, J. (2023). An open-source curriculum to teach practical academic research skills. *Annals of Surgery Open*, 4(3), e329. <https://doi.org/10.1097/as9.0000000000000329>
- Ngo, Q., Le, T., Dang, H., & Nguyen-Viet, B. (2023). The role of knowledge management in driving academic advancement: empirical examination from the lens of the social cognitive theory. *VINE Journal of Information and Knowledge Management Systems*, 53(5), 901-922. <https://doi.org/10.1108/vjikms-09-2022-0289>.
- Peng, P., & Kievit, R. (2020). The development of academic achievement and cognitive abilities: A bidirectional perspective. *Child development perspectives*, 14(1), 15 - 20. <https://doi.org/10.1111/cdep.12352>.
- Siresha, M., & Kodali, S. (2024). A study on the relationship between time management and academic performance. *Agriculture Association of Textile Chemical and Critical Reviews Journal*, 12(3), 69-75. <https://doi.org/https://doi.org/>
- Vieno, K., Rogers, K., & Campbell, N. (2022). Broadening the definition of 'Research Skills' to enhance students' competence across undergraduate and master's programs. *Education Sciences*, 12(10), 642. <https://doi.org/10.3390/educsci12100642..>
- Wani, E. A., & Hanim Ismail, H. (2024). The effects of reading habits on academic performance among students in an ESL classroom: A literature review paper. *International Journal of Academic Research in Progressive Education and Development*, 13(1), 470-483. <https://doi.org/10.6007/ijarped/v13-i1/20207>
- Weber, Z. (2024). Step away from the paraphrase : Teaching note-taking as a gateway to knowledge transformation. 32. <https://doi.org/https://doi.org/10.47408/jldhe.vi32.1460>.

Biodata of authors

Nurul Hayani Abd Rahman is steadfastly dedicated to her role as an academic lecturer at Faculty of Business and Management, Universiti Teknologi MARA, Kedah Branch. She has made significant contributions to scholarly discourse through the authorship of numerous publications within the domains of entrepreneurship and human resource management.

Zuraidah Mohamed Isa is a Senior Lecturer at the Department of Finance, Faculty of Business and Management, Universiti Teknologi MARA (UiTM), Kedah Branch. She holds a PhD in Finance and Banking from Universiti Utara Malaysia, completed in 2018, with a focus on the impact of microcredit programs on participants' quality of life.





WRITERS IN MALAYSIAN LITERATURE IN ENGLISH: AN OVERVIEW OF THE FIRST AND SECOND GENERATIONS AND THE MALAY VOICES

***Syazliiyati Ibrahim & Fathiyah Ahmad & Ahmad Jali**

Academy of Language Studies, Universiti Teknologi
MARARA, Cawangan Kedah, Kampus Sungai Petani,
Kedah, Malaysia

[*syazliiyati@uitm.edu.my](mailto:syazliiyati@uitm.edu.my); fathiyah@uitm.edu.my

(*corresponding author)

Malaysian Literature in English (MLE) has evolved through distinct generational phases, each reflecting the nation's socio-political transitions and cultural dynamics. While early narratives were principally shaped by non-Malay voices, Malay writers have also increasingly contributed to this literary tradition, offering nuanced viewpoints on identity, nationhood, and cultural hybridity.

First Generation Writers: Establishing a Literary Voice

The initiation of Malaysian Literature in English can be traced back to the post-World War II era, predominantly with the establishment of the University of Malaya in Singapore in 1949. This institution became a vessel for early English-language literary activities in the region. The literary magazine *The New Cauldron* (1949-1960), produced by students at the university, marked one of the earliest collaborative efforts to encourage a Malaysian literary voice in English.

Some of the prominent figures of this pioneering generation include the ones listed below:

Lloyd Fernando (1926-2008): A crucial figure, Fernando's works, such as *Scorpion Orchid* (1976), delve into the complexities of multiculturalism and identity in postcolonial Malaysia.

Lee Kok Liang (1927-1992): His collection *Mutes in the Sun* (1964) is renowned for its nuanced portrayal of Malaysian society, portraying the tensions and aspirations of a nation in transition.

Ee Tiang Hong (1933-1990): Ee's works often reflect his disillusionment with Malaysia's political developments, leading to his ultimate emigration to Australia.

Wong Phui Nam (1935-): His poetry is noted for its introspective quality, investigating themes of exile, identity, and the human condition.

These writers struggled with the immediate post-independence realities, addressing issues of national identity, cultural plurality, and the persistent shadows of colonialism. Their works often echoed a sense of displacement and a pursuit for belonging in a swiftly changing socio-political landscape.



Second Generation Writers: Diversifying Narratives and Themes

Emerging in the 1970s and 1980s, the second generation of Malaysian writers in English lengthened the thematic and stylistic horizons of the literary tradition. This cohort included:

K. S. Maniam (1942–2020): His novels, such as *The Return* (1981) and *In a Far Country* (1993), examine the Indian-Malaysian experience, digging into themes of displacement, cultural negotiation, and the search for identity.

Shirley Geok-lin Lim (1944–): Born in Malacca, Lim's works, including her memoir *Among the White Moon Faces* (1996), offer moving insights into gender, ethnicity, and diaspora, getting her international acclaim.

Chuah Guat Eng (1943–): Recognized as Malaysia's first English-language woman novelist, her novel *Echoes of Silence* (1994) intricately merges personal narratives with larger socio-political themes.

This generation's works are characterized by deeper contemplation, exploring personal and communal identities within Malaysia's evolving socio-political landscape. They navigated the complexities of a multicultural society, often addressing issues of marginalization, hybridity, and the tensions between tradition and modernity.

The Presence of Malay Writers in the English Literary Tradition

The first Malay writer in MLE was Fadzilah Amin, the elder sister of another important MLE writer, Adibah Amin. Fadzilah Amin contributed to the pool of writings, starting with her poem *Dance*, which was published in *Lidra*, a student magazine. However, she did not write more than a few poems.

Later, Adibah Amin (born 1936), born Khalidah Adibah binti Amin in Johor Bahru, rose to fame as a contributor to MLE. She is a multifaceted Malaysian writer, columnist, teacher, translator, and actress.

Educated at the University of Malaya, Adibah began her career in education before transitioning to journalism, writing for the *New Straits Times* and later *The Star*. Her contributions have been recognized with numerous awards, including the S.E.A. Write Award (1983) and the National Translator Prize.

Muhammad Haji Salleh (born 1942) is a distinguished Malaysian poet, literary scholar, and translator. He began writing poetry in 1963 and gained eminence in the late 1960s. Educated in both Malaysia and abroad, he writes in both Bahasa Malaysia and English, often translating his own work between the two languages. Notable works include *Perjalanan Si Tenggang Il* (1972), *Poems of the Outsider* (1973), and *Rowing Down Two Rivers* (2000). Muhammad has received numerous accolades, such as the ASEAN Literary Award and the National Literary Award (1991).

Salleh Ben Joned (1941–2020) was a Malaysian poet and writer known for his provocative and unconventional style. Born in Melaka, he studied English literature in Australia under the Colombo Plan and later taught at the University of Malaya. His bilingual poetry collection, *Sajak-Sajak Salleh – Poems Sacred and Profane* (1987), exemplifies his fearless approach to literature, often blending the sacred with the profane to challenge societal norms.



The trajectory of Malaysian Literature in English, from its nascent stages in the mid-20th century to its more diversified expressions in subsequent decades, mirrors the nation's journey through postcolonial challenges, cultural negotiations, and identity formations. The first generation laid the groundwork, confronting immediate post-independence realities, while the second generation expanded on these foundations. These writers have each played a pivotal role in shaping Malaysian Literature in English, bringing diverse perspectives and enriching the nation's literary tapestry.

References

Aveling, H. (2013). The English language and global literary influences on the work of Shahnnon Ahmad. *Malay Literature*, 26, 18-37. Dewan Bahasa dan Pustaka.
<https://ptslldigital.ukm.my/jspui/handle/123456789/577783>

Holden, National University of Singapore, P. (2009). Communities and Conceptual Limits: Exploring Malaysian Literature in English. *Asiatic: IIUM Journal of English Language and Literature*, 3(2), 54-68.
<https://doi.org/10.31436/asiatic.v3i2.421>

Quayum, M. (2014). Interrogating Malaysian literature in English: Its glories, sorrows and thematic trends (Version 1). University of Wollongong.
<https://hdl.handle.net/10779/uow.27673530.v1>

Biodata of authors

Syazliyat Ibrahim is a senior lecturer at Academy of Language Studies, UiTM Kedah Branch. Her research interests are literary analysis, internationalisation, intercultural communication as well as university social responsibility. She loves to observe life and indulge in good books. However, to keep up with the trend, she also makes sure that she is up to date with the latest Kdramas and restaurants that serve great dishes.

Fathiyah Ahmad & Ahmad Jali is a Senior Lecturer at the Academy of Language Studies, Universiti Teknologi MARA, Kedah Branch. She obtained her Master of Applied Linguistics from Universiti Utara Malaysia. Among her areas of interest are Critical Thinking and Reading, Literature and Reading.





SUICIDAL THOUGHTS AND SCREEN ADDICTION: A WAKE-UP CALL FOR ALL PARENTS

***Nurliyana Abas, Azlyantiny Mohammad & Nur Syazana Mohd Nasir**

Faculty of Business and Management, Universiti Teknologi MARA, Cawangan Kedah, Kampus Sungai Petani, Kedah, Malaysia

*liyana322@uitm.edu.my; azlyantiny@uitm.edu.my; nursyazana761@uitm.edu.my (*corresponding author)



One in two children aged 10-14 is already showing signs of screen addiction, and those who use screens the most compulsively exhibit up to three times the risk of having suicidal thoughts (Domoff et al., 2025 & Marsh, 2025).

Research on more than 4,300 children in the U.S. demonstrated disastrous connections between addictive use of digital devices and severe mental health dangers, such as depression, anxiety, aggression, and suicidal thoughts. This is not only about children spending too much time playing games or scrolling excessively; it is an increasing epidemic of health, one that most parents remain oblivious to until it is too late.

The use of screens among children has become predominant in Malaysia. A survey conducted by the Malaysian Communications and Multimedia Commission (MCMC) in 2023 has established that 92% of children between the ages of 5 and 17 use the internet daily. Even healthy screen time may become compulsive if it is not properly monitored, particularly in the post-pandemic world where online learning and digital entertainment have become the new normal. Parents in Malaysia must be aware of how screen addiction is built up and how the addiction can be prevented.



Recognizing the Signs of Addictive Screen Use

The problem of addictive screen use among children and adolescents can be represented with the usage of various behavioral and emotional patterns, which are much more widespread than the risk of the overuse of the Internet. These indicators are those presented in behavioral addiction, which is very similar to betting or drug addiction.



A study reported that the development of a compulsive use of mobile phones, video games, and social media demonstrates specific addiction patterns, and they are directly associated with psychological distress (Domoff et al., 2025).

Meanwhile, apart from detecting signs of excessive screen time, additional motives of emotional escapism, irritability, or lying acts are the other signs of screen dependency character that are far more significant. The inability to control emotions and signs of overuse are further irritability and anger at the time when the screen is restricted. Another common behavior that portrays loss of self-regulation is deception, for example, concealing the use of the screen, reporting playing less than was actually done, or use of gadgets in violation of nighttime sleeping.

In the long run, these habits can lead to social withdrawal, as the children lose the interaction with reality, family connection, and physical labor. Later on, a number of them also suffer academically as the screen time disrupts their sleeping patterns, concentration, and schoolwork. The practice of excessive screen dependence indicated in the Malaysian schooling setting has shown that a large number of teachers reported challenges among students connected to lack of focus in classrooms and lack of participation and social engagement, which are all related to screen overdependence (Anderson & Jiang, 2022).

Such tendencies are in line with the results in various countries and contribute to the idea that screen addiction is not geographically or culturally limited.

Addicted to Screens: The Danger We Don't See

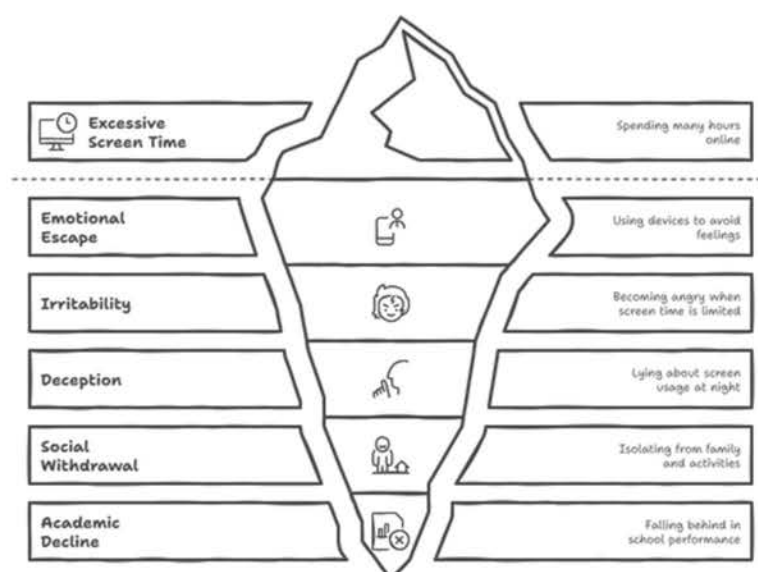


Illustration by: [unintelligible]

Figure 1.0: Addiction to Screens and the Danger We Don't See





Suicidal Ideation: The Stark Link

Children with the most addictive screen behavior were twice to thrice as likely to be suicidal. Such patterns prevailed despite adjusting the other risk factors such as age, gender, and pre-emotional problems (Domoff et al., 2025).

This discovery has to be a wake-up call to all parents. Not only do our children become distracted, but they also experience emotional overwhelm, loneliness, and even danger. In Malaysia, the youth mental health cases have been increasing over the years, and digital exposure could be one of the risks to be considered but still included in the national strategies.

Why Does It Happen?

Scholars have outlined several causes of the negative outcomes of excessive use of screens, psychological and design-related in nature, in Table 1.0.

Table 1.0 The Negative Outcomes of Excessive Use of Screens

Factors	Explanation
Endless Stimulation	The brain is always in a hyperarousal state with constant digital contact; the child has a hard time calming or managing emotions.
Social Media Pressure	Social media pressure promotes unfair comparisons, social anxieties, and the fear of missing out (FOMO), all of which can negatively impact a person's self-esteem and emotional stability.
Video Game Immersion	When games feature frequent violent incidents or require a high level of interaction, they can lead to increased frustration, irritability, and emotional numbness.
Addictive Algorithms	Such functions as the autoplay, endless feeds, and likes-based rewards are aimed at maximizing screen time and using impulsive tendencies.
Platform Design Manipulation	Platforms are designed to deliberately hijack attention to create engagement even at the cost of emotional and mental integrity of users (Anderson & Jiang, 2022).



What Parents Can Do

The role of parents is essential in helping resolve screen addiction. Figure 2.0 identifies steps that they can take at home. The best news: parents can have a significant impact. Here is how:

Final Thoughts

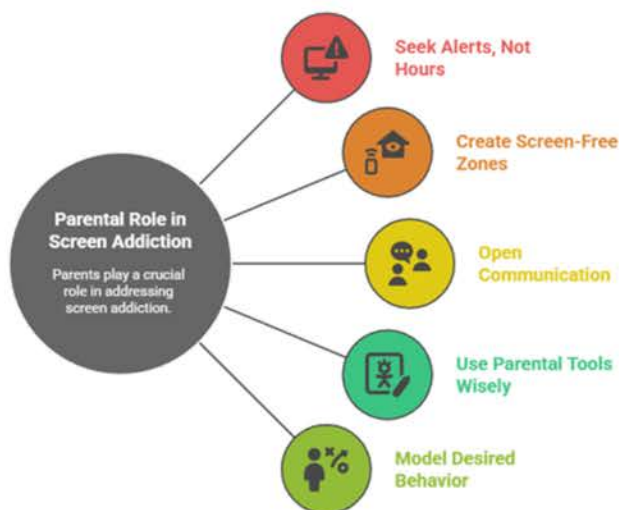
Screen addiction is not a buzz anymore; it is now a fact and a measurable menace to our mental health and our children. However, by increasing awareness, providing parental supervision, and moderating technology use, we can begin to repair the harm.

It is high time in the Malaysian context to stop the issue not only in the households but also through schools and other areas of the community and in policy discussions. Now we have to safeguard children as we do against physical harm; we have to guard their digital well-being. It is not a matter of banning technology but of learning mindfulness, developing resilience of emotions, and finding the balance amid a generation that might be deserted in tears behind the screens. It is time to stop it now before diversion becomes dejection, and custom becomes hurt.

References

- Anderson, M., & Jiang, J. (2022). Teens, social media and technology 2022. Pew Research Center. <https://www.pewresearch.org/internet/2022/08/10/teens-social-media-and-technology-2022/>
- Domoff, S. E., Berman, S. L., Bickham, D. S., & Strasburger, V. C. (2025). Addictive digital media use and suicidal ideation among adolescents. *JAMA Pediatrics*, 179(6), e240134. <https://doi.org/10.1001/jamapediatrics.2024.0134>
- Marsh, S. (2025, June 18). Teenagers who report addictive use of screens at greater risk of suicidal behaviour, study shows. *The Guardian*. <https://www.theguardian.com/society/2025/jun/18/teenagers-social-media-mobile-phones-video-games-mental-health>
- MCMC. (2023). Internet Users Survey 2023. Malaysian Communications and Multimedia Commission. <https://www.mcmc.gov.my>

Parental Guidance for Screen Addictions



Made with Canva

Figure 2.0: Actions Parents Can Take to Reduce Screen Addiction

Biodata of authors

Nurliyana Abas is a lecturer at the Faculty of Business Management, Universiti Teknologi MARA (UiTM) Kedah, which is under the Department of Management. She has experience in marketing, and she is enthusiastic about teaching and marketing research. Additionally, she has a Master of Business Administration (MBA) from Universiti Putra Malaysia (UPM).

Azlyantiny Mohammad is a senior lecturer at the Faculty of Business and Management, Universiti Teknologi MARA (UiTM) Kedah, under the Department of Management. She holds a Master's Degree in Office Systems Management and is experienced in business management. Her academic interests include teaching and research in office systems and management, where she remains committed to advancing knowledge and practice in the discipline.

Nur Syazana Mohd Nasir is a lecturer at Universiti Teknologi MARA (UiTM) Kedah with a Master of Science in Finance and a strong academic background in the said field. Her research interests focus on financial literacy and financial inclusion, areas in which she is dedicated to advancing knowledge through both teaching and scholarly work.

THE RISE OF BOOKTOK & BOOKSTAGRAM: A TREND THAT COULD REINVIGORATE READING IN THE DIGITAL ERA

***Fathiyah AhmadeAhmad Jali & Syazliiyati Ibrahim**

Academy of Language Studies, Universiti Teknologi MARA, Cawangan Kedah, Kampus Sungai Petani, Kedah, Malaysia

*fathiyah@uitm.edu.my; syazliiyati@uitm.edu.my (*corresponding author)

Recent news regarding the reading trend among Malaysians revealed that Malaysians currently read 24 books per year. This has been revealed by National Unity Minister Datuk Aaron Ago Dagang (The Star, 2024) that the average number of books read by Malaysians has already increased from an average of two books in 2005 to 24 books in 2023. This is a high jump made by the Malaysian public since we used to worry about the low reading trend among Malaysians.

Reading is not just a mere hobby; but it is also a habit that comes with copious benefits. Reading literary materials or popular books does not really matter but what makes reading more elegant would be how it could possibly make us a better person. However, this article is meant to discuss what is trending among the readers these days; BookTok and Bookstagram and how these platforms are transforming the reading landscape today. These two platforms, alongside Youtube, have become the impetus for reading to become trendy again. Jack Edwards, Tom Wayling, Adannia, and Ben Mercer are some of the TikTokers and Bookstagrammers that are making their names through these platforms.



From providing some book recommendations, sharing ideas and opinions about books, synthesizing interesting points from books, and many more, they are making books popular once again through non-traditional platforms.



According to FluentSlang Website, a website that often discusses language use, BookTok is considered as a subcommunity of TikTok where young people usually share content about books.

This community often uses the hashtag #BookTok, which has quite a huge community of nearly 6 million followers. Thus, with the huge number of followers, they are able to influence and encourage young people on TikTok as well as on Instagram to read and share their opinions on books they have read. Even the National Literacy Trust has reported that 1 out of 2, which represents 51.5%, children or young people in the UK agreed that they enjoy reading. It shows that reading has once again become a trend due to the influences of social media, especially TikTok and Instagram.

It is also known that BookTok and Bookstagram (and perhaps Bookreads too) have boosted the ideal of reading and increased the sales of books or e-books.

Just to highlight a few examples: In the US, sales of print books have increased, regularly surpassing 700 million units annually, and 65% of individuals report that they have read a print book in the past 12 months (Statista.com, 2024), 35% of the world population in 2023 turned to reading as an impact of the post-Covid-19 era (scottmax.com, 2025) and a significant increase of 10.7% was found in Kindle ebook subscriptions, which was 272 million in revenue in 2023 as compared to 2021, as well as total book sales in the US have increased 7.3% in March 2025 as compared to the previous year (Whop Blog, 2025).



As TikTok and Instagram are making reading once again popular especially among the young generation, there is also a new discovery discovered through these platforms. The new generation, albeit their renewed interest in reading, prefers to hold a tab or even read from websites as compared to physical books. This is consistent with the findings made by Dayang Azimah (2021), where she found that 56% of students like to either read from their mobile phones or websites. As years go by, the advancement of technology also changes the way we interact with our surroundings.



Conclusion

Reading has always been one of many hobbies that human beings continue to do in our free time. Apart from just having reading as a pleasure activity, our daily lives are also confined to consuming and comprehending information that comes in vast quantities. With a number of good reasons to kickstart a reading habit, it seems that social media did fuel parts of the trend in making reading a cool hobby once again. Hopefully, over the next few years, reading will again continue to shine as books are not only valuable commodities to our minds but to our souls too.

References

Dayang Azimah, A.Y. (2021). Reading habits among students in the digital era: Changes of trends and behaviours. *Journal of Academic Library Management (AcLiM)*, 1(1), Article 5. <https://doi.org/10.24191/aclim.v1i1.5>

FluentSlang. (n.d.). BookTok meaning & origin. <https://fluentslang.com>

National Literacy Trust. (2023). Children and young people's reading in 2023. <https://literacytrust.org.uk>

ScottMax. (2025). 13 reading habits statistics to know. <https://scottmax.com>

Statista. (2024). U.S. book market – statistics & facts. <https://www.statista.com>

The Star. (2024, 20th October). Are Malaysian youths reading enough. <https://www.thestar.com.my>

Whop Blog. (2025). eBook statistics for 2025. <https://whop.com/blog/ebook-statistics/>



Biodata of authors

Fathiyah Ahmad @ Ahmad Jali is a senior lecturer at the Academy of Language Studies, Universiti Teknologi MARA, Kedah Branch. She obtained her Master of Applied Linguistics from Universiti Utara Malaysia. Among her areas of interest are Critical Thinking and Reading, Literature and Reading.

Syazliyat Ibrahim is a senior lecturer at the Academy of Language Studies, UiTM Kedah Branch. Her research interests are literary analysis, internationalisation, intercultural communication, as well as university social responsibility. She loves to observe life and indulge in good books. However, to keep up with the trend, she also makes sure that she is up to date with the latest Kdramas and restaurants that serve great dishes.



TIMELESS TRADITION OF INDIAN SAREES



***Bawani Selvaraj**

Academy of Language Studies, Universiti Teknologi MARA, Cawangan Kedah, Kampus Sungai Petani, Kedah, Malaysia
lwani190@uitm.edu.my (*corresponding author)

India is known for its culture and heritage, and sarees play an important role in its fashion scene. Sarees come in a variety of styles, each representing the traditions of the place from which they originate. Whether it is exquisite silk sarees, complex chiffon sarees, or traditional Indian sarees, the options are limitless. Below are two broad categories of Indian sarees among the many.

North Indian sarees

Banarasi



Photo: Bawani Selvaraj

The Banarasi saree from Varanasi, Uttar Pradesh, is considered one of the most luxurious Indian sarees. It is weaved from gold and silver threads and has elaborate traditional motifs like flower and Mughal-inspired designs. This saree, known for its thick and heavy texture, is popular among brides representing wealth and tradition. Each piece is exclusive because of the meticulous craftsmanship.

Chikankari

The Chikankari is a delicate and exquisite piece from Lucknow, Uttar Pradesh. Detailed embroidery with white threads on delicate materials like cotton or georgette is what sets it apart. This lightweight saree is excellent for summertime, providing comfort without sacrificing style. Chikankari's workmanship is unique and has been passed down through centuries in Lucknow, making it a highly valued traditional saree.



Tussar/Bhagalpuri

Tussar, another name for Bhagalpuri silk sarees, are characterised by their unique designs and vibrant hues. Natural dyes are commonly used in the sarees, which are embellished with simple but exquisite motifs. Tussar sarees are lightweight and soft, making them suitable for both regular use and celebratory occasions. The high-quality silk fabric assures durability and a lovely drape, making it popular throughout India.

Pashmina

The Pashmina made of delicate Himalayan goat wool, is a beautiful Indian saree from Jammu and Kashmir. These sarees, known for their warmth, are perfect for winter weddings and festivals. Pashmina wool's fine, silky feel is complemented with traditional Kashmiri embroidery, which includes flower and paisley designs. The craftsmanship required to create a Pashmina saree makes it an expensive addition to any wardrobe.

South Indian sarees

Kanjeevaram/Kanchipuram



Photo: Bawani Selvaraj



Kanjeevaram saree from Tamil Nadu embodies grandeur and grace. These sarees, made from pure mulberry silk, are known for their rich texture, durability, and brilliant colours. Gold and silver embroidery, with traditional patterns like peacocks, temples, and flowers, are frequently used to embellish the borders and pallus. Kanjeevaram silk sarees are one of India's well-known and respected traditional silk sarees, as they are frequently worn during weddings and religious rituals.

Mysore silk

Mysore silk saree is another iconic silk saree from Karnataka, recognised for its understated elegance. Woven from pure silk, these sarees are lightweight and often feature a minimalistic design with a rich golden border. The Mysore silk sarees' delicate texture and brilliant colours make them suitable for both formal and festive occasions. This saree is known for its durability, shine, and use of natural dyes, giving it a timeless look.

Kasavu

The Kasavu saree, also known as Kerala saree, is commonly worn for festivals such as Onam. It is distinguished by its modest yet attractive white or off-white body and rich golden border. Originally made from pure cotton, modern Kasavu sarees may also incorporate silk and cotton fabrics. This saree represents purity and is a staple in every Malayali woman's wardrobe, often paired with traditional gold jewellery.



Pochampally/Ikkat

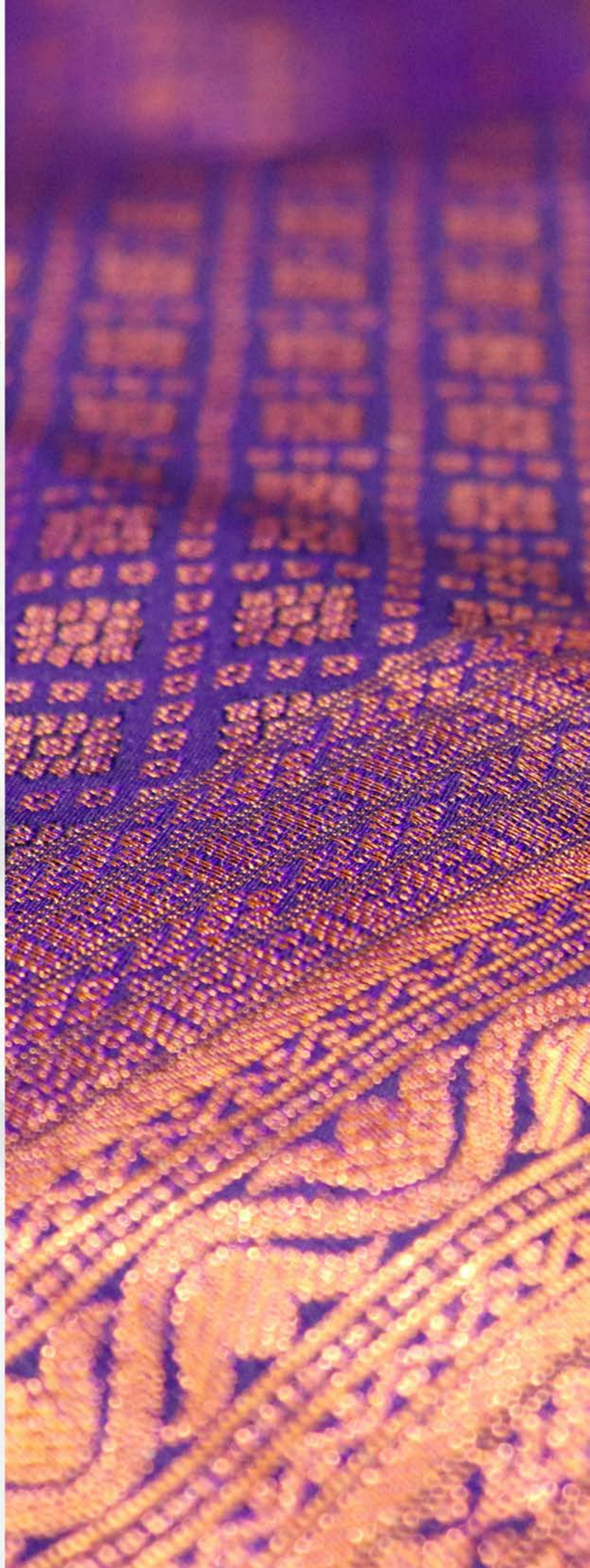
The Pochampally saree of Telangana is characterised by its geometric patterns and vibrant hues. The unique feature of this saree lies in its weaving technique, where the warp and weft threads are tie-dyed before being woven into intricate patterns. These sarees are typically made from silk and cotton providing both comfort and luxury. A pochampally saree is highly popular for festive occasions and is often chosen for its distinct patterns and rich texture.

References

Dhayalan, Poojaa & Sofia, Dr.Hadi. (2023). SAREE AS AN IDENTITY OF INDIAN WOMEN. International Journal of Humanities & Social Science studies (IJHSSS). 12. 73.

Biodata of author

Bawani Selvaraj is a Senior Lecturer at the Academy of Language Studies, Universiti Teknologi MARA Kedah.





INDUSTRIAL DESIGN EDUCATION IN THE AGE OF AI: FRIEND OR FOE?



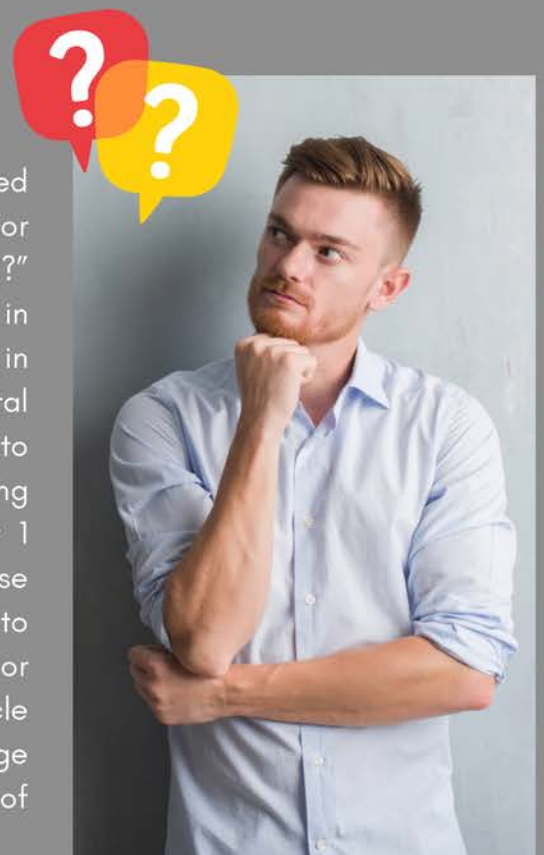
***Mohd Hamidi Adha Mohd Amin**

Industrial Design Department, Faculty of Art & Design, Universiti Teknologi MARA, Cawangan Kedah, Kampus Sungai Petani, Kedah, Malaysia

hamidiadha@uitm.edu.my (*corresponding author)

Introduction: A Changing Design Landscape

The rise of generative Artificial Intelligence (AI) has motivated both excitement and concern in the creative industry. For design educators, the question is no longer “Should we use AI?” but rather, “How do we use it responsibly and meaningfully in the design process?” In my experience teaching Diploma in Industrial Design students, sketching remains a fundamental tool in developing ideas. In the recent semester, I decided to explore the space between tradition and technology. Using walkie-talkie concept sketches produced by my Semester 1 students, I generated AI-based visuals derived from those sketches. The goal was not to replace the student work, but to compare outcomes and reflect on how AI might support or interrupt the early stages of the design process. This article presents that experience and asks a timely question: In the age of generative AI, is technology a design ally or are we at risk of losing the human essence behind creative work?



Sketching: The Designer's Personal Process

Sketching has long been regarded as the designer's thinking tool. It is more than just a way to communicate ideas which is a cognitive process where thinking and doing happen simultaneously. In the early stages of design, especially in industrial design education, sketching allows students to externalize ideas, test possibilities, and refine intentions before producing any digital or physical model. For Semester 1 students, sketching is where design becomes tangible form, proportion, and function begin to take shape from imagination. When my students developed initial walkie-talkie ideas, their sketches reflected different user needs, hand ergonomics, and styling inspired by real personas. Some lines were rough, and proportions imperfect but their sketches were rich with exploration and character.

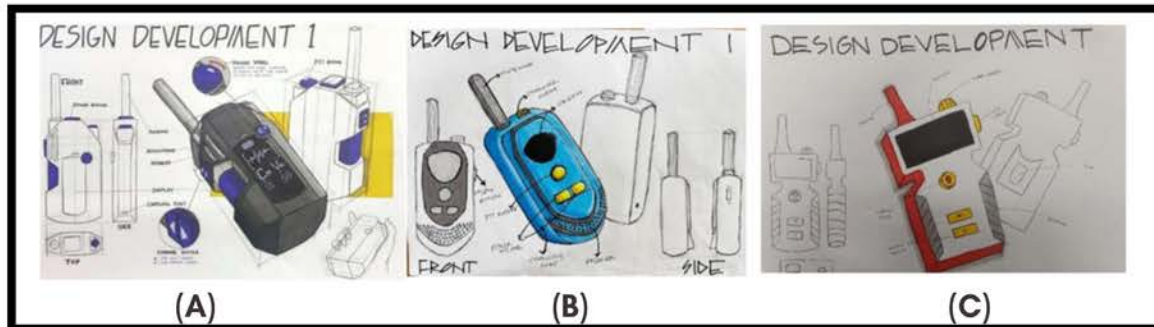


Figure 1: Students' original concept sketch of walkie-talkie design in (A), (B) and (C) (hand-drawn).
(Source from Semester 1 Diploma in Industrial Design students, Faculty of Art & Design)

Generating AI Visuals: Speed vs Depth

Using the same student sketches, I generated AI visuals via image-to-image AI generative tools. The process was fast within minutes, in which I had fully colored concepts with polished materials, ambient lighting, and realistic perspectives. In one view, the AI visuals appeared "better" presentable, and suitable for quick feedback. However, these AI outputs were often superficial. While they captured the visual features of the walkie-talkies (such as button layout, color, or form language), they lacked the subtle design reasoning found in the students' sketches. The AI version prioritized surface quality over design logic. It was clear: AI renders what looks good, not necessarily what works well.



Figure 2: AI-generated visual based on the same student sketch to rendered output
(Source from Semester 1 Diploma in Industrial Design students, Faculty of Art & Design)

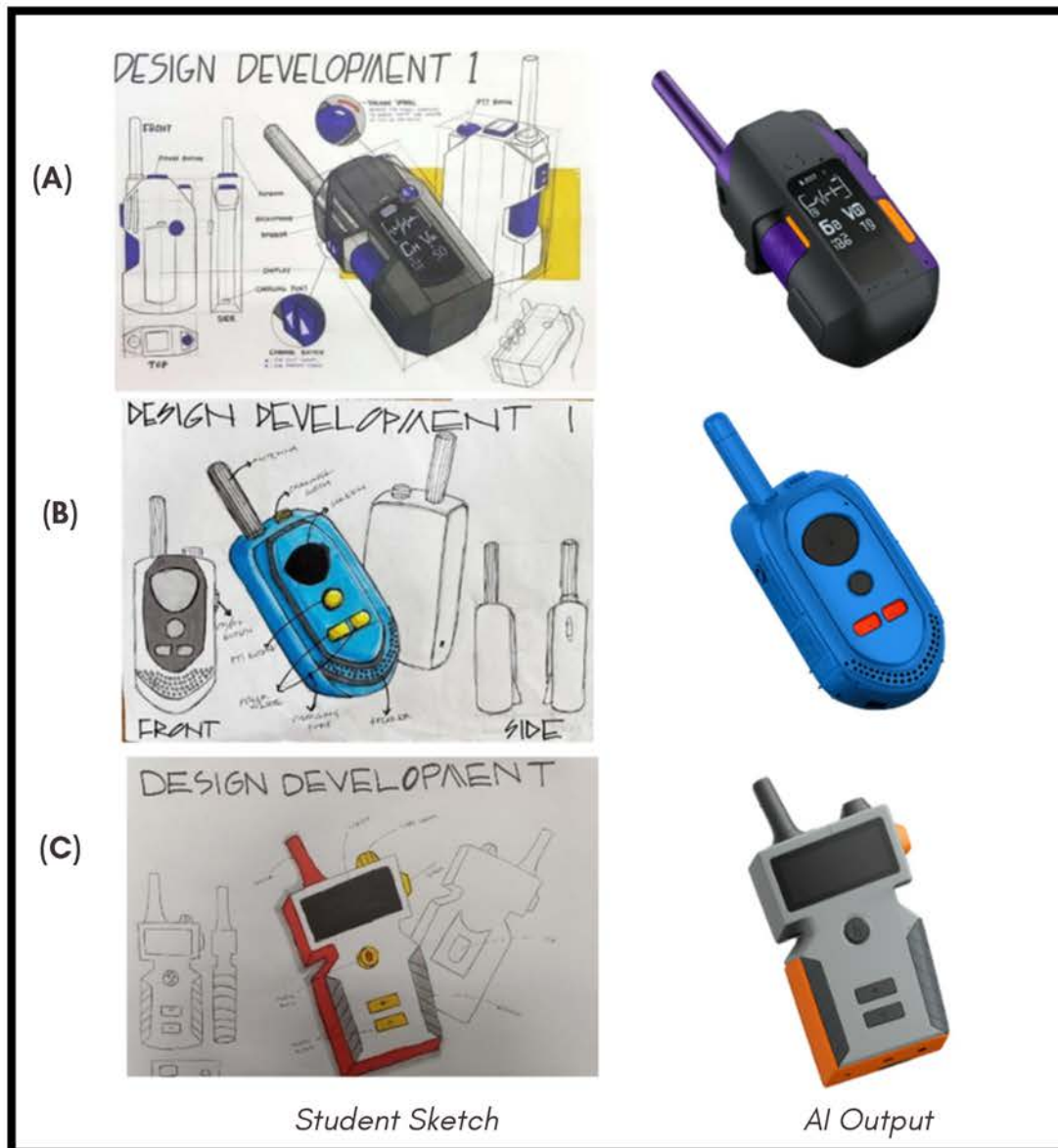


Figure 3: Side-by-side comparison: Student sketch (left) vs AI output (right)
(Source from Semester 1 Diploma in Industrial Design students, Faculty of Art & Design)

Using AI in Design Education: A Balanced Approach

AI is not the enemy of design. It is a tool like markers, CAD software, or rendering programs. The value lies in how we use it. In my view, generative AI can be integrated in three ways:

- **Visual Support in Early Ideation:** Students can use AI to visualize shape variations or form inspirations based on their sketch.
- **Critique Tool:** AI-generated images can be compared with traditional sketches to evaluate strengths and weaknesses.
- **Rendering Shortcut:** AI can help quickly produce concept visuals for early-stage presentations, especially for students struggling with rendering skills.

However, educators must set clear boundaries: AI should not replace sketching, and should not be the first step in ideation. Students need to understand form, function, and user context before using generative tools. Technology will always evolve. But at its core, design is still about empathy, problem-solving, and storytelling. Generative AI may offer shortcuts, but it cannot replicate the depth of thinking and originality found in a student's sketchbook. As educators, our role is to guide students in using AI critically to understand its capabilities, but also its limitations. With proper guidance, AI can become a friend that supports creative thinking but not a foe that replaces it. The pencil is still powerful. But now, it works alongside the algorithm.



Biodata of author

Mohd Hamidi Adha Mohd Amin is an academic and practitioner in the field of Industrial Design Education, with a strong focus on product design, creative thinking, and three-dimensional model development. With 11+ year's experience spanning both academia and industry, he has played a pivotal role in nurturing emerging talent and advancing pedagogical practices within the discipline. His work is driven by a deep commitment to innovation, design excellence, and the continuous evolution of design education. Currently serving as a mentor and educator, Mohd Hamidi Adha is dedicated to cultivating the next generation of designers. He actively explores new methodologies and creative strategies to enrich the learning experience and expand the boundaries of industrial design practice.





Design Thinking vs. Designer's Thinking: What's the Difference?

***Nazirul Mubin bin Awang Besar**

Faculty of Art & Design, Universiti Teknologi MARA, Cawangan Kedah, Kampus Sungai Petani, Kedah, Malaysia
nazirulab@uitm.edu.my (*corresponding author)

Different theoretical and historical underpinnings give rise to the contrast between "Design Thinking" and "Designer's Thinking." The term "Design Thinking" first appeared in the latter half of the 20th century, thanks to academic institutions like Stanford's d.school and design consultancies like IDEO. It offers a human-centred, problem-solving methodology that incorporates steps like empathise, define, ideate, prototype, and test, and was influenced by Simon's (1969) *The Sciences of the Artificial*.

Originally presented as a general framework for creativity,

“Design Thinking has been used in a variety of fields, particularly in innovation and business (Brown, 2009; Martin, 2009).”

It places a strong focus on scalable, approachable solutions to challenging issues, regardless of the user's formal design knowledge.

'Designer's Thinking,' on the other hand, describes the reflective and cognitive methods that skilled designers have honed via their work experience. Designer's Thinking emphasises the context-specific, iterative character of design practice, which defies formalisation, and is based on the work of academics such as Cross (1982) and Lawson (2006). Schön's (1983) concept of the

“
"reflective practitioner"
highlights the implicit, practical
knowledge ingrained in
designers' approaches to
problem-solving.
”

Professional designers' embodied abilities and disciplinary expertise are the foundation of Designer's Thinking.

Changes in both constructs have been revealed by recent research. In their discussion of Design Thinking's increased adaptability, Sato and Tanaka (2020) note the necessity of context-specific adaptation. According to Van der Lugt and Visser (2022), new technologies are changing the way designers think, making it more hybrid and collaborative. These advancements highlight conflicts between the specialised, embodied expertise that characterises Designer's Thinking and the democratizing promise of Design Thinking. This essay explores these distinctions, and arguments are provided for a fair interpretation of design cognition that values both professional knowledge and approachable approaches.

References

Brown, T. (2009). *Change by design: How design thinking creates new alternatives for business and society*. HarperBusiness.

Cross, N. (1982). Designerly ways of knowing. *Design Studies*, 3(4), 221-227. [https://doi.org/10.1016/0142-694X\(82\)90040-0](https://doi.org/10.1016/0142-694X(82)90040-0)

Lawson, B. (2006). *How designers think: The design process demystified* (4th ed.). Elsevier.

Martin, R. (2009). *The design of business: Why design thinking is the next competitive advantage*. Harvard Business Press.

Schön, D. A. (1983). *The reflective practitioner: How professionals think in action*. Basic Books.

Sato, T., & Tanaka, Y. (2020). Reevaluating design thinking in practice: Flexibility, adaptation, and context. *Design Studies*, 67, 43-61. <https://doi.org/10.1016/j.destud.2020.03.003>

Van der Lugt, R., & Visser, W. (2022). The evolving nature of designer's thinking in response to new digital tools and technologies. *Design Studies*, 75, 68-85. <https://doi.org/10.1016/j.destud.2021.09.007>



Biodata of author

Nazirul Mubin bin Awang Besar is a passionate researcher, educator, and graphic design expert, with a Master's degree in Visual Communication and New Media from UiTM. With extensive experience as an art director in leading Kuala Lumpur agencies, Nazirul now focuses on mentoring future designers, exploring the dynamic intersections of design, art, technology, and Islamic thought. His work aims to push the boundaries of creative expression while fostering cultural relevance in contemporary design. Dedicated to using art as a tool for empowerment, he actively engages in community initiatives that help marginalized groups through creative education and social impact. Nazirul's commitment to innovation, culture, and creativity continues to shape the evolving landscape of design in Malaysia.



EXPLORING THE POTENTIAL OF NIPA PALM MIDRIB STICK (LIDI NIPAH) IN CONTEMPORARY FURNITURE DESIGN: A MATERIAL-BASED EXPERIMENTAL STUDY

***Asrol Hasan**

Industrial Design Department, Faculty of Art & Design, Universiti Teknologi MARA, Cawangan Kedah, Kampus Sungai Petani, Kedah, Malaysia
asrol726@uitm.edu.my (*corresponding author)

The increasing demand for sustainable and locally sourced materials in contemporary design has prompted researchers and designers to explore alternative natural resources that are both environmentally friendly and culturally significant. Among these materials, Nipa Palm Midrib Stick (commonly known as Lidi Nipah) a by-product of the nipa palm tree (*Nypa fruticans*) has shown promising potential in craft and furniture design. Despite its abundance in mangrove and swampy regions across Southeast Asia, particularly in Malaysia, Lidi Nipah remains underutilized in modern industrial applications. This paper presents findings from experimental studies on Lidi Nipah, focusing on its aesthetic, structural, and functional properties and discusses how these characteristics can influence innovative approaches in contemporary furniture design.



One of the key aspects explored in this study is the aesthetic transformation of Lidi Nipah through various surface treatments, including synthetic and natural dyeing, as well as bleaching techniques. Experimental results indicate that Lidi Nipah demonstrates a high capacity for color absorption, particularly when subjected to boiling during the dyeing process. Removing the outer layer of the stick enhances the penetration of dyes, resulting in more uniform and intense coloration. Bleaching treatment further improves the visual appeal of Lidi Nipah by enhancing its brightness and providing a neutral base for subsequent coloring processes. These findings suggest that Lidi Nipah can be effectively integrated into interior design elements such as decorative panels, lampshades, or accent furniture where visual aesthetics play a crucial role.



Figure 1: Aesthetic Experiment Testing Protocol

In addition to its aesthetic qualities, the mechanical properties of Lidi Nipah were also evaluated through a series of experiments focusing on flexibility, durability, and jointing techniques. Results showed that Lidi Nipah exhibits considerable flexibility, especially when heat-treated or soaked in water prior to shaping. Using metal molds and controlled heating, the material could be manipulated into organic and geometric forms, expanding its application beyond traditional flat-weaving techniques. Load-bearing tests revealed that individual sticks can withstand up to 5 kg of weight, indicating their suitability in secondary structural components such as chair backs, side tables, or decorative frameworks.

The investigation into jointing methods demonstrated that traditional binding techniques—such as cross and corner knots—can significantly enhance the stability and strength of Lidi Nipah structures. The use of natural adhesives and resins further reinforces these connections, offering a sustainable alternative to synthetic fasteners. These findings support the integration of Lidi Nipah into modular furniture systems where disassembly and recyclability are key considerations.



Figure 2: Mechanical Properties Experiment Testing Protocol

Another critical area explored in this research is the application of weaving techniques, particularly the Anyaman Tiga Sumbu (Three-Axis Weaving) method. By employing jig-based molds and laser-cut templates, the weaving process was streamlined without compromising the intricacy or consistency of the patterns. This approach not only increases production efficiency but also allows for greater design precision, making it suitable for large-scale applications such as wall panels, room dividers, or upholstered furniture components. The structural reinforcement observed in tightly woven sections suggests that Lidi Nipah can contribute to load distribution in furniture designs, thereby improving overall durability.

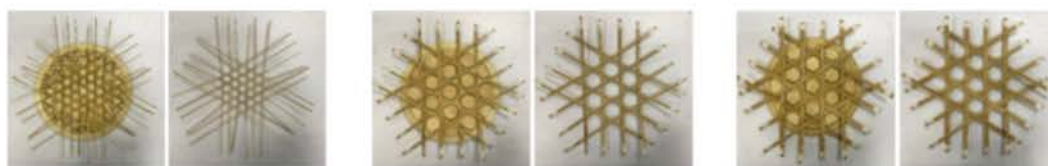


Figure 3: Weaving Techniques Experiment Testing Protocol

From an ecological perspective, Lidi Nipah aligns with the principles of sustainability and circular economy. As a naturally renewable and biodegradable material, it offers a low-carbon footprint alternative to synthetic composites. Its availability in coastal and wetland areas of Malaysia reduces transportation costs and supports local economies by creating opportunities for rural artisans and small-scale industries. Furthermore, the integration of Lidi Nipah into modern furniture design contributes to the preservation of indigenous craftsmanship while adapting it to contemporary aesthetics and functionality.

In conclusion, the experimental findings highlight the multifaceted potentials of Lidi Nipah as a viable material for contemporary furniture design. Its favorable combination of aesthetic adaptability, structural integrity, and environmental benefits position it as a compelling candidate for sustainable product development. Future research should focus on optimizing manufacturing techniques, exploring hybrid material combinations and assessing long-term performance under varying environmental conditions. By bridging traditional knowledge with modern design methodologies, Lidi Nipah can emerge as a symbol of innovation in eco-conscious design practices.

Biodata of author

Asrol Hasan is a passionate and versatile designer who graduated in 2006 with a Masters in Art for Design Technology from Universiti Teknologi MARA (UiTM), Shah Alam, Malaysia. He has a deep love for hands-on creation and specializes in Product Design, Furniture Design, Graphic Design, Props, Crafts and Stage Design. Throughout his career, Asrol has been actively involved in various consultation and design projects for UiTM and other external agencies, demonstrating his creative expertise and technical proficiency. With a strong foundation in both art and technology, he continues to explore innovative ways to merge functionality with aesthetic expression in every project he undertakes.



FROM STUDIO TO CLASSROOM: *TRANSLATING INDUSTRY EXPERIENCE INTO CREATIVE TEACHING*

***Qatrunnisa Shariff**

Faculty of Art & Design, Universiti Teknologi MARA, Cawangan Kedah, Kampus Sungai Petani, Kedah, Malaysia
qatrunnisa@uitm.edu.my (*corresponding author)

Before I became a lecturer, I spent my days crafting stories behind some of Malaysia's most-loved animated characters. I worked at Animonsta Studios as a social media executive in the branding department, where I was surrounded by artists, writers, animators, and sound designers. It was a creative playground but also a place that taught me a lot about strategy, speed, and how creativity must often serve a bigger purpose.

Now that I'm teaching graphic design and animation, I constantly find myself reflecting on what I learned back then and how it helps me guide my students. In this piece, I'd like to share how those industry experiences shaped the way I teach students to express their creative thoughts more meaningfully.



What the Industry Taught Me

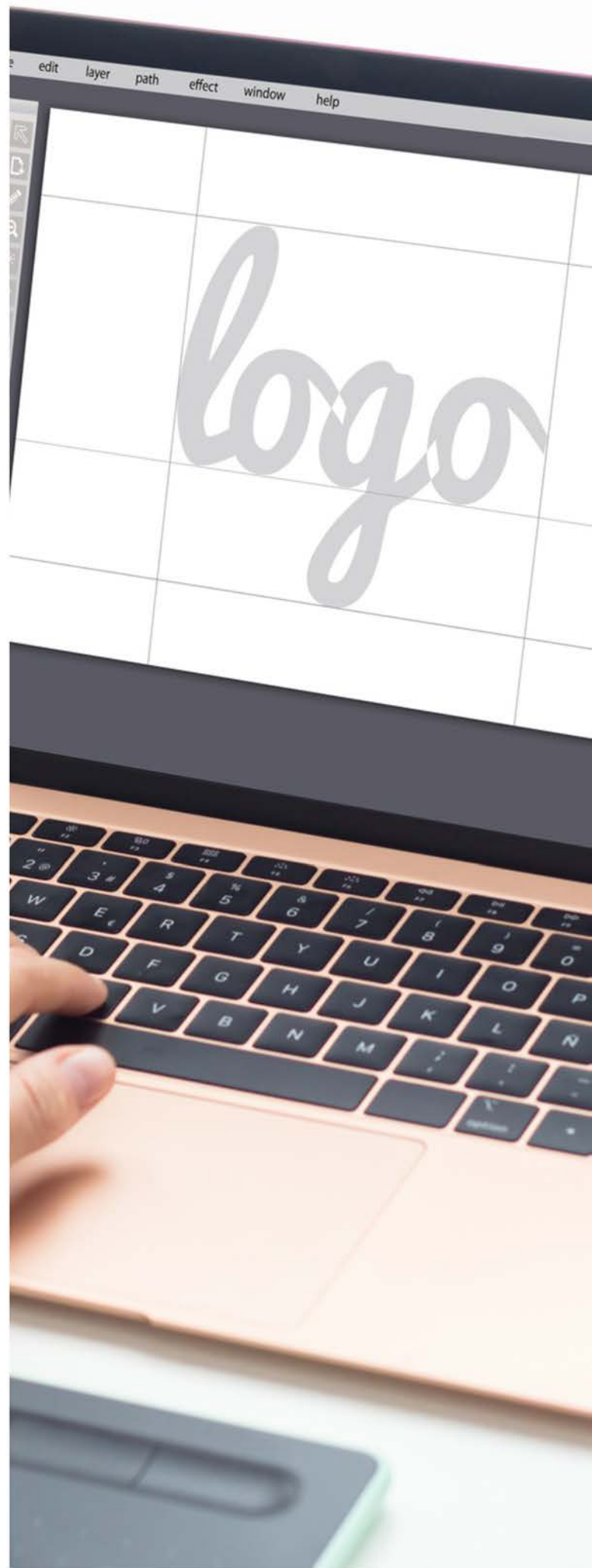
In the animation world, branding is more than a name or logo, it's about creating emotional connections. Everything we posted online or designed for merchandise needed to tell a story. When we created content for shows like BoBoiBoy, Papa Pipi, and Mechamato, we always asked: who are we talking to? What do we want them to feel? How do we stay true to the character's personality?

Even though it was fast-paced and high-pressure, it taught me that creativity isn't just about what looks good. It's about what makes people feel something. That's something I bring into my classroom every day.

Bringing That Experience to My Students

Today, when I run a class on character design or storytelling, I tell my students that good visuals alone aren't enough. You need intention. You need to know who you're designing for, and why. We talk about how visuals can be powerful tools to share ideas, create empathy, and connect with people.

One of the ways I integrate my industry experience into teaching is through assignments like creating a television commercial (TVC). I often give them seemingly simple products like donuts, JUST a donut but challenge them to think deeply about who they are selling to and what story they are trying to tell. I remind them that their target audience will influence everything: from the color palette to the typography. Are you selling to children? Then maybe it's bold colors, playful fonts, and a cheerful narrative. A more premium brand? Then tone it down by using muted hues, minimal visuals, and a sophisticated tone. These creative decisions must be intentional, not random.



Mixing Experience with Education

While I don't run my class like a studio, I do try to bring in some elements: the brainstorming culture, the importance of feedback, and even mini pitch sessions. This makes the learning process more dynamic and relatable. I also introduce basic concepts from design thinking and branding models like Kapferer's Brand Identity Prism (Kapferer, 2012), but in a way that's easy to digest and apply.

At the heart of it all, I want students to see that creativity is a journey, not just a talent. It's okay to make mistakes, change directions, or start over. What matters is the intention and meaning behind your work. Teaching after working in the creative industry is like flipping the script. I used to help brands find their voice; now, I help students find theirs. And honestly, it's just as exciting.

References

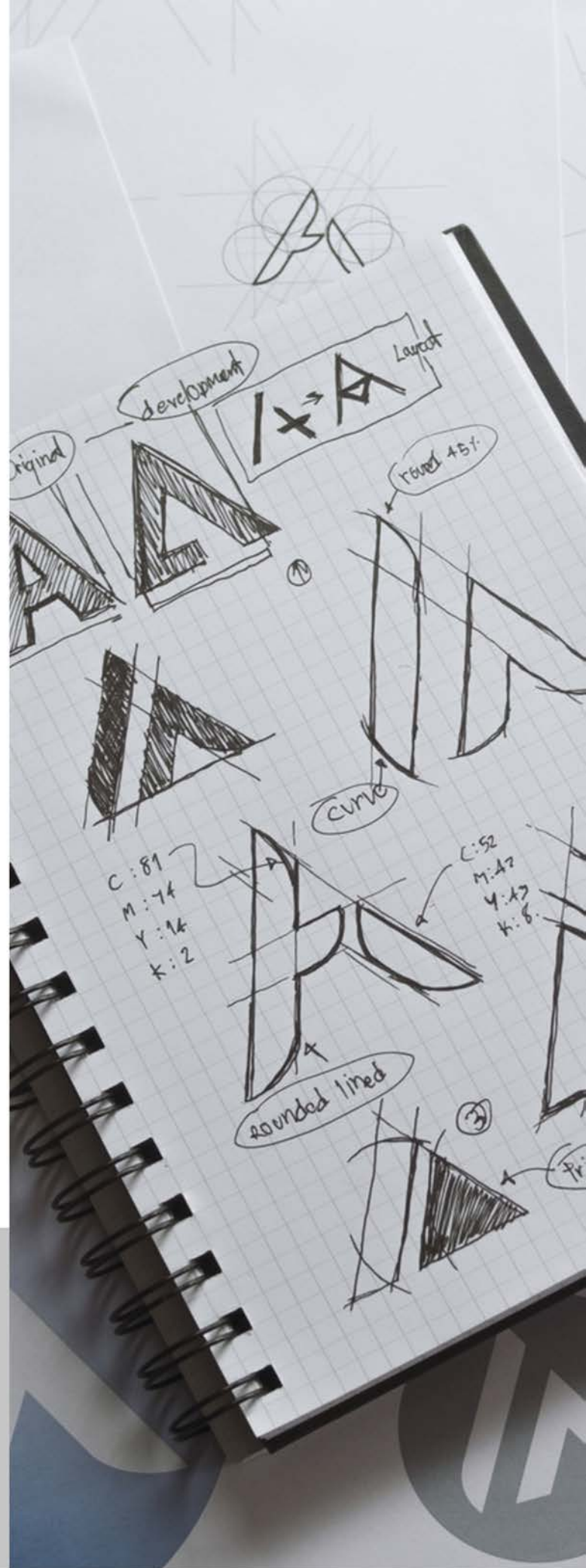
Kapferer, J. N. (2012). *The new strategic brand management: Advanced insights and strategic thinking* (5th ed.). Kogan Page.

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). APA.

Monsta. (n.d.). Official website. <https://www.monsta.com.my>

Biodata of author

Qatrunnisa Shariff is a lecturer in Graphic Design department at Universiti Teknologi MARA (UiTM) Kedah. She brings with her industry experience from two of Malaysia's top five animation studios—Animonsta Studios and Digital Durian where she was involved in branding and social media for popular IPs such as BoBoiBoy, Papa Pipi, Mechamato and Didi & Friends. Her teaching is shaped by real-world practice, focusing on how narrative, audience, and visual strategy work together in effective design. She now channels that insight into nurturing young creatives to think critically, design meaningfully, and express their ideas with purpose.





SUSTAIN OR SKIP? MALAYSIAN STUDENTS' TAKE ON LOCAL FASHION

***Normaziana Hassan**

Faculty of Art & Design, Universiti Teknologi MARA, Cawangan Kedah, Kampus Sungai Petani, Kedah, Malaysia
normazianahassan@uitm.edu.my (*corresponding author)

Abstract

Malaysian university students from Generation Y and Generation Z are becoming more aware of the fashion industry's social and environmental effects, but they are also becoming more conflicted consumers. Encouraged by social media, cultural pride, and environmental education, interest in sustainable and local fashion is fuelled by awareness of labour exploitation, textile pollution, and climate change. In addition to supporting small, domestic brands that emphasise authenticity and moral behaviour, students are increasingly incorporating traditional textiles like batik and tenun into contemporary designs. Higher prices, restricted access outside of cities, misunderstandings regarding sustainability, and opinions about limited style, however, prevent broader adoption. Values are frequently overshadowed by financial limitations and the convenience of fast fashion. This article explores the motivators and barriers shaping Malaysian university students' attitudes, offering insights for stakeholders to foster a more sustainable fashion culture.



Introduction

Digitally literate and socially conscious, Malaysian university students are becoming more and more concerned with issues like ethical consumption, cultural identity, and climate change. They become aware of the labour and environmental costs of fast fashion through education, social media, and peer networks, which piques their interest in regional brands that incorporate traditional textiles into modern designs.

Campus sustainability campaigns and thrift culture are two initiatives that promote ethical fashion. Fast fashion is still preferred by many, though, because it is convenient and reasonably priced. The adoption of sustainable fashion is also hampered by misconceptions about its price and aesthetic. The purpose of this article is to encourage more responsible consumption by examining the cultural, economic, and digital elements that affect students' fashion choices.

Motivators for Supporting Sustainable and Local Fashion

As a result of sustainability education being incorporated into university curricula and active involvement in environmental clubs and green initiatives, Malaysian university students are growing more environmentally conscious. Their comprehension of the effects of the fashion industry is enhanced by exposure to compelling social media content that highlights the harsh realities of the waste industry, such as overflowing landfills and polluted textile regions.

Sustainable fashion is a significant way for students to support environmental preservation because of local climate issues like flash floods and haze associated with global warming, which add urgency. Selecting clothing that is made ethically is thought to be a useful way to lower individual carbon footprints and promote long-term ecological health.

Students who incorporate traditional Malaysian textiles like songket, batik, and tenun into modern fashion styles also feel a renewed sense of cultural pride. Local designers are reimagining these heritage fabrics, which were previously only used for formal events, into streetwear and casual clothing that appeals to young people who wish to express both their cultural identity and modernity. Government initiatives like "Buy Malaysian First" and occasions like Kuala Lumpur Fashion Week further promote support for regional companies that highlight Malaysian craftsmanship, highlighting the link between sustainable consumption, fashion, and national pride.

Barriers to Supporting Sustainable and Local Fashion

Despite their increased awareness of ethical issues, Malaysian university students frequently find sustainable fashion to be expensive because of its higher price points. Sustainable clothing costs more than fast fashion alternatives because of the increased expenses associated with ethical labour, eco-friendly materials, and small-scale production.

Sustainable fashion's wider adoption is constrained by the affordability and frequent new styles of fast fashion, which continue to appeal to students who are balancing high living and tuition costs. Students are also reluctant to incorporate sustainable and local fashion into their regular wardrobes because they are sometimes viewed as less fashionable or adaptable, with traditional styles like batik being thought of as out of date or only appropriate for special occasions.



Visual Identity of Malaysia's 2024 Olympic Delegation

***Juaini Jamaludin**

Faculty of Art & Design, Universiti Teknologi MARA, Cawangan Kedah, Kampus Sungai Petani, Kedah, Malaysia
juaini@uitm.edu.my (*corresponding author)



The official kit for Malaysia's national contingent at the Paris 2024 Olympic Games drew widespread attention when it was unveiled on 23 June 2024. Designed by Yonex-Sunrise Malaysia, the attire featured a black-and-gold colour scheme and stylized tiger stripes intended to embody the nation's ambition for its first Olympic gold medal (SCMP, 28 June 2024).

Initial Design & Public Backlash

The debut was held at The Exchange TRX in Kuala Lumpur during Olympic Day. The designs—comprising tracksuits, polo shirts, and t-shirts—were immediately criticized as “cheap-looking,” “uninspiring,” and unbefitting the prestige of the Olympics (SCMP, 28 June 2024).



Figure 1: Paris 2024 Olympic Official Attire

Critics also expressed outrage over the logo: the Malaysian flag was rendered in gold instead of its official colours, which many saw as disrespectful (The Sun, 24 June 2024). The use of mannequins for the unveiling further inflamed dissatisfaction, with netizens questioning the presentation quality (Channel News Asia, 2 July 2024)

Decision to Redesign

Responding to mounting pressure, on 28 June 2024, the Olympic Council of Malaysia (OCM), after consulting stakeholders including the Ministry of Youth and Sports, National Sports Council, and fans, announced it would improve the design (SCMP, 28 June 2024). Chef de Mission Hamidin Mohamad Amin acknowledged the public outcry and supported the revision.

Revised “Fiercer” Design

On 2 July 2024, a redesigned kit was unveiled. The new version emphasized larger and more defined yellow tiger stripes on a black backdrop. The OCM logo was updated to include the proper red, blue, yellow, and white colours of the Jalur Gemilang rather than gold (MalayMail, 2 July 2024). OCM president Tan Sri Mohamad Norza Zakaria framed the redesign as better reflecting the “Tiger spirit”—a symbol of aggression, courage, and unity long associated with Malaysian sports since its introduction at the 2005 SEA Games (Channel News Asia, 2 July 2024).

Symbolism, Public Response & Identity Theory

Malaysia’s use of tiger stripes ties into national symbolism, drawing from the tiger as the country’s emblematic fauna and as a metaphor for strength and resilience (MalayMail, 2 July 2024; Channel News Asia, 2 July 2024). The initial reception illustrates how visual identity must resonate culturally and emotionally to be effective. The swift redesign demonstrated responsiveness to public sentiment and stakeholder feedback, reinforcing the importance of participatory design in national branding.

Reflection & Future Considerations

The controversy underscores the risks of top-down design decisions made under tight timelines and budget constraints (SinarDaily, 25 June 2024). Officials later suggested opening future designs to public participation or competition—a step toward inclusive branding (AFP via VnExpress, 28 June 2024). The episode also shows how visual branding carries symbolic weight: changes like restoring the proper flag colours and intensifying the tiger motif enhanced the design’s legitimacy and emotional impact.

References

- AFP. (2024, June 28). Malaysia to redesign ‘ugly’ Olympic kit after fan backlash. VnExpress.net
- Channel News Asia. (2024, July 2). Malaysia unveils ‘fiercer-looking’ Olympic kit design after criticism, apology over ‘cheap-looking’ outfits
- MalayMail. (2024, July 2). Following backlash, OCM reveals new Olympic kit with ‘fiercer-looking’ tiger stripes
- SCMP. (2024, June 28). Paris Olympics 2024: Malaysia agrees to redesign official kit after widespread ridicule
- SinarDaily. (2024, June 25). Malaysian contingent uniform under fire, Hannah Yeoh deflects criticism, netizens compare designs with other countries
- The Sun (Sun Media). (2024, June 24). “Who approved the design?” - Malaysia’s 2024 Olympic Paris attire draws flak online

Biodata of author

Juaini Jamaludin is a dedicated researcher and writer, deeply committed to exploring Malaysia’s art and design. She holds a Master’s degree in Visual Art from Universiti Malaya and has a profound interest in art history, visual culture, graphic communication, multimedia, and comic research.



e ISSN 2805- 47 5X



9772805 475 000

Volume 4 (2025)

RMU
e-Bulletin

Research Management Unit
Universiti Teknologi MARA Cawangan Kedah

