E-PROCEEDING

"BEST PRACTICES; ASEAN TVET INSTITUTIONS"

31 August 2023
Conference Hall
Siam Business Administration Technological College
Bangkok, Thailand

"Driving Best Practices Through Collaboration."

CHIEF EDITOR
ABDUL RASHID BIN HUSAIN
POLITEKNIK MERLIMAU

EDITOR
FAZILATUL HAIDA BINTI HIDZIR
POLITEKNIK SEBERANG PERAI

GRAPHIC DESIGN
ABDUL RASHID BIN HUSAIN
POLITEKNIK MERLIMAU

PROOFREAD
MARIAPPEN A/L GOPLAKRISHNAN
POLITEKNIK SEBERANG PERAI

E-PROCEEDING

"BEST practices; ASEAN TVET INSTITUTIONS"

ABDUL RASHID BIN HUSAIN
FAZILATUL HAIDAR BINTI HIDZIR
2023

E-PROSIDING BEST PRACTICES : ASEAN TVET INSTITUTIONS

PREFACE

First and foremost, I would like to extend my heartfelt gratitude to the cultural delegation from the Malaysian Polytechnic for their dedicated efforts in conducting the Expeditions and Exploration of Cultural Heritage in Bangkok. Additionally, I wish to express my sincere appreciation to Politeknik Seberang Perai for the successful organization of the 'best practice' presentation at the Malaysian Polytechnic in collaboration with the Siam Business Administration Technological College.

Technical and Vocational Education and Training (TVET) play a pivotal role in preparing our nation for a prosperous future, ensuring its sustained development and global competitiveness. TVET offers a multitude of advantages to future generations, contributing significantly to a nation's growth. Furthermore, by sharing these best practices, we aim to foster a collaborative relationship that benefits both institutions and students alike.

Therefore, it is with great anticipation that we look forward to the continuation of such programs in the future. These endeavors hold immense potential to benefit not only educators and students, but also to address the ever-evolving landscape of educational technology in our respective countries.

Congratulations and thank you!

Dr. Haji Mohd Zahari Bin Ismail
Director General
Polytechnic and Community College Department
Ministry of Higher Education, Malaysia

WELCOME TO
SIAM BUSINESS ADMINISTRATION
TECHNOLOGICAL COLLEGE

Dear Esteemed Colleagues,

With immense delight, we extend our warmest greetings as we open our arms to welcome you to the enchanting city of Bangkok, Thailand, and the esteemed Siam Business Administration Technological College. At the outset, our hearts brim with gratitude as we express our sincere thanks to each one of you for gracing us with your presence during this academic sojourn and for your invaluable contributions in showcasing the best practices in TVET from Polytechnic Malaysia.

We acknowledge and appreciate the remarkable endeavors that many of you have undertaken within your institutions, and we understand the considerable distances you have journeyed to join us here. Your dedication is truly commendable, and we extend our heartfelt thanks for it.

Our gratitude also extends to all the participants who have ventured to our institute, generously sharing knowledge and best practices from Polytechnic Malaysia. It is our fervent wish that your time at Siam Business Administration Technological College proves to be not only enriching but also enjoyable.

Once again, we extend our warmest welcome and sincere gratitude. May your experience here be both enlightening and inspiring.

Dr. Prasai Prawat Rung Ruang,
Director
Siam Business Administration Technological College.

COMMITTEE MEMBERS

PATRON	YBhg. Dr. Mohd Zahari Bin Ismail Director General Polytechnic and College Community Malaysia
ADVISOR I	Tn. Hj. Azirin Bin Abdul Aziz Director Student Recruitment & Development Division POLYCC
ADVISOR II	Pn. Roseliza binti Shaari Director Politeknik Seberang Prai
VISE ADVISOR	En Yaswadi Bin Mat Yasim Deputy Director Student Recruitment & Development Division POLYCC
SECRETARY	Encik Shamsanirul Nizam bin Ismail Senior Assistant Director Student Recruitment & Development Division POLYCC

CHAIRMAN I
En Muhamad Noor Bin Abu Hassan
Politeknik Seberang Prai

JOINT CHAIRMAN
En Johaini Bin Ibrahim
Politeknik Ibrahim Sultan

PROJECT MANAGER
Pn Fazilatul Haida Binti Hidzir
Politeknik Seberang Prai

SECRETARY
Cik Syuhairah Binti Mohd Norhisham Lee
Politeknik Muadzam Shah

TREASURER I
En Mohd Kamal Bin Mat Desa
Politeknik Seberang Prai

TREASURER II
Pn Nur Hazwani Binti Mohamed Nasir
Politeknik Seberang Prai

COORDINATOR OF INTERNATIONAL COLLOBORATION
En. Mariappen a/l Gopalakrishnan
Politeknik Seberang Prai

COORDINATOR OF BEST PRACTICE PRESENTATION
En Abdul Rashid Bin Husain
Politeknik Merlimau

COORDINATOR OF SOUVENIR
Pn. Wahida Mohamad Noor
Politeknik Sultan Abdul Aziz Shah

COORDINATOR OF PERFORMANCE
En. Mohamed bin Saim
Politeknik Kota Kinabalu

COORDINATOR VIDEO AND PHOTOGRAPHY
Pn Rozita Binti Saad
Politeknik Seberang Prai

COORDINATOR OF TECHNICAL
En Mohd Fairuz Bin Yacob
Politeknik Mersing

PREFACE

First and foremost, I would like to extend my heartfelt gratitude to the cultural delegation from the Malaysian Polytechnic for their dedicated efforts in conducting the Expeditions and Exploration of Cultural Heritage in Bangkok. Additionally, I wish to express my sincere appreciation to Politeknik Seberang Perai for the successful organization of the 'best practice' presentation at the Malaysian Polytechnic in collaboration with the Siam Business Administration Technological College.

Technical and Vocational Education and Training (TVET) play a pivotal role in preparing our nation for a prosperous future, ensuring its sustained development and global competitiveness. TVET offers a multitude of advantages to future generations, contributing significantly to a nation's growth. Furthermore, by sharing these best practices, we aim to foster a collaborative relationship that benefits both institutions and students alike.

Therefore, it is with great anticipation that we look forward to the continuation of such programs in the future. These endeavors hold immense potential to benefit not only educators and students, but also to address the ever-evolving landscape of educational technology in our respective countries.

Congratulations and thank you!

Dr. Haji Mohd Zahari Bin Ismail
Director General
Polytechnic and Community College Department
Ministry of Higher Education, Malaysia

SBAC

วิทยาลัยเทคโนโลยีสยามบริหารธุรกิจ
SIAM BUSINESS ADMINISTRATION TECHNOLOGICAL COLLEGE

WELCOME TO
SIAM BUSINESS ADMINISTRATION
TECHNOLOGICAL COLLEGE

Dear Esteemed Colleagues,

With immense delight, we extend our warmest greetings as we open our arms to welcome you to the enchanting city of Bangkok, Thailand, and the esteemed Siam Business Administration Technological College. At the outset, our hearts brim with gratitude as we express our sincere thanks to each one of you for gracing us with your presence during this academic sojourn and for your invaluable contributions in showcasing the best practices in TVET from Polytechnic Malaysia.

We acknowledge and appreciate the remarkable endeavors that many of you have undertaken within your institutions, and we understand the considerable distances you have journeyed to join us here. Your dedication is truly commendable, and we extend our heartfelt thanks for it.

Our gratitude also extends to all the participants who have ventured to our institute, generously sharing knowledge and best practices from Polytechnic Malaysia. It is our fervent wish that your time at Siam Business Administration Technological College proves to be not only enriching but also enjoyable.

Once again, we extend our warmest welcome and sincere gratitude. May your experience here be both enlightening and inspiring.

Dr. Prasai Prawat Rung Ruang,
Director
Siam Business Administration Technological College.

COMMITTEE MEMBERS

PATRON	YBhg. Dr. Mohd Zahari Bin Ismail Director General Polytechnic and College Community Malaysia
ADVISOR I	Tn. Hj. Azirin Bin Abdul Aziz Director Student Recruitment & Development Division POLYCC
ADVISOR II	Pn. Roseliza binti Shaari Director Politeknik Seberang Prai
VISE ADVISOR	En Yaswadi Bin Mat Yasim Deputy Director Student Recruitment & Development Division POLYCC
SECRETARY	Encik Shamsanirul Nizam bin Ismail Senior Assistant Director Student Recruitment & Development Division POLYCC

CHAIRMAN I
En Muhamad Noor Bin Abu Hassan
Politeknik Seberang Prai

JOINT CHAIRMAN
En Johaini Bin Ibrahim
Politeknik Ibrahim Sultan

PROJECT MANAGER
Pn Fazilatul Haida Binti Hidzir
Politeknik Seberang Prai

SECRETARY
Cik Syuhairah Binti Mohd Norhisham Lee
Politeknik Muadzam Shah

TREASURER I
En Mohd Kamal Bin Mat Desa
Politeknik Seberang Prai

TREASURER II
Pn Nur Hazwani Binti Mohamed Nasir
Politeknik Seberang Prai

COORDINATOR OF INTERNATIONAL COLLOBORATION
En. Mariappen a/l Gopalakrishnan
Politeknik Seberang Prai

COORDINATOR OF BEST PRACTICE PRESENTATION
En Abdul Rashid Bin Husain
Politeknik Merlimau

COORDINATOR OF SOUVENIR
Pn. Wahida Mohamad Noor
Politeknik Sultan Abdul Aziz Shah

COORDINATOR OF PERFORMANCE
En. Mohamed bin Saim
Politeknik Kota Kinabalu

COORDINATOR VIDEO AND PHOTOGRAPHY
Pn Rozita Binti Saad
Politeknik Seberang Prai

COORDINATOR OF TECHNICAL
En Mohd Fairuz Bin Yacob
Politeknik Mersing

TABLE OF CONTENTS
FULL PAPER

CONTENTS   **i**

ABSTRACT

CONTENTS   **i**

BEFRIENDING STUDENTS IN SOCIAL MEDIA: BEST PRACTICES FOR EDUCATIONAL ENGAGEMENT

NURAINI BINTI SHAMSAIMON,
AMMAR ASHRAF BIN NARUL AKHLA
POLITEKNIK METRO TASEK GELUGOR, UNIVERSITI PENDIDIKAN SULTAN IDRIS

ABSTRACT

This research focuses on identifying and promoting best practices for befriending students in social media platforms to enhance educational engagement. Through a quantitative method approach that focuses on surveys among students, the study explores effective strategies, motivations, and outcomes of online friendships. It examines how social media interactions can positively impact academic engagement, collaboration, social integration, and student-teacher relationships. Ethical considerations, privacy safeguards, and strategies for maintaining professional boundaries are also addressed. The findings provide valuable insights to guide educators in establishing meaningful and responsible online connections with students.

Keywords: social media, online friendships, educational engagement, student-teacher relationships, best practices, professional boundaries.

1.0   INTRODUCTION

For the past decade, social media such as Facebook, Instagram, and WhatsApp have become essential in daily lives of a student, as a means of communication, entertainment as well as education. Current education requires students to navigate through a digital environment, hence the idea of teachers/lecturers/instructors befriending their students particularly in social media has transpired. This idea raises questions regarding the best means of practice to encourage educational engagement digitally. The idea of befriending students on social media platforms necessitates the need for both lecturers and students to connect on multiple platforms. This enables opportunities for quick communication and feedback, as well as the sharing of important educational resources and information. Nevertheless, there are ethical considerations and challenges which require attention in order to preserve a positive, conducive, as well as effective learning environment. For this research, Instagram and WhatsApp are chosen as two main social media platforms used as means of communication. The main objectives on this research are identified as follow, Investigate the current patterns and motivations of students and teachers in befriending each other on social media platforms particularly Instagram and WhatsApp, aiming to understand the prevalence and reasons behind such connections, Explore the impact of social media interactions on educational engagement by examining the perceived benefits and drawbacks of befriending students in social media, considering factors such as academic motivation, collaboration, and student-teacher relationships and Identify and analyze best practices for educational engagement through social media, focusing on effective strategies employed by educators to foster positive and supportive online environments, maintain professional boundaries, and address ethical considerations in student-teacher interactions. By achieving these research objectives, a comprehensive understanding of befriending students in social media and the associated best practices can be developed, thereby providing valuable insights and recommendations for

educators and institutions seeking to leverage social media for educational engagement effectively.

2.0   RESEARCH METHODOLOGY

This research utilized a quantitative methodology through survey questionnaires which are distributed to students which requires them to answer several questions relating to the subject of this research. The questions are derived and modified from an existing set of questionnaires produced by Creasey et. al [4] entitled 'Student-Instructor Relationship Scale' (SIRS). The questionnaires are organized into three sections, which are demographic questions, student-teacher relationship scale (connectedness) questions, and some multiple-choice questions which are further categorized into three categories which are i) Student-Lecturer Interactions and Engagement b) Ethical Considerations and Privacy, and c) Student Perspective on Best Practices. A total of 50 respondents have answered the questionnaire, consisting of majority polytechnic students and several other students with different educational backgrounds.

3.0   RESULT ANALYSIS

The SIRS questions employ a Likert scale scoring system (1-5), in which individual total scores are calculated by adding the score of each individual question. Creasey et. al [4] states that higher scores illustrate that students are comfortable and feel connected with their instructors, while lower scores interpret that the students avoid and refrain from establishing a close relationship with their instructors. With a total of 9 SIRS questions related to 'Connectedness', a total score of 45 will be the highest possible score. Through the analysis of the responses, an average of 77% score has been achieved from the responses. Majority of the responses show a high score of more than 30, indicating that most students are comfortable in establishing a connection with their instructors. A minority of 8% of the responses score lower than 25, indicating some students avoid having a close connection with their instructors. For the multiple-choice questions, one question from each category is selected as the key question to understand the student view regarding each category.

Student Lecturer Interactions and Engagement
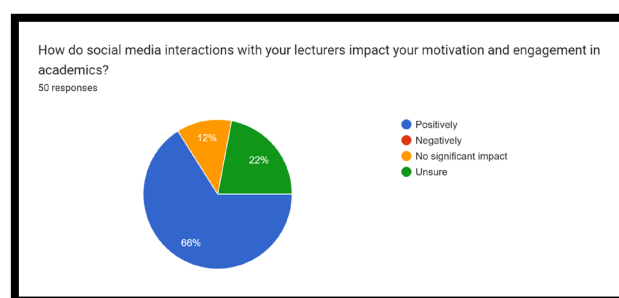
Fig 1 shown student lecturer interaction and engagement in pie graph

Figure 1 shows the majority of students at 66% felt that social media interactions have positively impacted their education, motivation and engagement in academics. While 22% are unsure, and the remaining 12% state that no significant impact is gained when they actively interact with their lecturers.

Ethical Considerations and Privacy

How important is it to you that your lecturers address ethical considerations, such as your privacy and consent, in social media interactions?
50 responses

- Very important
- Somewhat important
- Not very important
- Not important at all

38% 12% 6% 44%
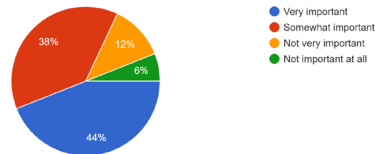
Fig 2 shown ethical considerations and privacy in pie graph

Figure 2 shows the majority of 44% stating that it is very important for lecturers to address ethical considerations such as privacy and consent, when interacting with the students in social media. 38% believe it is somewhat important, 12% not very important and the remaining 6% believe that it is not important at all.

Student Perspective on Best Practices

In your opinion, how do social media interactions with lecturers impact your learning outcomes and academic performance?
50 responses

- Positively
- Negatively
- No significant impact
- Unsure

14% 10% 76%
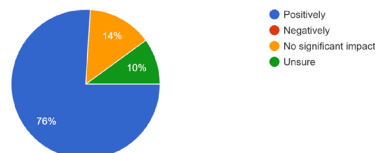
Fig 3 shown student perspective on best practice in pie graph

Figure 3 shows the majority of students at 76% believe that their learning outcomes and academic performance have been positively impacted when their lecturers interact with them in social media. 14% think that no significant impact is produced, while the remaining 10% are unsure of the impact.

4.0   RESULT DISCUSSION

Based on the results illustrated through the responses of both SIRS questions as well as categorical questions, it can be deduced that students in the current generation believe that establishing a connection with their instructors on social media platforms produced a large and positive impact in their education. As the current growth of technology is followed by the growth of social media, instructors/teachers/lecturers should take the opportunity to interact with their students through social media to further expand the method of knowledge sharing, while maintaining a professional and ethical conduct.

5.0   CONCLUSION

This research has illustrated the positive impact on education engagement on social media interactions between students and lecturers. The results obtained from the survey highlights the benefits of enhanced communication, improved motivation and access to resources. Nevertheless, the necessity of maintaining an ethical, professional and healthy conduct during these interactions is essential to be emphasized. Both lecturers and students need to understand and establish clear boundaries, to ensure a respectful online environment. A supportive learning environment that is able to nurture academic growth while respecting privacy can be created, to produce and promote positive educational outcomes.

REFERENCES

A. Hershkovitz and A. Forkosh-Baruch, "Student-teacher relationship in the Facebook era: the student perspective," in International Journal of Continuing Engineering Education and Life Long Learning, vol. 23, no. 1, pp. 33-52, 2013.

A. Q. Noori, H. Said, F. M. Nor, and F. A. Ghani, "The Relationship between University Lecturers' Behaviour and Students' Motivation," in Universal Journal of Educational Research, vol. 8, no. 11C, pp. 15-22, 2020. DOI: 10.13189/ujer.2020.082303.

M. Habes, M. Alghizzawi, R. Khalaf, S. A. Salloum, and M. A. Ghani, "The relationship between social media and academic performance: Facebook perspective," in Int. J. Inf. Technol. Lang. Stud, vol. 2, no. 1, pp. 12-18, 2018.

G. Creasey, P. Jarvis, and E. Knapcik, "A measure to assess student-instructor relationships," Int. J. Scholarship Teach. Learn., vol. 3, no. 2, pp. N2-1-N2-13, 2009.

HALAL BRAIN POWER BOARDGAME-BEST PRACTICE TO MASTER HALAL ASSURANCE COURSE

JULIAWATI BINTI MOHD YUNUS
POLITEKNIK METRO KUANTAN

ABSTRACT

In PMKu, Diploma in Foodservice Halal Practice program is dedicated to enhancing knowledge and applying halal principles within foodservice operations and management. This educational curriculum has been crafted in alignment with the comprehensive body of knowledge and competency standards specific to polytechnic graduates within the foodservice industry. The field of Halal Foodservice necessitates graduates to exhibit expertise in delivering exceptional culinary services, while ensuring the seamless integration of halal practices throughout the foodservice and production procedures. Proficiency in foodservice is taught through the lens of halal principles. Diploma in Foodservice Halal Practices has incorporated Halal Studies as a foundational course, recognizing its vital importance. However, mastering this course poses a significant challenge for students who are accustomed to practical exercises, shifting their focus to reading-intensive subjects. Understanding the significance of Halal Studies, an innovative solution in the form of a board game has been conceived. This game is tailored to the course and serves as a platform to aid students and others in comprehending and acquiring knowledge in this domain. By infusing an element of enjoyment into learning, the Halal Brain Power Board Game emerges as a prime method to effectively grasp both the intricacies of Halal Assurance and the fundamental aspects of the foodservice and Halal industries.

Keywords: Halal Assurance, board game,halal industry, fun learning

1.0   INTRODUCTION

In PMKu, the Diploma in Foodservice Halal Practice program is dedicated to fostering the expansion of knowledge and the practical implementation of halal principles within foodservice operations and management. This educational curriculum has been meticulously developed in alignment with the established body of knowledge and competency standards specific to polytechnic graduates engaged in the foodservice industry. Halal Foodservice emerges as a distinct field of study, necessitating graduates to adeptly showcase their knowledge, comprehension, and capabilities in delivering exceptional culinary services, all the while seamlessly incorporating halal practices throughout the entirety of foodservice operations and food production. The delivery of foodservice competencies is rooted in the principles of halal. An integral component of this curriculum is the Halal Foodservice Industry course, designed to offer foundational insight into the realm of halal based on Shariah law. The course encompasses topics such as the halal concept within the foodservice industry, the practical application of halal practices within the industry, the implementation of Malaysia's halal certification scheme, and the key agencies contributing to the development of the halal industry in Malaysia. Additionally, the course delves into the surging demand within the domestic and global halal market, while also exposing students to the awareness and

implementation of halal food-related issues and challenges pervasive within the foodservice industry. In recognition of the paramount significance of Halal Studies, the Diploma in Foodservice Halal Practices program has integrated Halal Studies as a foundational prerequisite course. However, mastering this course presents a substantial challenge to students who are more accustomed to practical exercises and hands-on learning, rather than reading-intensive subjects. In acknowledgment of these challenges, an innovative approach has been forged—an educational board game meticulously tailored to the curriculum.This novel initiative serves to aid students and others, offering a comprehensive avenue to understand and amass knowledge in the field of Halal Studies. The HALAL ASSURANCE SYSTEM module offers a more in-depth exploration of Malaysia's halal certification process. This journey commences with a comprehensive understanding of the prerequisites for attaining halal certification, delves into the Malaysian Standards that pertain to halal matters, details the construction of a halal file, acquaints students with quality control through the Halal Assurance System (HAS), and concludes with an examination of the meticulous auditing process, integral to ensuring quality control and compliance. Students often face difficulties in comprehending Halal Studies due to lack of interest and excessively wordy notes. Recognizing the potential difficulty in explaining the complex economic concept, Magie believed that rendering the rent problem and the Georgist solution into a concrete form through a game might facilitate understanding (Magie, 1903). Believing in the need for innovative action to address this problem, students from the Halal Food Practices Service have undertaken the task of presenting Halal Studies in an easy and engaging manner through our board game. We have come up with a brilliant idea to create a board game that aims to educate and increase knowledge about the Halal industry. The primary goal of this innovation is to convey knowledge about Halal to students effectively. HALAL BRAIN POWER BOARD GAME incorporated interactive gameplay, quizzes, and challenges to engage players actively in learning about Halal. The objectives of the game are to increase knowledge about Halal, promote ethical decision-making, and develop a better understanding of its impact on various industries. The significance of The Landlord's Game has been explored by Pilon (2015) in her book "The Monopolists: Obsession, Fury, and the Scandal Behind the World's Favourite Board Game." The book delves into the history and controversies surrounding the game and its evolution into the well-known game Monopoly. The board game proved as best practice to master Halal Assurance Course, increase knowledge about Halal Studies to hospitality students worldwide and implement fun learning to master Halal Studies worldwide.

2.0 MATERIAL AND METHODS

This project aims to enhance students' knowledge in Halal Assurance Course and enhance awareness of Halal Studies while offering interactive and diverse learning methods. The primary objective is to present the subject in a simple and engaging manner, making it easy for students to comprehend and find the topic interesting. Making other board games as sample, this game is using the same design and material of a Monopoly Board Game. The method on playing Halal Brain Power Boardgame is similar to monopoly game, but the concept is to test players' knowledge of halal. The box consists of boardgame, instructions card on how to play the game from the beginning to end, four movers, question cards, answer cards, dummy money and a napkin.

figure 1:boardgame feature

figure 2: boardgame logo
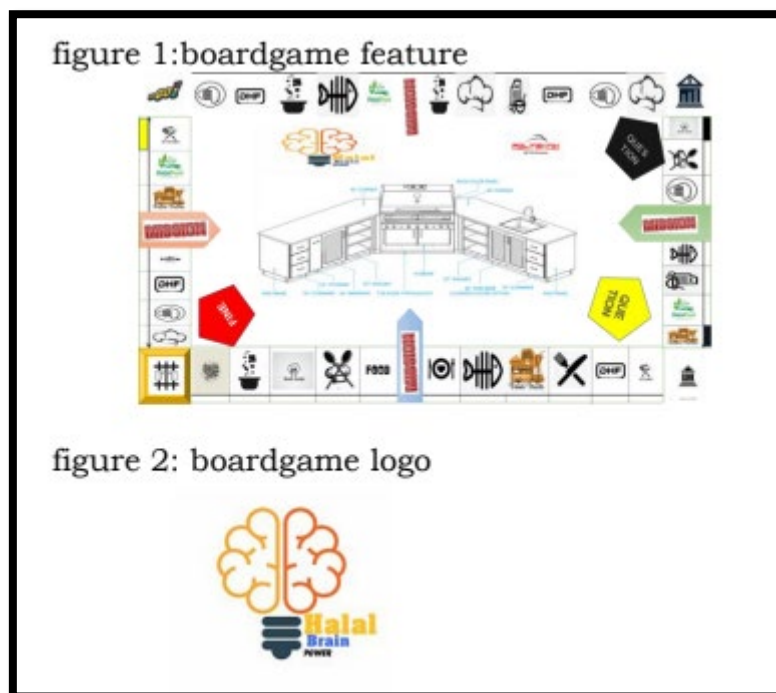
3.0 RESULTS AND DISCUSSION

The Halal Brain Power Board Game has been integrated into the curriculum for students ranging from semester one to semester four at PMKu. This inclusion is particularly relevant to courses related to Halal Studies, including the Halal Assurance Course. The game is introduced to students by lecturers teaching relevant subjects, offering them the opportunity to play in groups. Moreover, students are not limited to in- class usage; the game is accessible for additional playtime outside of class hours, facilitated through reservations made with the lecturer. Originating as a final project product presentation, the Halal Brain Power Board Game was conceived by four students from the Diploma in Foodservice Halal Practice program. Over the course of three years, the game has evolved significantly. It initially featured questions centered on hospitality general knowledge. Subsequent enhancements incorporated a more vibrant and graphical layout, meticulously designed to captivate and facilitate enjoyable learning, adhering to recommended suggestions. The positive impact of the game on students' engagement with Halal studies is evident. The conventional chalk-and-talk teaching approach accompanied by extensive note-taking has transformed. Halal studies, once perceived as merely a subject with copious notes, has become a fascinating and captivating field of study. Tutorials have evolved into versatile sessions, featuring an array of activities. Students now possess the flexibility to access the game's interactive activity at their convenience, making the process of studying Halal Studies more dynamic and feasible. This enjoyable approach to Halal Studies has subsequently translated into improved academic achievements. Importantly, students are also able to apply the knowledge gained from the game in real-life situations, illustrating the practical utility of the game. The Halal Brain Power Board Game caters to individuals at all levels of interest and expertise, serving as an effective tool to acquaint people with Halal Studies and the Hospitality industry. The lessons learned through the game cultivate confidence among participants, encouraging information sharing, skill enhancement, and the bolstering of knowledge within the Halal Industry. This newfound

confidence serves students well in their examinations and also equips them with the necessary guidance to navigate the global Halal industry landscape. This innovative approach warrants a broader implementation on a global scale, extending its benefits to a wider audience. Refinements have been introduced to augment the existing content and to facilitate a more comprehensive approach to enhance students' grasp of Halal Studies. By disseminating general information through the game, individuals worldwide will have the opportunity to gain insight into the Halal industry and the field of hospitality, thereby fostering greater global awareness of the Halal Industry's significance.

REFERENCES

Asyraf A. R., Ibrahim W. A., Yussof M. & Zainab I., (2011). Knowledge on Halal Among Food Industry Entrepreneurs in Malaysia. Asian Social Science, 7(12), 216–221

Department of Islamic Development Malaysia. (2013). Guidelines for Halal Assurance Management System of Malaysia Halal Certification.

Department of Islamic Development Malaysia. (2014). Malaysia Manual Procedure for Halal Certification (Third Revision).

Department of Standard Malaysia. (2009). MS 1500:2009 Halal Food- Production, Preparation, Handling, And Storage-General Guidelines, (Second Revision). Kuala Lumpur: Department of Standard Malaysia.

JAKIM (2019), Halal Journal, https://www.halal.gov.my/v4/pdf/jurnal/Cover%20Jurnal%20Hala l.pdf

Magie, L. (1904). The Landlord's Game patent grant. Magie, L. (1923). The Landlord's Game Patent Renewal. Monopoly, https://shop.hasbro.com/all-products?&brand=monopoly

Pilon, M. (2015). The Monopolists: Obsession, Fury, and the Scandal Behind the World's Favorite Board Game. Bloomsbury Publishing.

Synopsis Diploma Perkhidmatan Makanan Amalan Halal (DHF) http://www.pmku.edu.my/portal/index.php/akademik/jabatan-pelancongan-dan-hospitaliti/diploma-perkhidmatan-makanan- amalan-halal

The Influence Of Halal Practices On Organizational Performance Among Food Industries (SMEs) In Malaysia https://www.halal.gov.my/v4/pdf/jurnal

ENHANCING TEAM SPIRIT AMONG KKE CLUB MEMBERS THROUGH TEAM BUILDING PROGRAM: EMPOWERING STUDENTS' HOLISTIC DEVELOPMENT AS AN ONGOING PROCESS

ASLINA BINTI ARBAIN
POLYTECHNIC TUANKU SULTANAH BAHIYAH

ABSTRACT

The aim of this study is to examine the concept and rationale of the team building program which was carried out by members of the Electrical Engineering Club (KKE) of the Department of Electrical Engineering (JKE) at Polytechnic Tuanku Sultanah Bahiyah (PTSB) in enhancing the spirit of team building among KKE club members in line with the ministry's requirements through the holistic development process to students on an ongoing basis. The aim of this study is to examine how the role of this team building program can help to improve team spirit and to examine how this team building program can help to the holistic development of students. In addition, the goal of this study is to examine how this team building program can help add value to club members. A sample of ten studies were selected from KKE club members who had taken part in the team building program on a qualitative approach i.e., observation, survey form and field record. The results of the study found that the objective role and filling of the planned team building program activities will have an effective impact on the development of the team spirit of the KKE club members as well as have an effective impact on holistic development on an ongoing basis. In addition, it helps to add value and transform students to be more positive in terms of communication, cooperation, and maturity in making decisions. However, some suggestions for improvement should be considered to further strengthen the concept of team building program so that it is more rational and has an effective impact on team collaboration and holistic development of students on an ongoing basis.

Keywords: KKE, team building, team spirit, holistic, transformation, added value, ongoing basis

1.0   INTRODUCTION

In short, team building refers to individuals who work in a group who often collaborate and perform tasks in conjunction to achieve team goals. A team consists of a combination of two individuals or more with interdependent competencies in terms of ability, expertise, skills, and knowledge and have accountability and commitment to team performance and are ready to perform tasks together. The term 'team building' means a group of individuals working together in an organizational unit such as a club. It also shows how an individual works more effectively in a working group consisting of diverse backgrounds. but it does not mean that everyone has no interests. On the other hand, the effectiveness and efficiency of teamwork often surpasses the interests and targets individually. The most effective 'teamwork' is when everyone engages and contributes harmoniously to achieving the same goal. In running a club to be more active in implementing various planned projects, the spirit of teaming needs to be applied and

strengthened among the club members first involving junior and senior students who also have different educational backgrounds. Therefore, in developing a formidable team spirit, an effective team requires a combination of numerous factors that include clear common goals where each member of the club is committed to their responsibilities. It also involves effective communication, participation in decision and problem solving, effective leadership, high trust and support and acceptance among club members. Members of the KKE club consist of students who are selected through a series of interviews and must comply with the main qualification which is the achievement of HPNM ≥3.0 and is a student of JKE second semester and above. The KKE Club acts as a club representing JKE students at PTSB in managing various activities and programs at PTSB to represent JKE students. In addition, KKE is also responsible in helping to produce students who excel in the aspects of skills, academics, sports, etc. KKE was set up to develop the personality and ideas of a leader among students. KKE will be formed through management learning, leadership, implementation of activities, council ethics and motivation to enable them to have different added value to other students. KKE has the role of assisting JKE lecturers in identifying the needs and welfare of students. In addition, KKE also acts to liven up the atmosphere at JKE with various agendas and activities for JKE students. The following are the aims of the study that need to be achieved in this study. Among them are studying how the role of team building programs can help to improve team spirit, studying how the role of team building programs can help to the holistic development of students and studying how the role of the program can help add value to students.

2.0   DESCRIPTION OF THE STUDY

KKE club members are responsible for managing and implementing various activities and programs at the departmental and polytechnic levels and subsequently representing JKE students. Therefore, in ensuring that all these programs can be carried out smoothly and have a positive impact on students, departments and polytechnics, all members of the KKE club must have a consensus which is a high level of team spirit where all club members work together without conflict when handling a program. To strengthen this team spirit, club advisors along with other committees have found that team building is one of the best ways to apply these values. Therefore, the KKE calendar has placed a mandatory activity which is that the team building program should be conducted and joined by all junior and senior club members together with the club advisors at the beginning of the semester to create a close relationship with each other. To study the success of the role of the teamwork program can help to improve team spirit, we looked at its success from several angles, namely a series of carefully planned activities covering the following aspects to ensure that the values to be applied among the club members are achieved:

Table 1: Activities and Output Achievements of Team Building Programs.

Bil	Activities	Positive Attribute	Evaluated Output
1	Ice-Breaking	Compatibility/ Familiarity	• Get to know each other more intimately. • Achieve/find equality and compatibility among club members. • Comfort – get rid of awkwardness/shy/shame/inferiority among friends
2	Outdoor/Group Activities	Trust	• fostering/creating a sense of trust and confidence in friends • Create a positive aura. • Interdependence • Trust/confidence in the leader chosen by the team members
3	LDK Activities	Communication	• Establish 2-way communication between club members. • Creating a positive atmosphere in a discussion • Can reach agreement in deciding/planning
4	Task/ Assignment	Transformation	• More motivated • Creating a closer relationship • Responsible for each other • Mutual respect • Excellent performance
5	LDK Activities	Responsibility	• Feeling that each other's role is important and conducted without coercion. • All activities go smoothly and easily as everyone performs their tasks with all seriousness
6	Task/ Assignment	Soft Skills and Added Value	• Leadership • Mental, emotional, and physical endurance • Thinking skills • Good morals and personality • Skills • Confident • Good appearance

The holistic development of students can be seen in tandem with the evaluated output obtained from each team building activity conducted. This is because holistic development plays a role in producing graduates or human capital that is balanced whether in terms of skills, patriotic spirit, discipline, and pure value towards the formation of the nation's human capital with a superior personality (towering personality) and holistic. Through the activities conducted, the team building program also plays a role in providing added value to the students. Club members are exposed to leadership activities, planning, responsibilities, and comprehensive aspects as excellent students. KKE club members are given a great

responsibility to managing a program from the beginning until finally to stand for the JKE department. It is seen that all members of the group can work together in managing and operating a program in an orderly manner according to the steps that should start from the preparation of papers, the formation of program committees, meetings, and action plans of the program and subsequently the conduct of the council conducted by them. The team spirit applied among the KKE club members can make the club members more efficient in conducting the planned activities.

4.0   CONCLUSION

Through this study, it can be formulated that the spirit of cohesion and teamwork of a club/organization can be applied through team building activities conducted with group members. The role of team building programs can enhance the sewerage of the team in line with the ministry's requirements in preserving the holistic development of students continuously while increasing the value added to the students to produce students who are competitive and have superior human capital values.

REFERENCE

Azley, Saiful (2017). Kerja Berpasukan Dalam Organisasi.docx. figshare. Journal contribution. https://doi.org/10.6084/m9.figshare.4747447.v1

Nurul Haerani (2016). Pembangunan Modal Insan Holistik Pelajar Menerusi Aktiviti Kokurikulum Politeknik. UTHM Institutional Repository contribution

https://core.ac.uk

Mad Shah, I., & Md. Nor, Z. (2017). Faktor-Faktor Kerja Berpasukan Dan Pengaruhnya Kepada Prestasi. Jurnal Kemanusiaan, 1(2). Retrieved from https://jurnalkemanusiaan.utm.my.

MYPCC; A TOOL OF LEAN MANAGEMENT IN POLITEKNIK MERLIMAU

ABDUL RASHID HUSAIN
ZURAINI ZAINAL ABIDIN
SUHAILA MAT NOR
POLITEKNIK MERLIMAU

ABSTRACT

Politeknik Merlimau (PMM) has established a parcel management center known as the PMM Courier Centre (PCC) under the management of the Entrepreneurship Unit at PMM. The establishment of PCC aims to address the previously disorganized parcel management issue within the open spaces of the PMM administration building. PCC also plays a role in providing reception and storage services for various types of mail and parcels belonging to PMM residents. However, the manual data recording process by trainees is not systematic, requiring extended storage times and facing challenges related to data recording errors. Aligned with the concept of lean management, which constitutes a more systematic approach to minimize waste and enhance value in existing work processes, an application known as MyPCC has been developed. The purpose of MyPCC is to assist PCC trainees in executing parcel management processes more efficiently and effectively. The development of the MyPCC application involves the use of Google Appsheet, Google Drives, Google Form, Google Sheet, and Looker studio. A survey questionnaire was distributed to 104 respondents, including 36 staff members and 68 students, through Google Form to gather feedback on the usage of the MyPCC application. The findings indicate a positive response among the respondents, with a high level of satisfaction towards MyPCC. Furthermore, MyPCC demonstrates savings in terms of resource usage, such as paper, time, and costs. It also contributes to the enhancement of the incubator's revenue and the provision of entrepreneurial training to the trainees, aligning with the lean management approach at Politeknik Merlimau. Additionally, the development of an easier and more effective parcel management platform and system can facilitate interactions between trainees and customers at the PCC.

Keywords: Lean management, Parcel

1.0   INTRODUCTION

The management of parcels is an approach to managing an organization that supports the concept of continuous improvement, a long-term approach to systematically work towards achieving small and incremental changes in processes to enhance efficiency and quality. With the world surrounded by advancements in science and technology, we can observe a growing trend of online purchases, leading to a sudden increase in the number of parcels that need to be delivered every day. Online purchasing facilitates customers in buying goods and has become a new alternative in shopping. According to Gama Pratama (2020), present-day students enjoy shopping online because desired items are easily found and often offered at more affordable prices. Normally, parcels are initially received by any courier center for temporary storage. However, inefficient parcel monitoring or management can lead to the loss or inability to track these parcels. Therefore, Politeknik Merlimau has established a parcel management center conceptualized as an entrepreneurship incubator to train and educate

entrepreneurial skills among students. This incubator is known as the Inkubator PMM Courier Centre (PCC). The MyPCC system is a system developed in line with the just-in-time management approach aimed at facilitating data recording processes to be more organized and systematic. It minimizes wastage and adds value to the existing work processes. The Inkubator PMM Courier Centre (PCC) is overseen by three lecturers from the Civil Engineering Department. PCC officially started operating on March 16, 2020, and is assisted by at least 10 student interns. The idea to establish a parcel management service for Politeknik Merlimau's community originated from the desire of the former 5th Director of PMM, Mr. Haji Rosli bin Hamid, to address the issue of disorganized parcel management in the administrative building's open space. The primary goal of this incubator is to provide services for receiving and storing various types of mail and parcels for PMM residents. Based on interviews, online surveys, and observations, it was found that there were issues within the incubator, namely manual data recording and unsystematic data storage. Additionally, it was quite challenging for the PCC to consistently update the receiver's name for parcels in both the record books and telegrams. According to Mohamad Asyarul Azmi Mohamad Azmi (2021), this written method is difficult for retrieving large amounts of information from all the record books ever used. Hence, in line with the just-in-time management concept, which aims to minimize waste and add value to existing work processes, a system known as MyPCC was developed. Its purpose is to assist PCC interns in implementing parcel management processes more efficiently and effectively. MyPCC was built using applications such as Google Appsheet, Google Drives, Google Form, Google Sheet, and Lookerstudio. This web-based information management system can be utilized by staff to ensure the handling and evaluation of data documentation in a more systematic manner (Amelia Sulaiman, 2021). The establishment of the PCC Incubator aims to address the issue of previously disorganized parcel management in the open space of the PMM administrative building. The PCC also plays a role in providing services for receiving and storing various types of mail and parcels for PMM residents. However, the manual data recording method currently employed by the interns is perceived as less systematic, requiring more space and time for parcel or mail storage and facing challenges related to errors during data recording. Indirectly, this manual recording method involves costs and equipment such as books or paper and pens to ensure customer information is stored, even though it is somewhat difficult and time-consuming. Additionally, reporting on collection results and accumulated parcel reports is also difficult to determine. This is due to the interns at PCC using manual methods for reporting. Furthermore, there is an excess of unclaimed parcels by PMM residents due to their delay or unawareness of their online purchases. Therefore, the innovation of MyPCC is crucial to ensure that the data storage process becomes more organized, systematic, and easily accessible. MyPCC has significantly assisted the PCC incubator interns in managing the incoming and outgoing parcel processes received from various courier services. Moreover, it facilitates the incubator mentors, specifically the Entrepreneurship Unit in general, to access generated PCC result reports within the required timeframes. Objective of this paper are providing parcel management facilities to Politeknik Merlimau residents online, develop a platform and system that is easier, more efficient, and time/cost-saving in line with the lean concept and Identify user feedback regarding the use of MyPCC among PMM residents.

2.0   DESCRIPTION OF THE STUDY

The MyPCC system developed using AppSheet needs to be downloaded based on Figure 1, followed by Figures 2 and 3, which record the incoming and outgoing parcel processes. Subsequently, Figure 4 illustrates reporting and review capabilities easily accessible by the PCC, especially the incubator mentors, regarding PCC transactions according to the desired timeframe.
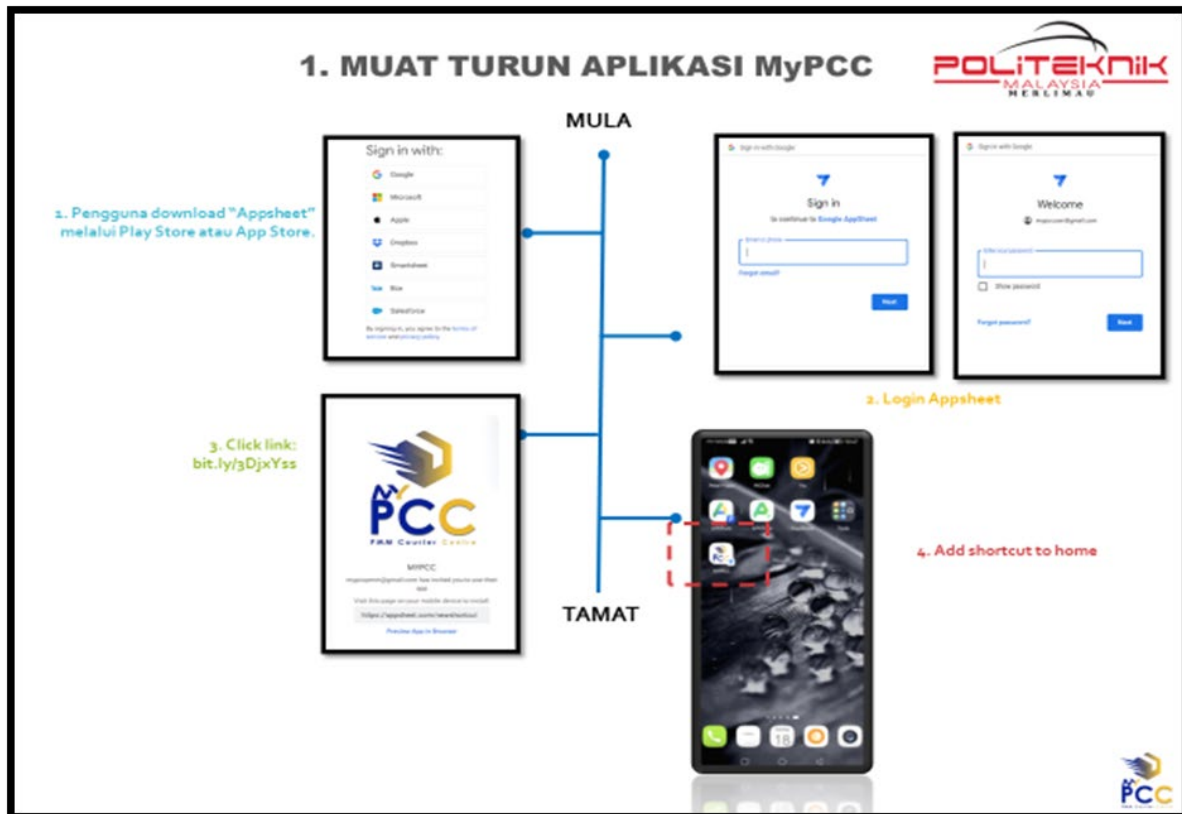
Figure 1: Download Apps
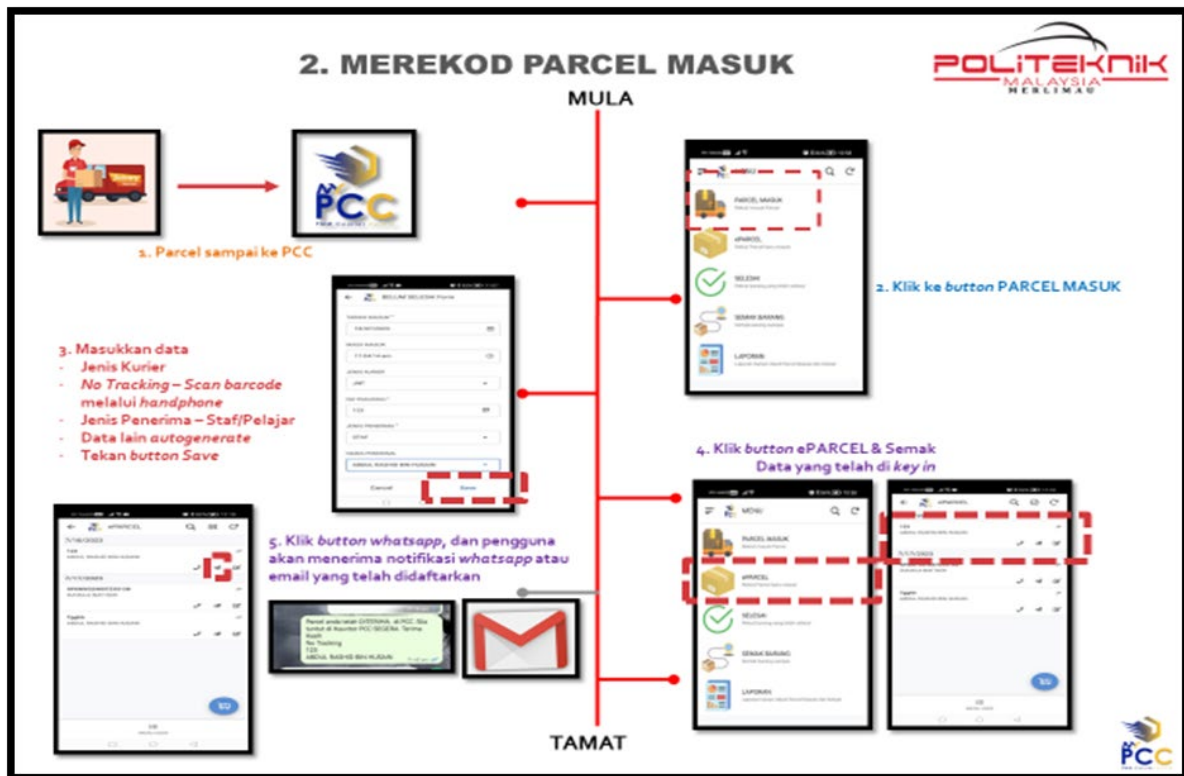
Figure 2: Record Parcel In
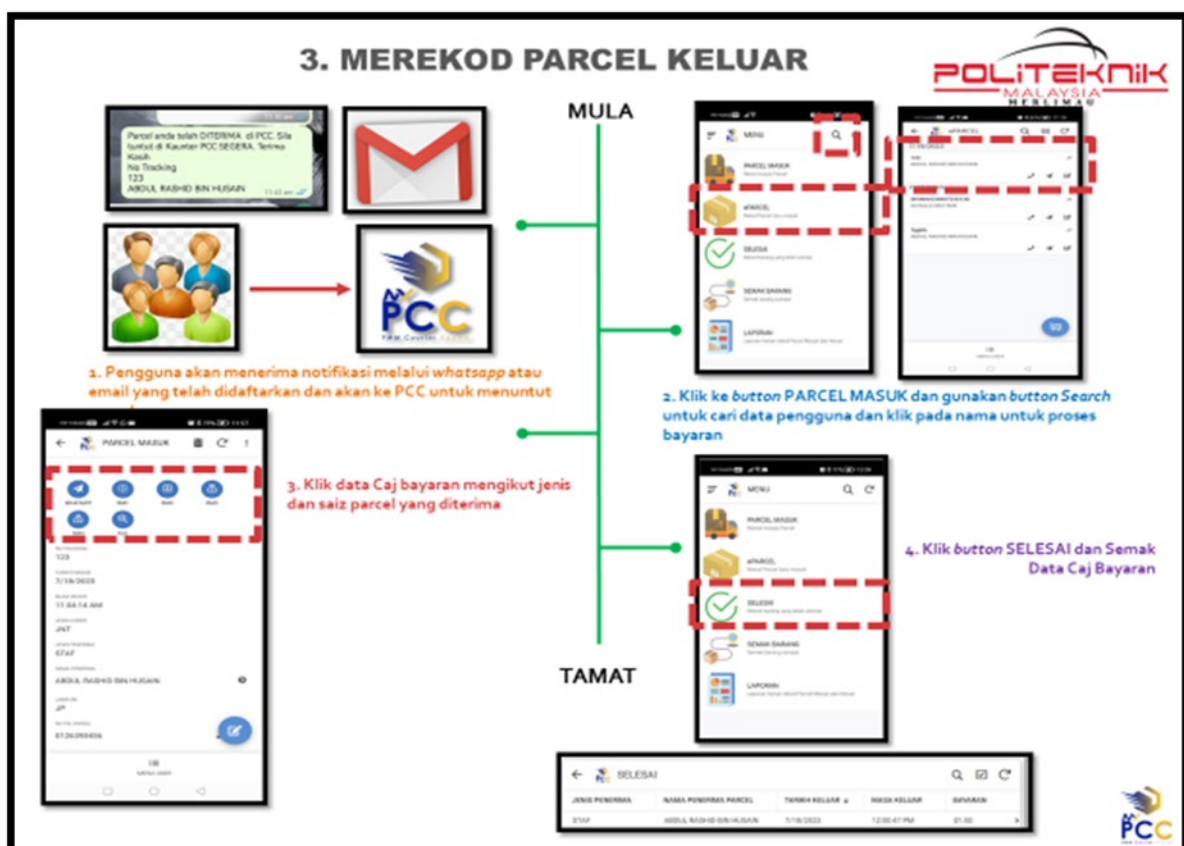
Figure 2: Record Parcel Out

3.0   RESULT

The developed MyPCC system incorporates innovative features based on the concept of just-in-time management, utilizing resources optimally while minimizing waste within an organization. This system provides cost, resource, and time savings to ensure a more organized and systematic parcel management process.

Table 1: Cost Analysis

Before				After			
Average use of resource	**Quantity**	**Perunit (RM)**	**Total (RM)**	**Average use of resource**	**Quantity**	**Perunit (RM)**	**Total (RM)**
A4 paper	1 rim	12.00	12.00	A4 paper	x	0	0
Pen	sekotak	20.00	20.00	Pen	x	0	0
Boof for record	2 unit	12.00	24.00	Boof for record	x	0	0
File	2	8.00	16.00	File	x	0	0
Interns wage cost	3	20.00	60.00	Interns wage cost	1	20.00	20.00
TOTAL			**132.00**	**TOTAL**			**20.00**
SAVINGS = RM 132.00 – RM 20 = RM 112 per month							

Table 1 shows the total cost involved before the implementation of the MyPCC System was RM132.00, which includes the wages of the attending interns. The costs incurred were for purchasing equipment at the PCC counter and the wages of three interns due to manual handling. After the introduction of the MyPCC innovation, only one intern is needed for the task, using only a smartphone at the PCC counter. RM 112 can be saved each month through the utilization of the developed MyPCC application. This demonstrates its compliance with the key elements of just-in-time management, which aims to minimize unnecessary expenses and showcases cost-effective parcel management.

Table 2: Analysis of time savings

Before			After		
Work	**Time**		**Work**	**Time**	
The average time taken by interns to record incoming parcels in the registry book from couriers.	15 minutes/ parcel		Purata masa perantis imbas bar code di parcel dan merekod data	1 minutes /parcel	
The average time customers spend waiting at the PCC counter and recording outgoing parcels.	15 minutes /pengguna		Purata pengguna menunggu di kaunter PCC untuk menuntut parcel	Kurang 5 minutes / pngguna	
Time taken to prepare daily reports.	60 minutes		Masa menyediakan laporan harian	1 minutes	
Time taken to prepare monthly reports.	60 minutes		Masa menyediakan laporan bulanan	1 minutes	
Total Time	2 hours 30 minutes		Jumlah masa	8 minutes	
SAVINGS= 2 hours 30 minutes – 8 minutes = 2 hours 22 minutes					

Table 2 illustrates an analysis of time savings before and after the implementation of the MyPCC System. Before using the MyPCC innovation, interns required 15 minutes per parcel to manage them from the courier. They had to manually record the receipt of parcels in the record book according to the courier's provided book. With the implementation of the MyPCC innovation, the time required reduced significantly to just 1 minute per parcel. This is because the interns only need to scan the code on the parcel to record it in the system, indicating a substantial time-saving. Moreover, the waiting time for parcels at the counter for collection is also outlined in Table 4b. The average time customers spent waiting at the PCC counter and recording in the book took about 15 minutes per user. After the implementation of MyPCC, users only needed to wait for less than 5 minutes. Users simply need to provide the courier number or basic information to the interns. The interns will use the search button in the MyPCC system to track the parcel. Additionally, the process of preparing PCC reports has been significantly reduced. Before MyPCC, interns required approximately 60 minutes to prepare the reports due to physical parcel counting at PCC that needed to match the manually written records and later input into Excel to generate daily reports for mentors. Furthermore, mentors needed to prepare monthly reports, a similar manual calculation process, also taking nearly 60 minutes. However, with the MyPCC innovation, the report generation process only requires 1 minute. This highlights the efficiency of the MyPCC system as a lean management tool to steer PMM towards just-in-time management. In conclusion, the MyPCC innovation can save up to 2 hours and 22 minutes in managing parcels at the PCC counter to report preparation. Through MyPCC, users will receive notifications via WhatsApp from the PCC once their parcels are received. Additionally, the MyPCC system is capable of swiftly generating required reports such as daily sales reports, parcel receipt counts, and more. This time-saving analysis

demonstrates that MyPCC is a just-in-time management tool applicable at PMM. This indirectly signifies PMM's direction towards just-in-time management, optimizing resources and minimizing resource waste in terms of time.

Table 3: Analysis of saving reources
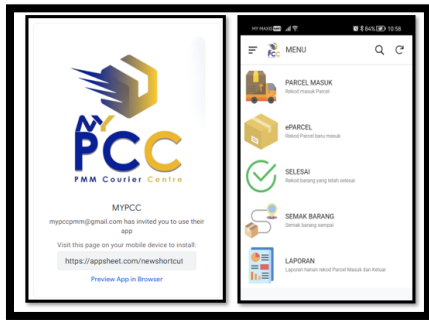
Before	After
<table><tr><th>Resources</th><th>Quantity</th></tr><tr><td>A4 paper</td><td>1 rim</td></tr><tr><td>Pen</td><td>1 box</td></tr><tr><td>Boof for record</td><td>2 unit</td></tr><tr><td>File</td><td>2</td></tr></table>	Only use smartphone to access the system

Table 3 illustrates an analysis of resource savings before and after the implementation of MyPCC. The MyPCC system developed effectively optimizes resources akin to a just-in-time management approach. Before MyPCC, interns required equipment for recording purposes. However, with the implementation of the MyPCC system, interns only need a smartphone for recording incoming and outgoing parcels. In summary, the MyPCC innovation signifies PMM's direction towards just-in-time management, enabling PMM to optimize existing resources and move towards more efficient and effective management practices.

Table 4 : User Feedback Analysis

No	Statement	Average Min
1	The MyPCC system is the best system for parcel management at PMM.	4.51
2	The MyPCC system makes it easy for me to track parcels that arrive at PMM.	4.63
3	The PCC management system becomes more organized after the implementation of the MyPCC system.	4.55
4	Parcel recipients do not need to spend a long time to collect their parcels.	4.51
5	The risk of parcel exchange decreases after the implementation of the MyPCC system.	4.55
6	The risk of losing parcels can be reduced after the implementation of the MyPCC system.	4.57
7	I easily find out about parcel whereabouts through notifications received on the WhatsApp application.	4.58
8	I am satisfied with the existence of the MyPCC system.	4.52

A total of 104 respondents participated in the survey distributed to PMM residents who utilize the PCC services. The following are the responses regarding the developed MyPCC system. Table 4 displays user feedback on the usage of the MyPCC system provided by PMM residents, including staff and students, who utilize the PCC services. The highest score is noted in statement number 2, 'The MyPCC system makes it easy for me to track parcels that arrive,' with an average score of 4.63. This indicates high user satisfaction with the MyPCC system, particularly regarding parcel tracking upon arrival at PMM. Additionally, the second-highest score was recorded in statement number 7, 'I easily find out about parcel whereabouts through notifications received on the WhatsApp application,' with an average score of 4.58. This indicates user satisfaction with the notifications they receive through the PCC. In conclusion, all users are highly satisfied with the MyPCC system. These findings also demonstrate that issues previously encountered by users have been minimized through the use of the MyPCC system.

4.0   CLOSING

The MyPCC system will undergo continuous improvement over time. Some of the enhancement suggestions include the addition of digital features in line with the latest technological advancements. Overall, MyPCC is a system developed to facilitate the parcel management process for PCC incubator interns, starting from recording incoming and outgoing parcels to generating financial reports. This system also serves as a just-in-time management tool that fulfills criteria such as resource optimization, resource and cost savings. This is because the developed MyPCC system utilizes only applications such as Google Appsheet, Google Drives, Google Form, Google Sheet, and Lookerstudio. It is hoped that the use of MyPCC will assist PCC interns and ease the process for PMM residents who utilize PCC services.

REFFERENCES:

5 Reason using google form (https://www.technokids.com/blog/apps/reasons-to-use-google-forms-with-your-students/)

Benefits of Using Google Apps (G Suit) (https://howtogoogleapps.com/benefits-of-using-google-apps-g-suit/)

Important of peer review? (https://www.publisso.de/en/advice/publishing-advice-faqs/peer-review/)

Online survey tools: A case study of Google Forms
(https://www.researchgate.net/publication/326831738_Online_survey_tools_A_case_study_of_Google_Forms)

SMART COLLABORATION FOR SUSTAINABLE CAMPUS DEVELOPMENT: A CASE STUDY OF SMARTGREEN AND EKSA AT SEBERANG PERAI POLYTECHNIC.

FAZILATUL HAIDA BINTI HIDZIR
MARIAPPEN GOPALAKRISHNAN
POLITEKNIK SEBERANG PERAI

ABSTRACT

Smart collaboration is a strategic approach in today's competitive world. In the present scenario, collaboration is essential in any organization and it becomes even more critical when it comes to knowledge-based institutions. Similarly, in Seberang Perai Polytechnic there are several units which are assigned various duties and responsibilities. Two of these agencies in PSP are assigned to take charge of the beautification of the campus' landscape and the efforts of making this campus green. These two units namely the SMARTGREEN and the EKSA (Civil Sectors' Conducive Eco-system) are working tirelessly to ensure all the requirements and guidelines of the Educational Organization Management System's Audit (ISO 21001 Educational Organization Management System) and the Asia Pacific Accreditation and Certification Commission are adhered to. This paper reveals how these two units execute a smart collaboration approach to achieve the desired objectives. Both the working committees work wisely to ensure that they are not burdened. This approach has resulted in improved cost-effectiveness and much improved efficiency. In addition, this smart partnership also increases staff engagement and reduces administrative burden.

Keywords: smart collaboration, Smart Green, EKSA

1.0 INTRODUCTIONS

In today's competitive world, strategic collaboration has become a cornerstone of success for organizations, particularly in knowledge-based institutions. Among these institutions, Seberang Perai Polytechnic stands as an exemplar of how effective collaboration can drive positive change. This abstract delves into the remarkable partnership between two key units, SMARTGREEN and EKSA (Conducive Eco-system for Civil Service), within the polytechnic. Their joint efforts are devoted to the beautification and eco-friendly transformation of the campus, aligning with the stringent standards of the ISO 21001 Educational Organization Management System and the Asia Pacific Accreditation and Certification Commission. paper offers valuable insights into the execution of a smart collaboration approach by SMARTGREEN and EKSA to achieve their shared objectives. Besides that, them strive to achieve a good ranking in both UI Green Matrics and MPCC SusAward has been another motivating factor for them to consolidate their effort and energy. By working tirelessly and wisely, both units ensure that their duties are balanced and efficiently carried out. As a result, not only has the campus witnessed remarkable improvements in cost-effectiveness and operational efficiency, but also an increase in staff engagement and a reduction in administrative burden. The success of this unique partnership serves as a compelling example for other educational institutions seeking to enhance their sustainability and organizational performance through collaborative endeavours. The main objectives of this paper are to

ascertain the role and responsibilities of the two agencies/unit, to identify the strategy and activities utilized by the two agencies/units and to identify the strategic output that resulted by this smart collaboration

2.0   IMPLEMENTATION PROCEDURES

Seberang Perai Polytechnic has two units, namely SmartGreen and EKSA, entrusted with the responsibility of beautifying the campus landscape. These units ensure that the learning and working environment are conducive and safe for both staff and students. A safe and conducive environment is one of the requirements under the Educational Organizations Management System (EOMS-ISO 21001) and the Asia Pacific Accreditation and Certification Commission (APACC). To achieve certification for both requirements, two sets of committees were assigned the responsibilities. The heads of these committees were instructed to develop an effective strategy for executing their tasks. Both the heads of the SmartGreen and EKSA units thoroughly examined their objectives and identified their respective functions. They then worked on a mapping process to analyse the roles of all the sub-committees. Overlapping sub-committees were eliminated and merged to increase productivity. For instance, the campus landscape sub-committees (SmartGreen and EKSA) were merged into one, leading to positive results, as they became more focused and yielded better outcomes. This is a clear example of maximizing manpower through smart collaboration. Similarly, several other sub-committees were merged under the smart collaboration initiative to ensure the main task of improving the ranking on the UI Green Matrix is achieved. Throughout the process of establishing this smart collaboration, various restructuring initiatives and benchmarking visits certification for both requirements, two sets of committees were assigned the responsibilities. The heads of these committees were instructed to develop an effective strategy for executing their tasks. Both the heads of the SmartGreen and EKSA units thoroughly examined their objectives and identified their respective functions. They then worked on a mapping process to analyse the roles of all the sub-committees. Overlapping sub-committees were eliminated and merged to increase productivity. For instance, the campus landscape sub-committees (SmartGreen and EKSA) were merged into one, leading to positive results, as they became more focused and yielded better outcomes. This is a clear example of maximizing manpower through smart collaboration. Similarly, several other sub-committees were merged under the smart collaboration initiative to ensure the main task of improving the ranking on the UI Green Matrix is achieved. Throughout the process of establishing this smart collaboration, various restructuring initiatives and benchmarking visits were planned and executed to achieve the desired impact. Numerous programs were carried out collaboratively to ensure the objectives of both units were achieved. Here are some of the programs that were executed such as Quality Environment Week organised by EKSA, Benchmarking visit to industry and also institutions of higher learning organised by the SmartGreen Unit and UI Green Matrix Workshop co-organised by EKSA and SmartGreen.

3.0   OUTCOME

The outcome of this smart collaboration was measured in the following aspects:

Improved Cost-Effectiveness

Productive collaboration achieves better results. Strategies to promote collaborative behavior have repeatedly been shown to facilitate high productivity, thus reducing production costs. When collaboration is successful, the production process runs smoothly. There is a reduction in lost time, double work, misunderstandings, and other factors that slow down construction.

Enhanced Quality of the Environment.

Wise implementation of collaborative strategies ensures improved quality of the polytechnic environment. When communication is streamlined, staff have quick and effortless access to resources necessary to execute the task in providing a conducive environment in the polytechnic.

Encourages Skill and Knowledge Sharing.

Aside from contributing to problem-solving, a strong collaborative culture allows us to learn from each other. Skill and knowledge sharing among team members with different backgrounds, levels of experience, and points of view leads to increased productivity.

Increased staff engagement.

Employing collaborative strategies makes the employees more engaged. Increased engagement improves individual performance and task commitment. In addition, the levels of personal motivation to achieve a common goal are also significantly increased.

Reduce Administrative Burden

Effective team collaboration can have a positive effect to reduce administrative burden. After collaborating, it proactively identifies areas for improvement and comes up with creative solutions. Moreover, celebrates successes together and accomplishes more than any one person could do on their own.

4.0   CONCLUSION

In conclusion, smart collaboration stands as a powerful and transformative approach to achieving collective goals and objectives. Through the integration of diverse skills, knowledge, and perspectives, organizations and individuals can unleash their true potential and drive remarkable outcomes. By embracing this collaborative mindset, we open the doors to innovative solutions, increased efficiency, and sustainable development across various domains. In the context of Seberang Perai Polytechnic, both the SmartGreen and EKSA units work collaboratively to accomplish the given task and in the that enabled both to achieve the desired results.

In essence, smart collaboration is not just about working together; it is a profound philosophy that redefines how we approach problems, seek opportunities, and shape our collective destiny. By embracing this concept, we can navigate the complexities of the modern world, inspire meaningful change, and forge a path towards a more connected, inclusive, and prosperous society. Let us continue to harness the power of smart collaboration to build a better tomorrow for generations to come.

REFERENCES

https://smartgreen.mypolycc.edu.my/v1/index.php

https://www.mampu.gov.my/wp-content/uploads/2020/12/Panduan_Pelaksanaan_EKSA.pdf

https://pumble.com/learn/collaboration/team-collaboration-practices/

https://nulab.com/learn/collaboration/a-guide-to-workplace-collaboration-from-best-practices-to-worst-case-scenarios/

BEST PRACTICE INTEGRATION OF VISITOR INTERPRETATION SERVICE (VIS) AND CULTURAL HERITAGE IN SSB SENI TRAVEL MAGAZINE, PMS.

SYUHAIRAH MOHD NORHISHAM LEE
NUR HASHIMAH SAID
MUHAMMAD RAFIE HAMZAH
POLITEKNIK MUADZAM SHAH

ABSTRACT

The integration of the Visitor Interpretation Service (VIS) subject and Cultural Heritage Unit in SSB Seni Travel Magazine at Polytechnic Muadzam Shah (PMS) to foster student potential in commercial art writing is the focus of this study abstract. The project, which involves students from the Diploma in Tourism Management (DUP) program and students from the Cultural and Heritage Unit, aims to highlight Malaysia's hidden gems of art and culture. The magazine now covers chosen districts in Kelantan, Terengganu, and Pahang, with intentions to extend to other states in the near future. For a comprehensive assessment, the qualitative method was adopted, involving in-depth interviews with a diverse sample of 30 recipients of the magazine. The interviewees comprised esteemed stakeholders, including representatives from the PMS Library, the Department of Cultural and Art Pahang, the Student Recruitment and Development Division (BAPP JPPKK), the Instructional and Digital Learning Division (BIPD JPPKK), Polytechnic Cultural and Heritage Officers, and others. The goal is to create a teaching and learning innovation that will improve students' comprehension of VIS while also encouraging the commercialization of creative art writing. Students develop valuable skills for their future employment by incorporating cultural, historical, and commercial factors. It may also serve as a potential platform for cooperation between the Sekretariat Seni Budaya (SSB), the Department of National Cultural and Art, and regional travel agencies. The project also has a broader effect on local and international audiences by promoting awareness of and admiration for Malaysian history and culture. Overall, this study emphasizes the collaborative effort between DUP students and the Creative Art Writing Department to unleash student creativity and contribute to Malaysia's rich cultural heritage preservation and promotion.

Keywords: commercial art writing, integration, interpretation service, cultural and heritage.

1.0   INTRODUCTION

This study examines the incorporation of the Visitor Interpretation Service (VIS) and Cultural Heritage within the SSB Seni Travel Magazine of Polytechnic Muadzam Shah (PMS), with an emphasis on fostering the students' potential in the field of commercial art writing. Commercial art, as defined by Przybylek (2019), encompasses artistic creations that are specifically designed for commercial use, including advertisements that are commonly encountered in

various mediums such as magazines and social media platforms. The project benefits from the participation of students enrolled in the Diploma in Tourism Management (DUP) programme. There is a growing trend among destinations trip to benefit from the culture and creative industries as a means to enhance their competitiveness and appeal (UNESCO World Heritage Centre, 2009). The primary objective of SSB Seni Travel Magazine is to showcase the lesser-known arts and cultural heritage of Malaysia. This is achieved through a collaborative effort between students enrolled in the DUP programme and the Creative Art Writing Department of the Sekretariat Seni Budaya (SSB) PMS. The magazine's current focus encompasses certain regions within the states of Kelantan, Terengganu, and Pahang. Its primary objective is to advocate for the appreciation and dissemination of the diverse historical and distinctive cultural elements found within these regions. The long-term goal of this initiative is to encompass a comprehensive collection of lesser-known places in Malaysia. To date, a total of eight editions of the SSB Seni Travel Magazine have been published, with coming publishes set to expand the project's coverage to encompass regions such as Selangor and Kuala Lumpur. The objective of this project is to contribute to the advancement of teaching and learning by developing an innovative approach that enhances students' understanding of the subject of this course and facilitates the commercialization of creative writing. A study conducted by Mayo and Larsen (2008), it was found that creative writing can effectively enhance visitor interpretation services. The process of interpretation involves identifying and establishing connections between various themes and sources to present a story in the most impactful and efficient manner. In order to enhance the quality of visitors' experiences, businesses and organizations have the opportunity to integrate creative writing into various aspects of their business. This includes incorporating creative writing into interpretive speeches, exhibition writing, planning, design, construction, audio-visual services, and other related areas. The present undertaking has a significant impact on the community that extends beyond the confines of the polytechnic institution. The primary objective of this initiative is to enhance awareness and appreciation among local as well as international readers by means of promoting Malaysian culture and history through the medium of commercial art writing. According to Shimray's (2019) research, the utilization of creative writing has the potential to effectively promote and enhance public awareness regarding cultural heritage. Writers have the ability to actively participate in the promotion of awareness by emphasizing the significance of preserving cultural heritage through their writings and poetic compositions. The preservation and maintaining of cultural heritage are imperative. Moreover, the incorporation of VIS and Cultural Heritage within the SSB Seni Travel Magazine holds the opportunity to serve as a collaborative platform between the Sekretariat Seni Budaya (SSB) PMS, the Department of National Cultural and Art, and local travel agencies. Collaborative efforts have the potential to enhance the dissemination and advancement of Malaysia's rich cultural heritage to a larger group of people. This study primarily centers on the integration of VIS and Cultural Heritage within the context of SSB Seni Travel Magazine. The main emphasis lies in enhancing students' proficiency in the area of commercial art writing. The objective of this project is to develop an educational innovation that enhances students' comprehension of VIS and promotes the commercialization of creative writing. According to Rupert (2010), the integration of cultural, historical, and commercial factors equips students with valuable skills that can be advantageous for their future employment. This initiative additionally exerts a broader impact in cultivating a better comprehension and admiration of culture within the community at large. The author aims to achieve the following objectives such as enhance PMS student comprehension and skills in commercial art writing through the integration of VIS and Cultural Heritage unit, promote Malaysian culture and history by highlighting hidden gems

through commercial art writing in SSB Seni Travel Magazine and evaluate the potential of employing SSB Seni Travel Magazine as an effective and pioneering approach for the commercialization of PMS student creative writing.

2.0   DESCRIPTION OF THE STUDY

This innovation has been developed through a carefully developed procedure that encompasses three fundamental processes: planning, execution, and continuous evaluation and revision.

a. Planning

i.   Identify Problem statement.

The initiation of the innovation process occurs during the planning phase, wherein a comprehensive problem statement is clearly described. The successful presentation of Malaysia's lesser-known destinations and the promotion of its cultural heritage through SSB Seni Travel Magazine necessitates a thorough understanding of the related challenges and goals. The team identifies the magazine's objective and sets achievable objectives to provide direction for the project. The primary objective of integrating the Visitor Interpretation Service (VIS) and Cultural Heritage component within the SSB Seni Travel Magazine at Polytechnic Muadzam Shah (PMS) is to foster the development of student's proficiency in the field of commercial art writing. Concurrently, this initiative also aims at supporting the promotion of Malaysian culture and history. Nevertheless, there are several challenges that need to be addressed in the Diploma in Tourism Management (DUP) programme. These challenges encompass the need to bridge the gap in understanding and skills among students, effectively showcase the distinctive features of cultural heritage, and devise an effective approach for the commercialization of student creative writing. The resolution of these challenges holds significant importance in fully harnessing the magazine's capabilities to showcase Malaysia's lesser-known culture and fostering student innovation in the promotion of cultural heritage.

 ii. Preparation of Proposed paper

During this phase, proposals are prepared, which provides a detailed exposition of the plans and methodologies employed to achieve the objectives of the magazine. The team formulates a comprehensive content strategy aimed at promoting the distinct arts and cultural elements of different regions in Malaysia, encompassing its diverse range of places. Furthermore, an analysis of the target audience is conducted in order to tailor the content of the magazine to align with their interests and preferences. The strategic development of distribution channels has already begun, with a particular focus on establishing collaborations with key stakeholders for achieving a wide-ranging audience for the magazine.

b. Execution

i. Material preparation:
During the implementation phase, students actively participate in the process of material preparation by conducting visits to various cultural and heritage sites across Malaysia. The primary objective of these visits is to gather data and conduct interviews with local residents. This approach offers firsthand experience with the subject matter and engaging material that highlights the lesser-known heritage of this country.

ii. Magazine Proofreading:

The data involves a thorough review and revision process by group members within the team, who thoroughly ensure its accuracy, coherence, and consistency.

iii. Layout Design:
The team demonstrates careful planning in the selection of pictures, graphics, and typography, aiming to enhance the text and offer readers a graphically captivating experience.

iv. Production Work:
The production phase begins after the content and layout have been finalized. The magazine's visual appeal and professionalism are ensured by high-quality printing.

v. Distribution:
The distribution of SSB Seni Travel Magazine encompasses several important stakeholders and partners. Those involved in this effort include the PMS Library, the Department of Cultural and Art Pahang, the Student Recruitment and Development Division (BAPP JPPKK), the Instructional and Digital Learning Division (BIPD JPPKK), Polytechnic Cultural and Heritage Officers, and multiple tourism groups. The extensive distribution network of the magazine ensures its effective dissemination to the target audience and beyond.

c. Evaluation and improvement
i. Conduct Assessment:
The team receives feedback and conducts an analysis to evaluate the effectiveness of the magazine throughout its distribution process. Lecturers, students, and others are being enlisted to assess its impact on cultural comprehension and the promotion of Malaysia's lesser-known destinations.

ii. Stakeholder involvement:
A diverse group of 30 people, made up of stakeholders and other relevant parties, provides valuable perspectives on the magazine's usefulness in meeting the expectations of its readers.

iii. Measuring Effectiveness:
The performance of the magazine can be measured via different metrics, including readership engagement, feedback surveys, and stakeholder
satisfaction levels.

iv.   Identify Improvements:

The team revised the content, design, and distribution methods based on the evaluation findings. These revisions were aimed at improving the effectiveness of the project in achieving its intended objectives and meeting the needs of the target audience.

Differences Between Things / Processes Before and After:

No	Before	After
1.	Despite allocating resources to conduct site visits and engage in gathering information, the students' work exhibited limitations in terms of practical application and commercial appeal.	The magazine offers a platform for students to exhibit their creative writing to the community, potential employers, and a larger audience.
2.	The promotion of Malaysian culture and history has been deemed inadequate, as student assignments have lacked a suitable platform for the dissemination of lesser-known destinations to more people.	The magazine effectively promotes Malaysian culture and history by highlighting lesser-known places, thereby expanding its reach to greater numbers of people and fostering a deeper appreciation for the country's cultural heritage.
3.	The absence of practical applicability in student assignments resulted in a possible sense of disengagement and less motivation for future projects.	The commercialization of students' writing has led to boosting the recognition and promotion of Malaysia's cultural heritage, thereby filling their efforts with significance and fulfilment.
4.	The lack of significant involvement with stakeholders and tourists has led to less engagement.	Increased engagement with stakeholders and tourists, leading to enhanced collaboration.
5.	The student's understanding and proficiency in the field of commercial art writing were constrained due to a lack of exposure to practical and real-world contexts in which their work could be applied.	PMS students' comprehension and skills in commercial art writing are The practical application of SSB Seni Travel Magazine serves to enhance its overall effectiveness.
6.	The potential of commercializing writings produced by PMS students remains overlooked due to the absence of an established means for developing their assignments into commercially marketable content.	The SSB Seni Travel Magazine functions as an effective and innovative approach to effectively monetize the writings of PMS students, thereby demonstrating its practicality and worth as a medium for showcasing their work.

The Role of the candidate in the Preparation of the project

During the initial phase of this project, the candidate engaged in the following steps:

a. Initiating the Idea: The candidate proposed making use of student assignments as a means for producing a sustainable and informative magazine, resulting in the establishment of SSB Seni Travel Magazine.

b. Facilitating Discussions: The candidate successfully mediated discussions between the team and the Head of the Sports, Co-Curriculum, and Culture Department (JSKK) as well

as the top management of PMS, eventually securing approval for the implementation of the project.

c. Production Management: The candidate took on the role of supervising the team in the production of SSB Seni Travel Magazine, ensuring the project's success.

d. Stakeholder Engagement: The candidate engaged in in-person discussions with potential stakeholders, personally delivering the magazine and establishing collaborations to enhance its marketing and distribution efforts.

e. Seeking External expertise: The candidate sought to acquire external expertise in order to enhance the quality and content of the magazine, specifically by engaging professionals in the fields of photography, videography, and design.

f. Funding and documentation: The candidate assumed responsibility for the compilation and submission of documentation to formally request the allocation of funds for the printing budget, thereby ensuring its successful acquisition.

g. Strategic Destination Selection: The candidate played an important part in identifying possible areas for promotion, with a specific focus on lesser-known regions. This strategic approach aimed to bring attention to hidden gems and cultural heritage sites.

h. Student Guidance: The candidate provided guidance to their students regarding the criteria for photo and video selection, which ultimately led to the production of appealing content for the magazine.

i. Branding and Name Selection: The candidate selected the magazine's name with careful consideration of its marketing goals and objectives.

j. Project Documentation: The candidate compiled a comprehensive final report that provides a thorough account of the project's procedure, outcomes, and impact, effectively documenting the achievements of SSB Seni Travel Magazine.

Impact / Effectiveness of Excellence Criteria

a. Empowerment: The process of commercializing students' work has the potential to empower them, as it allows for a change of students' assignments into meaningful contributions to the community.

b. Cultural Promotion: The magazine aims to shed light on lesser-known components of Malaysian art and culture by employing creative approaches in art writing.

c. Collaboration: Promoting collaboration among students, the Sekretariat Seni Budaya PMS, and cultural organizations to enhance cultural significance.

d. Skill Development: Enhancing students' proficiency in creative writing, fostering critical thinking skills, and strengthening their understanding of the Visitor Interpretation Service (VIS).

e. Community Engagement: Collaborating with readers and stakeholders to enhance comprehension and appreciation of the culture and heritage of Malaysia.

f. Scope Expansion: The magazine's coverage will be expanded to encompass more states and lesser-known destinations, thereby gradually increasing its reach to a larger audience.

g. Practical Application: Using the magazine as a means to exemplify its effectiveness as an ideal practice in the commercialization of student art writing.

h. Educational Value: Acting as a medium for experiential learning, preparing for careers, and personal growth among students.

i. Financial Sustainability: Developing a self-sustaining publication that holds the potential to create a long-term impact.

j. Cultural Preservation: Contributing to the preservation and promotion of Malaysia's traditions and heritage.

Suggestions for future improvement.

a. Implement a reader feedback system: Develop a systematic approach to gather feedback from readers to continuously enhance and expand the content.

b. Incorporate multiple viewpoints: It is important to motivate students to engage in the discovery and documentation of diverse facets of cultural heritage, with a specific focus on Malaysian art and culture, in order to develop a comprehensive representation.

c. Incorporate aspects of augmented reality (AR): Use augmented reality technology to bring the magazine's content to life and provide readers with a more engaging experience.

d. Increase social media presence: Use social media channels to share magazine content, communicate with the audience, and create a thriving online community.

e. Broaden coverage: Add more states and regions to the magazine's coverage on a regular basis to highlight the richness of Malaysia's distinct cultural heritage.

f. Collaborate with tourism boards: Collaborate with local tourism authorities to promote the magazine as a reliable and informative medium catering to visitors with a keen interest in discovering cultures.

2.0   CONCLUSION

In short, the introduction of the ssb seni travel magazine made student assignments valuable and marketable contributions. The integration of the visitor interpretation service (vis) in conjunction with cultural heritage has provided a means for students enrolled in the diploma in tourism management programme to not only exhibit Malaysia's lesser-known places but also refine their skills in creative writing. The magazine's effectiveness in promoting Malaysian culture and history has resulted in its potential as a noteworthy approach for commercializing student creative art writing. The incorporation of interactive elements has the potential to enhance the magazine's influence and expand its target audience. The ongoing enhancement and growth of this initiative will unquestionably yield additional advantages and prospects for students and the conservation of Malaysia's cultural heritage.

REFERENCE

UNESCO World Heritage Centre. (2009). World Heritage and Sustainable Tourism Programme. Unesco.org.

Przybylek, S. (2019). Commercial Art: Definition & Examples | Study.com.Study.com.

Mayo, C., & Larsen, D. (2008, August). Interpretative Development Program. National Park Services; U.S Department of Interior. https://www.nps.gov/idp/interp/103/tgos.htm

Shimray, S. (2019). Ways to Create Awareness on Cultural Heritage: An overview.

s. rupert, S. (2010). Creative innovation and art learning. Preparing all students for success in global economy (S. s. rupert, Ed.) [Review of Creative innovation and art learning. Preparing all students for success in global economy]. https://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=5999&context=libphilprac
https://study.com/academy/lesson/commercial-art-definition-examples.html
https://whc.unesco.org/en/tourism/

REPLICA WEAPONS AS A TEACHING TOOL FOR RELASIS STUDENTS AT PKS

SAIFUL IRWAN BIN SARKAWI,
SUJANURIAH BINTI SAHIDI,
POLITEKNIK KUCHING SARAWAK

ABSTRACT

Based on the Relasis 3 Curriculum syllabus, Semester 3, weapons are needed to train students to march using the correct method. Theoretically, real weapons are required for students to practice weapons parade. The truth is, the trainer only teaches weapons parade using virtual "weapons" that do not exist or only in simulation due to security factors. This factor led to the idea of producing weapon replicas to help the incoming trainers to facilitate the Weapons Parade Training session more perfectly and effectively. At the end of the implementation of this innovation, the writer hopes to achieve the following objective which is to create a Teaching & Learning innovation in the Weapons Parade Training session for the members of the Kuching Sarawak Polytechnic Relasis (PKS). In addition, the impact of the effectiveness of the use of firearms was also implemented for the use of the Weapons Parade Training session.

Keywords: replica, weapons, Relaxation, teaching & learning aids

1.0   INTRODUCTION

With the availability of this firearm replica, it can to some extent solve the problem of RELA trainers teaching weapons parade using virtual or simulated "weapons" due to safety factors. The use of real firearms is limited and must follow strict usage SOP by the Ministry of Home Affairs. At the end of the implementation of this innovation, the author hopes to achieve the following objectives such as to create innovation in Teaching & Learning tools in the Weapons Parade Training session for members of Sarawak Kuching Polytechnic Relasis, to test the impact of the effectiveness of the use of firearms for the use of the weapons parade Training session and as a good practice and innovation to test the effectiveness of the use of firearms for Weapons Parade Training.

2.0   DESCRIPTION OF THE STUDY

The implementation method in producing this innovation is through three work processes, namely, planning, implementation as well as evaluation and improvement.

a. Planning

    i.   Problem statement

    Before the replica of the firearm was made, a questionnaire was distributed to the students of Relasis 2, Semester 3 to obtain research findings before the replica of the weapon was held during the Weapons Parade Training.

    ii.   Preparation of Working Papers
    As a response from the questionnaire that was made, a paper was made to allow this study to continue to the next stage. This paper was noted and approved by the Head of Department.

b. Execution

Once the paperwork is approved, work on the production of the replica weapon begins.

    i.   Material preparation
    Firearm molds are supplied by Kuching District Volunteers for safety reasons.

Picture 1: Gun mold

    ii.   Plywood
    Plywood is used because it has a plain surface and does not have special fibers. In addition, the price of plywood is cheaper than solid wood. Plywood is also used due to its weight and ease of maintenance for the production and use of firearms.

Picture 2: Plywood

iii. Production work at Kuching Sarawak Polytechnic involves:
- Measuring wood
- Chopping wood
- Finish using oil paint

iv. Finishing work
v. Labelling

c. Evaluation and improvement Firearms effectiveness testing

i. Performed at the Weapons Parade Training session by the RELA Trainer
ii. Involving Semester 2 and 3 Relasis students
iii. A total of 30 people
iv. Effectiveness is measured using the following data:
- Command word accuracy
- Time
- Motivation
- Security
Suitability of innovation for training sessions

The method of testing the effectiveness of use was carried out on Relasis students of semester 2 and 3 at Polytechnic Kuching Sarawak. RELA trainers will confirm the use of the firearm through a questionnaire produced before and after using the product.

Differences Between Things / Processes Before and After:

Bil	Before	After
7.	Technical: Students only hear theories from trainers with no real weapons	Technical: Students listen to the theory from the trainer with a replica weapon
8.	Time: The finish and perfection of the parade without real weapons	Time: The finish and perfection of the parade with replica weapons
9.	Ease of delivery of instructions: The instruction of the parade of weapons or the use of weapons is difficult for students to imagine	Ease of delivery of instructions: Instructions for the parade of weapons or the use of weapons are easily accepted by students using replica weapons.
10.	Increasing student motivation: Students find it difficult to understand the instructions for the parade of weapons	Increasing student motivation: Students easily understand the instructions of the parade of weapons
11.	Security:	Security:

	Students will be more afraid when holding real weapons during the weapons parade	Students feel safer when holding a real weapon during a gun parade, causing students to focus more

The Role of Candidates in the Preparation of Innovation

In the preparation of this innovation, the candidate plays a role:

a. Coordinating discussions between candidates and the Head of the Sports, Co-Curriculum and Culture Department related to innovation projects. Based on the discussions made, the innovation study was given approval to be implemented.
b. Prepare proposal papers for replica firearms for SME Relasis students.
c. Creating a replica firearm for a gun parade Training session
d. Solving the problem of using real weapons in the Weapons Parade Training session for relaxation students at Polytechnic Kuching Sarawak.
e. Testing the effectiveness of using replica weapons for the Weapons Parade Training session for Relasis students at Kuching Sarawak Polytechnic.
f. Prepare a final report for the innovation carried out.

Impact / Effectiveness of Excellence Criteria Elements

a. Create
    Creating a replica of a weapon to solve the problem of using real firearms in the Weapons Parade Training session for PKS Relasis students

b. Simplify
    Facilitating RELA trainers and students in the teaching and learning process of the weapons parade session

c. Safety factor
    Students feel more secure in handling weapons during Weapons Parade Training

d. Increased student motivation
    It is easier for students to understand the order of the parade of weapons and at the same time can increase student motivation

Suggestions for improvement

Among the suggestions for improvement that can be taken for the future are:

a. Produce replicas of various types of firearms for student use
b. Produces portable replicas
c. Produce a Standard Operating Procedure (SOP) for the purpose of control and security management of the replica weapons produced

3.0 CONCLUSION

Through this study, it can be concluded that replica weapons as a teaching aid for relaxation students at PKS are a necessary teaching and learning material for Relaxation 3 students at Polytechnic Kuching Kuching (PKS). In addition, these good practices and innovations are also used for the effectiveness of the use of firearms for Weapons Parade Training

REFERENCE

Ruslan.A.J et al., (2014), Panduan Briged RELA SISWA SISWI (RELASIS) Politeknik Malaysia : Bahagian Pembangunan Pasukan dan Penyelidikan, Jabatan Sukarelawan Malaysia (RELA), Kementerian Dalam Negeri dan Politeknik Merlimau (PMM) (Bahagian Pembangunan Kurikulum), Jabatan Pengajian Politeknik, Kementerian Pendidikan Malaysia.

Kamarul Ariffin Abd Rashid et al., (2016), Briged RELA Siswa Siswi, RELASIS1, Perpustakaan Politeknik Seberang Perai Jabatan Pendidikan Politeknik, Pejabat Briged RELA Siswa Siswi (RELASIS) Politeknik Seberang Perai, Jabatan Sukan, Kokurikulum dan Kebudayaan, Politeknik Seberang Perai.

Laws of Malaysia. (2012). Act 752: Akta Pasukan Sukarelawan Malaysia 2012. The Commissioner of Law Revision Malaysia

Panduan Briged Rela Siswa Siswi (RELASIS) Institusi Pengajian Tinggi (2011): Bahagian Latihan Ibu Pejabat Pasukan Relawan Rakyat Malaysia, Kementerian Dalam Negeri dan Pusat Kokurikulum dan Kebudayaan Universiti Tun Hussein Onn Malaysia Batu Pahat, Johor

TIMBER TECHNOLOGY HOUSE (TIMTECH) AS BEST PRACTICES FOR TIMBER STRUCTURE DESIGN COURSE IN DBK PROGRAM OF PSA

WAHIDA BINTI MOHAMAD NOOR
NURIN HAFILAH BINTI HAMZAH
TEO ENG YEAW
POLITEKNIK SULTAN SALAHUDDIN ABDUL AZIZ SHAH

NORAINI BINTI HJ NASERAN
UNIVERSITI TEKNOLOGI MALAYSIA

ABSTRACT

Timber Structure Design (TSD) Course provides basic knowledge on the design of timber structure according to the Allowable Stress Design (ASD) method in accordance Malaysian Standard MS544: 2001 (Code of Practice for Structural Use of Timber). This course is compulsory for 5th semester students of the Diploma Program in Wood Based Technology (DBK), Politeknik Sultan Salahuddin Abdul Azis Shah (PSA). It includes the application of appropriate modification factors for structural timber uses, design methods, beams design, joint fasteners and roof trusses design that are commonly used in timber-based constructions. One of the courses learning outcome is to build the timber structural member model include beam, trusses and joint fasteners on actual stress design with complying ASD in MS544. This factor leads to the idea to use Timber Technology House (TimTecH) as a reference and guidance for students in designing and building structural member model as in the syllabus without having to leave campus to do the field research. TimTecH is the project of the collaboration between PSA and the Malaysian Timber Industry Board (MTIB). It's a wooden house project using the Industrial Building System - IBS concept, which has been built in the PSA campus

Keywords: Timber Structure Design, TimTecH, IBS

1.0   INTRODUCTIONS

The construction of timber houses in Malaysia is usually based on the experience of carpenters. While in the design of timber houses consider the structure that undergoes bending the beam and the compression the column (Mat Lazim 2001). The installation of the timber structure is usually at the construction site by taking the risk of rainy weather in Malaysia throughout the year. Industrialized Building System (IBS) or known as prefabrication, involves the manufacture of off -site components ready for installation. IBS components are manufactured off -site and require little additional work for on -site installation. This means faster installation times, greater productivity, less waste, fewer accidents and most importantly installation planning can be done according to weather conditions.

As a result of the collaboration between PSA and the Malaysian Timber Industry Board (MTIB), a wooden house project using the Industrial Building System - IBS concept, named Timber Technology IBS House (Timtech) has been built. It is a wooden house using the impermanent IBS concept where the building structure can be assembled and reopened for teaching and learning. Through this project, MTIB has contributed wood-based badger materials and expertise in the IBS system using wood and PSA provides manpower and area for this project. With the existence of Timtech's house building in the PSA campus, it has helped students a lot in terms of understanding and practicality in designing wooden structures and subsequently producing structural models without having to go far from the campus.

Figure 1: TimTech House design plans

This paper aims to show the existence of Timtech in the PSA campus, has helped students a lot in terms of understanding and practicality in designing wooden structures and subsequently producing structural models without having to go far from the campus.

2.0   DESCRIPTION OF STUDY

The implementation method in producing this innovation is through three work processes, namely, planning, implementation as well as evaluation and improvement.

a. Planning
    In the lecture session in the class, the students were exposed to the concept design of timber structure according to the Allowable Stress Design (ASD) method in accordance with Malaysian Standard MS544: 2001 (Code of Practice for Structural Use of Timber). It includes design methods, beams design, joint fasteners and roof trusses design that are commonly used in timber-based constructions.

b. Execution
    For a clearer explanation of the design of the wooden structure, the students were then taken to the Timtech House to visually see the design of the beams, joint fasteners and roof trusses that had been built.

Figure 2: TimTech House in PSA

Then, the students were divided into several groups with the task of designing a wooden structure house with the concept of a resort house. The site size of the Rumah Ibu (Main house) given is 12 feet x 12 feet. Rumah Ibu is the core and traditionally is the largest area in the house. The importance of Rumah Ibu is reflected in the highest floor level in the house. From there they can add other parts of the house such as the middle house, porch or Long Roof with aisle/veranda. Students need to explain the concept of a resort house built using SWOT Analysis. Strength, Weakness, Opportunities and Threats analysis of the design of the resort house that will be built. This includes making a prototype of the house using discarded or existing suitable materials.

Figure 3: Student's prototype
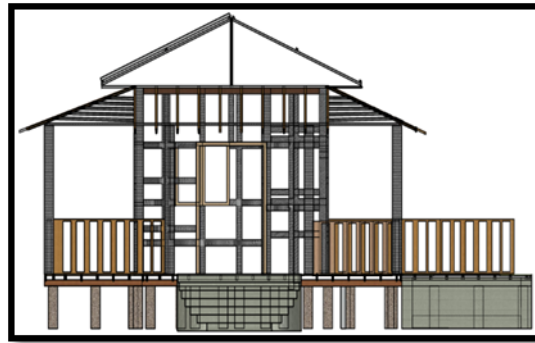
Figure 4: AutoCad drawing (Front View)
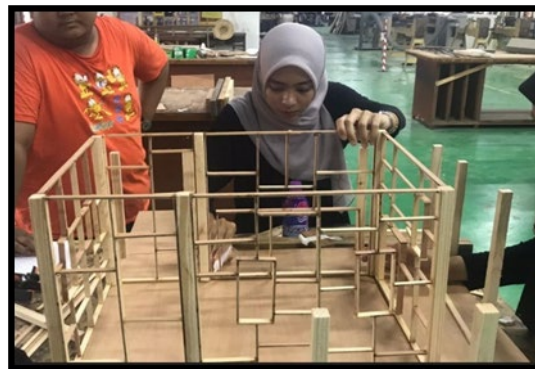
Figure 4: Model in progress

Figure 5: Final Product

Differences Between Things / Processes Before and After:

No	Before	After
1.	Despite allocating resources to conduct site visits and engage in gathering information, the students' work exhibited limitations in terms of practical application	Technical: offers a platform for students to see visually beams design, joint fasteners and roof trusses design that are commonly used in timber-based constructions

2.	Ease of delivery of instructions: Instructions and model building guides are difficult for students to understand.	Ease of delivery of instructions: Instructions and model building guides are are easily accepted by students because they can directly refer to Timtech home.
3.	Increasing student motivation: Students find it difficult to understand the instructions	Increasing student motivation: Students easily understand the instructions
4.	There is no wooden structure design that can be used as a reference in this elite community.	Being able to promote the design of wooden houses in the local community which is an elite urban area.

3.0   CONCLUSION

Through this study, it can be concluded that Timtech house is a very helpful teaching aid for DBK students of PSA Timber Structure Design (TSD) Course. Indirectly, this house able to promote PSA as a competitive educational institution with Implementing an experiential learning program through the Timber Technology House (TimTecH) project in collaboration with the Malaysian Timber Industry Board (MTIB). It also supporting the main strategy of empowering National TVET, which includes changing the concept of traditional education from train and place to place and train and introducing Co-Ownership Model between government and industry to share equipment, technology, expertise, and innovation.

REFERENCES

Mat Lazim Zakaria (2001), Rekabentuk Struktur Kayu Menurut MS544, Dewan Bahasa dan Pustaka.

IBS Survey, Construction Industry Development Board Malaysia (CIDB), Kuala Lumpur, 2003.

Adair. C. (APA) 2002, Regional Production & Market outlook, Structural Panels & Engineered Wood Products 2002-2007. APA- Economic Report E 68, APA The Engineered Wood Association Tacoma, 57 pp.

Wong Tuck Meng (2009), Architectural Use of Timber in Malaysia, Malaysian Timber Council.

Malaysian Standars MS544-2: 2017, Code of Pactice for Structural use of Timber – Part 2: Permissible Stress Design of Solid Timber, Deparament of Standards Malaysia.

Manual Pembuatan Rumah Kayu Secara Industrialised Building System (IBS), Lembaga Perindustrian Kayu Malaysia.

BEST PRACTICE OF CONTINUOUS ASSESSMENT DEMONSTRATION: EKSA PRE-AUDIT SIMULATION IN MPU24021 KELAB AMALAN 5'S

BABBY FRESKAYANI@ IZYANI BINTI KALIWON,
MUHAMMAD KHALID BIN GAMPANG,
POLITEKNIK KOTA KINABALU, SABAH

ABSTRACT

The Continuous Evaluation Measurement Method in teaching and learning (T&L) used is the Demonstration Method: Pre-Audit Simulation of the Public Sector Conducive Ecosystem (EKSA) is a way of teaching by using simulated situations to illustrate the real situation to gain an understanding of certain procedures, concepts, principles or skills. The justification of this method is designed to build students' skills in demonstrating the mastery of soft skills in the group as well as the skills of organizing an activity to handle the EKSA audit procedure. The main objectives of the EKSA Pre-Audit Simulation is to strengthen the understanding of students who take Co-Curriculum 2 Club/Association MPU24021: Kelab Amalan 5'S in implementation at PKK. There have 4 phases to implement in teaching and learning process; the preparation; the planning process; the simulation activities and the presentation, feedback and reflection. From the findings of the CLO analysis, it was found that the percentage of CLO1P for Session II 2022/2023 has increased by 6.2% to over 80% compared to Session I 2022/2023 of only 76.8%. This can strengthen the performance of EKSA PKK to students in managing auditing activities and improving audit findings. Indirectly, this program can further strengthen students' understanding and mastery of the entire related topic. In conclusion, this method is meet the requirements of course measurements and improve CLO1P achievement and improve academic performance at the polytechnic level where there is an increase in the 'Course Review Report (CORR)' for related courses and CLOs. It is very beneficial not only for the students of the MPU24021 Kelab Amalan 5'S but also helps the EKSA PKK in terms of self-auditing after getting the EKSA Certification (Excellent Category) by MAMPU in early 2023.

Keyword: Simulation, EKSA Pre- Audit, CLO, CORR

1.0   INTRODUCTION

All Diploma programs at Kota Kinabalu Polytechnic, Co-Curriculum 2 MPU24021 Club / Association is one of the compulsory courses that must be taken by students in semester 2. The course MPU24021 Kelab Amalan 5'S is one of the elective courses in Co-Curriculum 2 (MPU24021) provided by the Polytechnic Malaysia. Students will take this course in semester 2. The Continuous Evaluation Measurement Method in teaching and learning (P&P) used is the Demonstration Method: Pre-Audit Simulation of the Public Sector Conducive Ecosystem (EKSA) is a way of teaching by using simulated situations to illustrate the real situation to gain an understanding of certain procedures, concepts, principles or skills. This method also trains the ability to solve social problems that arise from the reality of life. It is a short-term approach that celebrates students' abilities, thinking skills and soft skills. Indirectly, the applied learning concept is to increase students' interest and concentration in terms of various aspects that are combined. It can also provide a deep level of understanding about the entire process in

learning itself and apply responsibility for the learning. The justification of the Demonstration Method: This EKSA Pre-Audit Simulation is designed to build students' skills in demonstrating the mastery of soft skills in the group as well as the skills of organizing an activity to handle the EKSA audit procedure. Students need to audit and complete audit findings that meet the criteria of the EKSA Component itself, in addition to performing self-assessment according to the rubric that has been set, and at the same time presenting their self-assessment findings in an attractive and easy-to-understand format. Learning the audit process and obtaining specific information for the procedure/concept to meet the criteria can encourage students to work together and be interested in completing the audit findings. This project also infuses elements of innovation in line with the Polytechnic's vision as the main generator of innovative human capital through transformational education and training to meet the needs of the global workforce by 2020-2025. Furthermore, in order to achieve the national education philosophy to produce knowledgeable citizens and quality human capital, various skills and educational needs need to be implemented including spiritual, physical, intellectual and emotional aspects. Those four values, in Malaysia's national education philosophy, must be balanced in evaluating a person's success. The main objectives of the EKSA Pre-Audit Simulation such as **s**trengthen the understanding of students who take Co-Curriculum 2 Club/Association MPU24021: Kelab Amalan 5'S in implementation at PKK, **i**mprove students' specific and soft skills in the EKSA auditing procedure, i.e. carrying out the Demonstration task: EKSA Pre-Audit Simulation, attract students' interest to become active students in class involvement and effective in solving problems and increase students' awareness of environmental care, especially the implementation of EKSA in PKK.

2.0   DESCRIPTION OF THE STUDY

This EKSA Pre-Audit Simulation is one of the continuous assessments (PB) Demonstration which represents 60% of the PB score and the assessment that is required for all students to participate in the implementation of the assessment. This EKSA Pre-Audit Simulation is a learning method that educates students to understand the process of an EKSA auditing system, and at the same time allows them to organize activities based on the skills learned. The simulation learning approach that is carried out emphasizes the aspect of collaboration between lecturers and EKSA PKK zonal leaders and auditors, that is, PKK staff together with students in pioneering a learning process in the implementation of audit procedures. In fact, students can master their learning content effectively because students are responsible for their own learning process. With this kind of learning method, at the same time students can integrate knowledge and skills about strategies that require demonstration of understanding the implications and application of new learning skills. In this context, the development of human capital should be holistic, emphasizing the development of knowledge, creativity and innovation, skills, intellectual capital, the cultivation of progressive attitudes, as well as high aesthetic and moral values. Soft skills are the requirements of individual competence in mastering humanitarian skills and relationships with people. Soft skills are an attitude recognized as mental fitness that can adapt the surrounding situation, individual wishes, as well as the strength of a person's emotional and spiritual fitness to appropriate actions. Also explained that soft skills include aspects of soft skills that are identified as among the most critical elements in the global job world and must be possessed by Institution graduates Higher Education (IPT). Emphasis on soft skills aspects among students is an important element to

produce graduates who are able to be competitive, efficient, resilient, and flexible, when faced with situations in the world of work [8]. In connection with that, the MPU24021 Course Lecturer Kelab Amalan 5'S made a difference in implementing the Demonstration Method: EKSA Pre-Audit Simulation in Session II 2022/2023.

3.0   METHODOLOGY

The rational of the simulations are as follow,

a. To apply and practice mastering skills in the MPU24021 Club/Association Course i.e. Specific Skills: Demonstration Task i.e. EKSA Pre-Audit Simulation.
b. Train students to apply communication skills, leadership skills, team work skills, critical thinking and problem-solving skills and implement social responsibility skills.
c. Train students in planning skills as well as the implementation of work and activities.
d. To encourage self-motivation, curiosity and thinking that ultimately make the teaching and learning process something effective.
e. Cultivate a creative, innovative, hard-working, honest, collaborative and systematic way of working, safe, healthy and responsible work habits.

In the teaching and learning process of Demonstration Method: EKSA's Pre-Audit Simulation, several phases need to be done:

Phase 1: Preparation (Set-Up) – 4 hours (W3 – W4)

a. Collaboration with JK Induk EKSA PKK
b. The briefing on EKSA was carried out on M3 by the Head of the EKSA Training JK PKK.
c. A detailed briefing on the audited components and audit evaluation rubric in EKSA PKK by the Chief Auditor of EKSA PKK.

Phase 2: Planning Process for EKSA Pre – Audit Simulation Activities

a. EKSA PKK Zone Leader – 4 hours (W5 – W6)
b. Document Distribution Planning for EKSA Pre-Audit Simulation
d. Distribution of students to 9 Zones
e. Distribution of EKSA PKK Guidelines and EKSA PKK Audit Rubric.
f. Distribution of Good Practice Audit Report Writing Examples and Audit Findings.
g. Visit the zone to be audited.

Phase 3: Simulation of EKSA Pre – Audit – 8 hours (W7 – W9)
a. EKSA Pre-Audit Simulation Activity – 2 Hours (W7)
b. Activities to implement improvements to each audit finding. Discussion with EKSA Zone Leader – 2 Hours (W8).
c. Preparation of Full Pre-Simulation Report – EKSA Audit by zone – 2 Hours (W9).

Phase 4: Presentation, Feedback and Reflection – 2 Hours (W10)

a. Students present the findings of the audit and the findings of the Demonstration: EKSA PKK Pre-Audit Simulation by their respective zones.
b. Feedback from the head of the EKSA PKK zone to the course lecturer
d. For journal recording, lecturers carry out discussions with students to reflect on each response that has been made by the head of the EKSA PKK zone.

4.0 DATA ANALYSIS

Table 1: CORR Analysis Data for Demonstration Assignments Between Session I 2022/2023 And Session II 2022/2023

Session	% CLO1P	Students Total
I 2022/2023	76.8	37
II 2022/2023	83	32

From the findings of the analysis above, it was found that the percentage of CLO1P for Session II 2022/2023 has increased by 6.2% to over 80% compared to Session I 2022/2023 of only 76.8%. Therefore, it can be concluded that the P&P activity Demonstration Method: Simulation of EKSA PKK Pre – Audit in Session II 2022/2023 is easier to understand and achieved by students to master the specific skills of EKSA PKK auditing. This can strengthen the performance of EKSA PKK to students in managing auditing activities and improving audit findings. Indirectly, this program can further strengthen students' understanding and mastery of the entire related topic.

5.0 IMPACT TO ORGANIZATION

a. Meet the requirements of course measurements and improve CLO1P achievement.
b. Helping the lecturers to diversify and improve the quality of teaching in strengthening the teaching and learning process (T&L) which is more effective.
c. This T&L is more based on 'Creative, Innovation and Reflection' which is Creative, Innovation and Reflection for the course.
b. Assist the PKK EKSA Zone Head to meet the EKSA auditing criteria and elements
c. Help strengthen the performance of EKSA PKK towards EKSA PKK Auditing certification
d. Improve academic performance at the polytechnic level where there is an increase in the Course Review Report (CORR) for related courses and CLOs.

6.0 CONCLUSION

In conclusion, this method is very beneficial and beneficial not only for the students of the MPU24021 Kelab Amalan 5'S but also helps the EKSA PKK in terms of self-auditing after getting the EKSA certification (Excellent Category) by MAMPU in early 2023. The important is the learning method is suitable to be practiced by any Polytechnic and Community College lecturer who teaches this course which can certainly attract students to get involved. This EKSA Pre-Audit Simulation also aims to give students the opportunity to apply specific skills in EKSA auditing at the same time collaborative teamwork skills to meet the EKSA PKK

auditing criteria and procedures. Students are also given the opportunity to inspect and audit for peer evaluation of other zone projects. Indirectly, this program can balance the social level of students, which is the skills of social responsibility, mutual opinion (communication skills) and the combination of the proliferation of ideas at the same time can prove that the Polytechnic always produces students who are quality, dedicated, excellent, and have a high spirit in going through the day- the coming day.

REFERENCE

Unit Pemodenan Tadbiran dan Perancangan Pengurusan Malaysia (MAMPU), Panduan Pelaksanaan EKSA; Ekosistem Kondusif Sektor Awam, Cetakan Pertama 2015, (ISBN NO:978-967-344-460-1)

Kementerian Pendidikan Malaysia (KPM), Buku Garis Panduan EKSA Ekosistem Kondusif Sektor Awam versi 2.0, Cetakan Kedua.

Universiti Malaysia Sabah, Garis Panduan Ekosistem Kondusif Sektor Awam (EKSA), 2017

Politeknik Kota Kinabalu (PKK), Garis Panduan EKSA PKK; Ekosistem Kondusif Sektor Awam, Cetakan Pertama 2018, (ISBN NO:978-967-0332-85-7)

Politeknik Kota Kinabalu (PKK), Garis Panduan EKSA PKK; Ekosistem Kondusif Sektor Awam, Cetakan Kedua 2019, (ISBN NO:978-967-2318-02-6)

Nik Ismail, N. S. (2010). Soft skills: The what, the why, the how. Bangi: UKM Publication.

Zakaria, S.K & Daud, M. N., 2021, Generating Soft Skills Through Learning Styles and Multiple Intelligences, Jurnal Dunia Pendidikan, Vol. 3(4), e-ISSN: 2682-826X.

Esa. H., Padil, S. & Selamat, A., Kemahiran Insaniah dalam Proses Pengajaran dan Pembelajaarn pada Program Kejuruteraan di Politeknik Malaysia, 2013, Jurnal Kajian Pendidikan, Vol.3(2), ISSN: 2088-1290.

THE BEST PRACTICE OF PUBLIC SECTOR CONDUCIVE ECOSYSTEM (EKSA) IMPLEMENTATION IN POLITEKNIK KOTA KINABALU

BABBY FRESKAYANI@ IZYANI BINTI KALIWON,
MOHAMED BIN SAIM,
MUHAMMAD KHALID BIN GAMPANG,
POLITEKNIK KOTA KINABALU, SABAH

ABSTRACT

Politeknik Kota Kinabalu (PKK) has succeed in getting the recognition of Public Sector Conducive Ecosystem (EKSA) certification by MAMPU in the excellent category. The implementation of EKSA practices in PKK began in 2018 as a quality initiative in an effort to implement a culture of improvement, emphasizing the corporate image, providing the best service to customers and prioritizing aspects of savings through Green Practice and Energy Saving. Among the factors that potentially contribute towards the consolidation of EKSA culture in PKK are support and commitment given by management, efficient and effective EKSA management structure, education and training for PKK staff, effective communication among PKK members and EKSA best practice sharing. From the data analysis of energy saving, it was found that since EKSA was implemented in PKK, the percentage of reduction in electricity utility bills from 2016 - 2021 was as much as 1.2 - 28.7%. This proves that the implementation of EKSA is able to save energy, water and so on. In conclusion, the introduction of EKSA is meant to enhance the existing Public Sector 5S Practice with an emphasis on creating a conducive working environment. The implementation of EKSA in PKK is expected to create a conducive environment, increase productivity and achieve the vision of becoming a superior TVET institution at the national and international levels.

Keyword: EKSA, Smart Green

1.0   INTRODUCTION

EKSA is the acronym for Public Sector Conducive Ecosystem. It is led by MAMPU (Administrative Modernization and Management Planning) and it is rebranding for 5S Implementation of Public Sector in 2010. Its purpose is to foster a culture of organizational excellence and a more corporate image for the idea and the creative and innovative activities. EKSA is an attempt to strengthen the management of the office to create a more conducive environment to help increase employee productivity PKK. The move is in line with efforts to strengthen the organizational culture of high performance and innovative work among personnel PKK through the provision of environmental, workplace culture and values into practice all citizens of public sector agencies. Through the implementation of these practices can help citizens EKSA PKK design and implement efforts to produce a work environment that is conducive to improving the quality of service delivery to customers and also can improve the safety, comfort and joy to work for the citizens PKK. EKSA includes the introduction of a new auditing model which comprises Generic criteria as well as Specific criteria which

considers the diversity of government agencies. Previously, the one-size-fits-all concept which had been used was found to be inadequate in catering to the needs of all agencies. Thus, the improved EKSA criteria is able to conform according to the locality of the agencies. The rebranding is aimed at empowering public sector agencies to expands the implementation of Conducive Ecosystem in public sector agencies; enhance their corporate image; inculcate a culture of creativity and innovation in line with stakeholder's expectations; promote efforts supporting the campaign to Go Green; and ensure that auditing elements meet the needs of various public sector agencies.

2.0   DESCRIPTION OF THE STUDY

Practicing EKSA will help the efficiency of management at the school level as the benefits of EKSA implementation are outlined such as improved quality of service to customers, a more cheerful workplace atmosphere, cost savings, increased creativity and innovation, an increased level of safety and increase the spirit of teamwork. The corporate image that shows an increase in quality, creativity and innovation, that displays characteristics of maturity and improvement as well as elements promoting green practices, mainly saving utility. Gives a positive change for civil servants to be trained to think out the box, work in groups and increase ability to perform task better. Through EKSA Assessment indicators, we can see the achievement level of an organization in the past, at present and its future out-look.

3.0   BENEFITS OF EKSA

Practising EKSA will contribute to the productivity of management as the benefits of the introduction of EKSA are highlighted, such as enhanced customer service quality, a more positive working environment, increased creativity and innovation, an increased level of safety and an improvement in the spirit of teamwork. The establishment of EKSA required the strong commitment of all members, teamwork, time and effort must be formed by all employees of the organization. The first benefits of EKSA is to enhance the customer service quality. Customer service is referring to identify or perception of the customer or party interested in the environment, actions and achievements of a person organization. Coordinated values, ethics and labour standards among citizen work is important in order to create a positive corporate culture. The second benefits are a more positive working environment. Healthy does not only constitute as needing medical attention, it could also be the outlook of the workplace and even the surroundings. Next is increased creativity and innovations. Through the EKSA, public agencies may also promote creative and innovative activities with the needs of community. Customer expectations are that, keeping in mind the demands of change over time, and every public entity needs to improved its efficiency and quality. Then, green program in government sectors. Identifying that environmental protection is a shared responsibility, EKSA also support initiatives to build a green environment through green program in government sectors. Through this initiative, each agency is asked to carry out activities such as recycling and enhancing energy efficiency in order to reduce the use of raw materials. The last benefit is conducive surrounding. Government agencies that practice EKSA also emphasize the need for create a conducive working environment for public servants to people. More over occupational safety and health aspects are emphasized in EKSA organizations care about welfare and safety of their users can carry out tasks in a safe and conducive

environment. In the meantime, the customer also provides convenient facilities and able to handle all government agencies with generosity, safety and comfort.

4.0   METHODOLOGY

There are SIX steps to implement EKSA in PKK;

a. The formation of EKSA Committees
b. Zone Division
c. Provide training for EKSA Committees
d. The launch of EKSA
e. The Audit Process
f. The accreditation of EKSA Certification

VI. DATA ANALYSIS OF ENERGY SAVING

POLITEKNIK KOTA KINABALU ELECTRIC BILL SAVING ANALYSIS 2016 - 2021
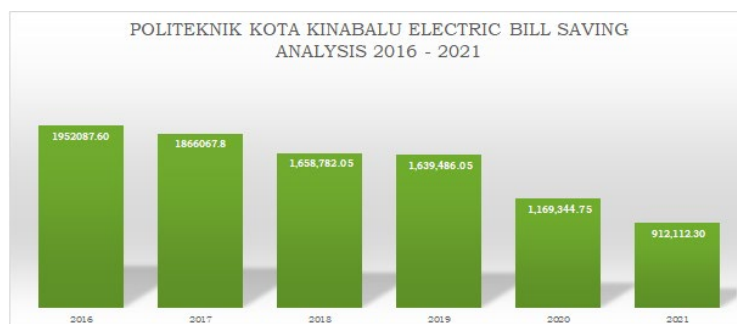
YEAR	2016	2017	2018	2019	2020	2021
BILL TOTAL	1952087.60	1866067.8	1,658,782.05	1,639,486.05	1,169,344.75	912,112.30
% SAVING		4.4	11.1	1.2	28.7	22.0

From the graph above, it was found that since EKSA was implemented in PKK, the percentage of reduction in electricity utility bills from 2016 - 2021 was as much as 1.2 - 28.7%. This proves that the implementation of EKSA is able to save energy, water and so on.

5.0   DISCUSSION

The implementation of EKSA practices in PKK began in 2018 as a quality initiative in an effort to implement a culture of improvement, emphasizing the corporate image, providing the best service to customers and prioritizing aspects of savings through Green Practice and Energy Saving. Among the factors that potentially contribute towards the consolidation of EKSA culture in PKK are support and commitment given by management, efficient and effective

EKSA management structure, education and training for PKK staff, effective communication among PKK members and EKSA best practice sharing.

There are 6 components of EKSA must be fulfil the requirement of audit process. The components are:

- Component A – The Main Requirements of Implementation
- Component B – Workstation / Office Space
- Component C – Public Place
- Component D – Environmental Safety
- Component E – Environment Area
- Component F – Specific Place

EKSA implementation in PKK will provide the following benefits which are; creating a quality workplace environment (clean and tidy); improve the efficiency and effectiveness of organizational management; identify, reduce and eliminate waste; Improving the image of PKK in Malaysia and Other Countries; generate creative ideas among PKK members; enhance teamwork; improving the discipline of PKK staffs and students; improving the quality of service delivery; establish clear work standard; appreciate the environment and last but not least, to produce healthy PKK citizens.

6.0   IMPACT TO ORGANIZATION

a. The management of EKSA able to increase the safety facilities and the work environment quality excel.
b. Succeed to reduce RM134,140.36, the PKK electricity cost that has been made in 2018.
c. A total of 9.4% cost saving on PKK water bills made in 2018, which is RM83,695.00.
d. To coordinate the management of safety committee under EKSA efficiently.
e. Able to make EKSA component excel with various recognition programs.
f. Largest contributor in the implementation of ETAC audit preparations.
g. Successfully increased staff motivation to support EKSA.
h. Succeed in getting the recognition of EKSA certification by MAMPU in the excellent category.
i. Succeed in getting the recognition from SEDA Malaysia Sustainable Energy Low Carbon Building Assessment THREE DIAMOND rating for 2021 and 2022.

7.0   CONCLUSION

In conclusion, the introduction of **EKSA** is meant to enhance the existing Public Sector 5S Practice with an emphasis on creating a conducive working environment. The implementation of EKSA in PKK is expected to create a conducive environment, increase productivity and achieve the vision of becoming a superior TVET institution at the national and international levels.

REFERENCE

Unit Pemodenan Tadbiran dan Perancangan Pengurusan Malaysia (MAMPU), Panduan Pelaksanaan EKSA; Ekosistem Kondusif Sektor Awam, Cetakan Pertama 2015, (ISBN NO:978-967-344-460-1)

Kementerian Pendidikan Malaysia (KPM), Buku Garis Panduan EKSA Ekosistem Kondusif Sektor Awam versi 2.0, Cetakan Kedua.

Universiti Malaysia Sabah, Garis Panduan Ekosistem Kondusif Sektor Awam (EKSA), 2017

Politeknik Kota Kinabalu (PKK), Garis Panduan EKSA PKK; Ekosistem Kondusif Sektor Awam, Cetakan Pertama 2018, (ISBN NO:978-967-0332-85-7)

Politeknik Kota Kinabalu (PKK), Garis Panduan EKSA PKK; Ekosistem Kondusif Sektor Awam, Cetakan Kedua 2019, (ISBN NO:978-967-2318-02-6)

Noor Mohamad bin Shakil Hameed, retrieved from Ekosistem Kondusif Sektor Awam (EKSA), http://103.18.93.160/bitstream/123456789/142214/1/4_Kertas%20Kerja%20Penuh_A MALAN%20EKOSISTEM%20KONDUSIF%20SEKTOR%20AWAM%20%28EKSA% 29%20_NOOR%20MOHAMAD%20UPM.pdf

AYSAR: BEST PRACTICE IN ABLUTION TEACHING TECHNIQUE AMONG PSP MUSLIM STUDENT

MOHD FAZLON BIN ABDUL RAHIM
NOR IZZATI BINTI MAHD NOR
NUR HIDAYAH BINTI ZAINUL
JABATAN PENGAJIAN AM
POLITEKNIK SEBERANG PERAI

ABSTRACT

Kit Aysar is an innovation designed to facilitate teaching and also users among patients and people who travel to pray. With Kit Aysar, the process of purification becomes easier, faster, and certainly clean. Through observations without Kit Aysar, performing prayers becomes challenging for patients and travellers, especially in acquiring the necessities to perform the ablution. Additionally, a lack of knowledge about the concessionary on procedures for prayer, especially during illness and travel is also a contributing factor. These lead to prayers being unfulfilled when one is sick or on a journey. Therefore, Kit Aysar was developed by integrating all the purification requirements and procedures into one easily portable and interactive kit. Kit Aysar is highly suitable for use by students during teaching and learning processes, as well as for all sick and traveling Muslims.

Keywords: Kit Aysar, concessions in prayer

1.0 INTRODUCTION

The obligatory prayers (Solat wajib) are to be performed by all eligible Muslims in all circumstances. The obligation of performing prayers is clearly stated in the Quran and the Sunnah. Furthermore, the command to perform the mandatory prayers was directly received by the Prophet Muhammad (SAW) during the event of Isra and Mi'raj. Prayers can only be ingrained in society when everyone fulfils their prayer obligations in their daily lives. It is essential for students to understand that prayer is not a burdensome or difficult obligation. This understanding is crucial to ensure that students do not neglect their prayers in any situation. Therefore, it is important for all Muslims, especially students, to comprehend the concept of "rukhsah solat" (concessions in prayer) so that they can easily practice it when facing challenging situations that may hinder them from performing prayers in the regular manner. The Muslim community in Malaysia tends to neglect praying outside of their usual circumstances. This is due to the habit of comfortably performing prayers in ideal conditions, including being fully dressed in attire specific to prayer. When faced with challenging situations that make it difficult to pray as usual, the obligation to perform prayers is often ignored and abandoned. The main root of this problem is the lack of understanding about the procedures of praying in difficult situations, coupled with various obstacles that hinder the fulfilment of prayers in such circumstances. The recent study conducted by Norhidayani and Mohd Zaid (2022) indicates that the level of understanding and practice of students regarding concessions in prayer during illness is at a moderate level. Students were found to be less attentive to the concept of concessions in prayer and its application when they are unwell. Therefore, educators play a crucial role in emphasizing the topic of prayers by providing more

engaging teaching materials so that students can easily comprehend, have confidence, and perform their prayers in all circumstances. This study was conducted with the aim of developing a kit for the use of patients and travellers. Additionally, this kit proves to be highly beneficial for educators who teach the topic of concessions in prayer (rukhsah solat). The specific objectives of the study are as follows:

a. To promote active learning using Kit Aysar during the teaching and learning process.
b. To encourage Muslims to perform prayers in all circumstances.
c. To assist in saving time for purification during illness and travel.
d. To facilitate access to purification equipment for patients and travellers.
e. To ensure systematic storage of purification equipment.

2.0 DESCRIPTION OF STUDY

The development of Kit Aysar involved three processes, namely planning, product development, and innovation product assessment.

Planning process

Needs Analysis

The challenges faced by lecturers in teaching the topic of concessions in prayer (rukhsah solat) led to a survey study for the analysis of the innovation product's requirements. The findings from the survey indicate a high level of understanding regarding the concessions in prayer (rukhsah solat) while the practice of performing the concessions in prayer during illness and travel is at a moderate level. A lack of concern for performing the prayer and the difficulties faced during illness and travel were identified as factors contributing to the lower level of prayer practice.

Project Design

The product design involved two main components: product explanation and a digital guide for the concessions in prayer (rukhsah solat) development, along with a comprehensive set of cleansing equipment in Kit Aysar to facilitate user purification before performing prayers.

Development Process

Project development

The product explanation and guide for the concessions in prayer (rukhsah solat) are developed using https://beacons.ai/. The researcher utilized instructional videos on ablution (wuduk), dry ablution (tayammum), and prayer for the sick, which were published by the Ministry of Health Malaysia in collaboration with the Department of Islamic Development Malaysia (Jabatan Kemajuan Islam Malaysia). No new video recordings were made as the existing videos were comprehensive and had already been verified by experts. The apps also include a collection of frequently asked questions related to the concessions in prayer (rukhsah solat) for user understanding. Additionally, written explanations of the product and its uses are provided along with QR codes to facilitate users in performing purification using Kit Aysar.

KIT AYSAR

The selection of cleansing equipment is based on its suitability for use during illness or travel. The chosen container size is carefully considered to ensure that the kit remains portable while containing comprehensive equipment for use. A commercial logo for the product has been designed for attachment to each item of the equipment set.

3.0   PROJECT DEVELOPMENT STEPS:

a. Material Preparation
    Gather all the materials and tools needed for the kit's requirements.

b. Kit Aysar Packaging Process.
    i)   Filling water into the bottle.
    ii) Filling sand into the bottle.
    iii) Packaging equipment such as a small towel, prayer mat, dust cover, digital tasbeeh, gloves, and wet wipes.

c. Equipment and Kit Bag Labeling Process.
    Labels are created for each equipment, including the bottle, as well as for the Kit Aysar bag. A special Aysar logo is designed specifically for the Kit Aysar and printed as stickers to be affixed to each piece of equipment.

d. Kit Bag Packaging Work.

e. Constructing QR codes to facilitate the usage guide of Kit Aysar and as a reference for the procedures of Wudu and Tayammum for concessions in prayer.

Picture 1: QR code.

Project Implementation (Project Testing)

The innovative Kit Aysar that has been developed is utilized during the teaching and learning process (T&L) within the classroom. A total of 35 second-semester students taking the Islamic Studies course were chosen as product users. The researcher's survey revealed that students appeared to be more motivated in their learning, and active learning was successfully carried out.

Assessment Process

Project assessment

   i.   Conducted during classroom teaching sessions.
  ii.   Involves second-semester students enrolled in the Islamic Studies course
 iii.   Total of 35 individuals
  iv.   Its effectiveness is measured using the following data:
   - Teaching Strategy
   - Time
   - User-friendliness
   - Motivation
   - Suitability of innovation (cleansing equipment) for teaching sessions.

The lecturer confirms the effectiveness of the Kit Aysar through their responses in the questionnaires distributed before and after using the product.

Differences between before and now:

No	Before	Now
1.	Teaching Strategy: Traditional method, students only listen to theory from the lecturer without any teaching aids.	Teaching Strategy: Utilizing the Teaching Aid Kit Aysar alongside students listening to theory from the lecturer.
2.	Time: Lecturer would take a significant amount of time to explain in detail without the aid of teaching tools	Time: Lecturer can save time with the presence of the Kit Aysar.

3.	Delivery Convenience: Teaching the topic of concessions in prayer (rukhsah solat) without any tools, solely in theoretical form.	Delivery Convenience: Teaching becomes easier with the assistance of Kit Aysar, and students can engage in practical implementation within the classroom.
4.	Level of Student Motivation: Students have less understanding of the implementation of concessions in prayer (rukhsah solat) without practical involvement.	Level of Student Motivation: Students easily understand and can execute concessions in prayer (rukhsah solat) more effectively.
5.	Cleansing Equipment: Lecturer needs to acquire equipment separately, which is cumbersome for practical material preparation.	Cleansing Equipment: All cleansing equipment is complete in one kit and easy to carry anywhere, in addition to being highly practical due to its small and lightweight size.

Impact / Effectiveness of Excellence Criteria Elements

a. Establishment: Establishing suitable teaching aids for lecturers in the topic of concessions in prayer (rukhsah solat).
b. Facilitation: Facilitating lecturers and students in the teaching and learning process regarding concessions in prayer (rukhsah solat). Kit Aysar is also highly convenient and appropriate for use by travellers.
c. Practical Factor: Teaching becomes more effective with the use of teaching aids, as lecturers can seamlessly integrate theoretical and practical instruction for students. For travelers, Kit Aysar is highly practical due to its portability and user-friendly guidance through QR code scanning.
d. Increase in Student and Traveler Motivation: Students find it easier to comprehend the concepts related to concessions in prayer (rukhsah solat), leading to increased motivation to perform prayers even when ill or traveling. For travelers, Kit Aysar serves as a valuable tool to facilitate prayer practices.

Suggestions for Improvement

Some suggestions for future improvements include:

a. Creating teaching aids using suitable bags for better equipment storage.
b. Developing diverse teaching aids to facilitate more effective instruction for students.

4.0   CONCLUSION

The results of this innovation project study and its implementation can facilitate the teaching and learning process (T&L) and provide benefits to patients and travellers in performing ablution more easily. The provided guidance on the concessions in prayer (rukhsah solat) procedures can also assist all users in performing prayers according to their circumstances, whether they are ill or traveling. The existence of the Kit Aysar can encourage all Muslims to consistently perform prayers, even when facing illness or travel challenges.

REFERENCE

Al-Quran Tafsir Pimpinan Ar-Rahman. 2001.Kuala Lumpur: Darul Fikir

Basri Ibrahim. 2011. Sakit Bukan Alasan Untuk Meninggalkan Solat, Selangor: AlHidayah House Of Publishers Sdn. Bhd.

https://beacons.ai/.zikril

Ismail Kamus & Mohd. Azrul Azlen Ab. Hamid. 2013. Indahnya Hidup Bersyariat Modul Fardhu Ain Diri, Keluarga dan Masyarakat Sepanjang Hayat.Telaga Biru Sdn Bhd. Kuala Lumpur.

Kerlinger, F.N. & Lee, H.B. 2001. Foundation of behavioral research. Fort Worth, USA: Harcourt College Publishers.

Krejcie, R.V. & Morgan, D.W. 1970. Determining Sample Size for Research Activities. Educational and Psychological Measurement

Mohamd Riduan, Mohamad Tirmidzi. 2016. Tahap Pengetahuan Pelajar PMBS terhadap Amalan Solat Musafir. Politeknik Metro Betong Sarawak.

Mohd Fadzilah Kamsah. Utusan Malaysia. 2019. 23 Jun.

Mohd Majid Konting. 1994. Kaedah Penyelidikan Pendidikan. Kuala Lumpur: Dewan bahasa Dan Pustaka

Mohd Suhardi Mat Jusoh. 2001. Pengabaian Solat Di kalangan Remaja: Kajian Di Sekolah Menengah Di Sekitar Daerah Pasir Puteh Kelantan, Tesis Sarjana, Kuala Lumpur: U.Malaya

Norhidayani Said & Mohd Zaid Mohd Arshad. (2022). Kefahaman dan Pengamalan Pelajar Terhadap Rukhsah Solat Ketika Sakit di Kolej Komuniti Perak. In *International Conference on Global Education IX "Technological and Educational Empowerment Post COVID-19"* (pp. 439-445).

Sahidan, Solhan Huda. 2020. *Pengamalan Pelajar Terhadap Rukhsah Jamak Qasar Terhadap Program Usrah di Pusat Islam Politeknik (PTSS).*

Sayyed Sabiq. 1999. Fiqh sunnah juz al–awal. Dar al-fathi lil i'lam al-a'rabi. Kaherah Mesir.

Wiersma, W. 1995. Education Measurument Educational and Testing. Bostan: Allyn and Bacon

Wolf, R…. M. 1998. Questionnaires dalam Keeves.J.P (Eds) Educational Research Mathodology and Measurement: An International Hand Book: Oxford: Pergamon Press.

THE HYBRID CUTTER

RAFIZA BINTI HASSANA
KOLEJ KOMUNITI MASJID TANAH

TS MOHAMAD ZAMRI BIN JAMIL
MOHD FAIRUZ BIN YACOBB
POLITEKNIK MERSING

ABSTRACT

The Hybrid Cutter is designed to assist and improve practice for students taking electronic project courses. This improvement was created with the problem of improving an ordinary PCB cutter. The Hybrid Cutter was created with a design for students to cut PCB that combines the features of multiple types of cutting tools effectively. Hybrid Cutters are custom designed for specific applications and can be made from a variety of materials, including high-speed steel, carbide, and diamond. They also incorporate features such as coatings to reduce friction and increase tool life, specialized geometries to optimize cutting performance and applicable for continuity tests. In conclusion, this trainer has helped make it easier for students to efficiently complete their project.

Keywords: Improving, Effectively, Efficiently

1.0   INTRODUCTION

A PCB board, also known as a printed circuit board or PCB, is a board made of insulating material, such as fiberglass or plastic, with conductive pathways etched onto its surface. PCBs are commonly used in electronic devices to provide a reliable and efficient way of connecting and controlling components. The conductive pathways on a PCB are typically made of copper, which is etched onto the board using a chemical process. The layout of the pathways is designed using computer-aided design (CAD) software and can be customized to suit the specific needs of the device. PCBs are essential for modern electronics and are used in a wide range of applications, from simple devices like calculators and remote controls to complex devices like computers and smartphones. They offer several advantages over other wiring methods, including greater reliability, reduced size and weight, and improved performance. When designing or working with PCBs, it's important to follow best practices for layout and manufacturing to ensure that the board functions properly and meets safety and quality standards. This includes using appropriate materials and components, following design rules and guidelines, and testing the board thoroughly before use. A PCB cutter is a tool used to cut printed circuit boards (PCBs) to a desired size or shape. PCBs are thin boards made of insulating material with conductive pathways etched onto them and are commonly used in electronic devices [2]. PCB cutters can be manual or electric and come in various sizes and shapes depending on the specific needs of the user. Manual PCB cutters typically use a blade or shearing action to cut through the PCB material. They are often handheld and have a cutting guide or ruler to help ensure precise cuts. Electric PCB cutters may use a rotary blade or a laser to cut through the PCB material. They are often larger and more expensive than manual

cutters but can offer faster and more precise cutting. When using a PCB cutter, it's important to wear appropriate protective gear, such as safety glasses, and to follow the manufacturer's instructions for safe and effective use. Proper cutting techniques, such as using a cutting guide or ruler and ensuring the PCB is securely held in place, can also help prevent damage to the PCB or injury to the user. The purpose of manufacturing this product is to make a PCB board cutting tool and control the temperature of the machine, so that the PCB board cutting tool does not experience excessive heat which causes a decrease in the performance of the machine.

a. Can produce PCB board pieces that are the right size.
c. The cut PCB is smoother with no rough edges.
d. Continuity testing wire with various size.

2.0   SPECIFICATION PRODUCT AND FEATURE

A Hybrid Cutter is a type of power tool that is designed for cutting various types of materials, such as wood, metal, plastic, and other materials. It is typically smaller in size compared to traditional table saws, making it easier to transport and store. Hybrid Cutter table saws often come with various features such as adjustable blades and safety mechanisms. They can be used for a variety of tasks, including cutting wood for DIY projects, making precise cuts for furniture building, and cutting metal for fabrication. Hybrid cutters are often custom designed for specific applications and can be made from a variety of materials, including high-speed steel, carbide, and diamond. They may also incorporate features such as coatings to reduce friction and increase tool life, and specialized geometries to optimize cutting performance.

A.   Cutting PCB

Hybrid Cutter is durable, portable, practical, and easy-to-use. Not just cutting, it is capable of polishing or engraving with the instalment of corresponding accessories. Also featured with high power motor, it can reach a high cutting speed of 3000rpm to cut wood, plastic board, acrylic board and more with efficiency. Make cutting jobs easier.

B.   Continuity testing

Continuity testing is used in various applications such as troubleshooting electrical systems, testing wiring connections, and verifying the integrity of electronic components. It is an essential tool for electricians, technicians, and to ensure that electrical circuits are working properly and safely.

3.0   CONCLUSION

In conclusion, Hybrid Cutter helping students and lecturers to quickly cut PCB with more accurately with the size measurements placed. It also helps user to test the continuity of resistance of various sizes of wire and copper path printed on designed PCB. The PCB assembly process is easy and avoids damage to the cut PCB board. To summaries, all objectives were reached to reduce obstacles for students when finishing their final project.

REFFERENCE

B. Shen, F. H. Sun, H. G. Xue, M. Chen & Z.

M. Zhang (2009) Study on fabrication and cutting performance of high-quality diamond coated PCB milling tools with complicated geometries, Surface Engineering, 25:1, 70- 76, DOI: 10.1179/026708408X334140

Lin Shih-Chieh and Su Chia-Hsin 2006 (IEEE) A Visual Inspection System for Surface Mounted Devices on Printed Circuit Board

Y. Q. Wang, K. H. Low, F. X. Che, H. L. J. Pang and S. P. Yeo, "Modelling and simulation of printed circuit board drop test," Proceedings of the 5th Electronics Packaging Technology Conference (EPTC 2003), Singapore, 2003, pp. 263-268, doi: 10.1109/EPTC.2003.1271526.

KIT JENAZAH AS-SALAM: MANAGING THE DECEASED SAFELY WITH EASE

NUR HIDAYAH BINTI ZAINUL
MOHD FAZLON BIN ABDUL RAHIM
POLITEKNIK SEBERANG PERAI

ABSTRACT

Kit Jenazah As-Salam is an innovation introduced to facilitate the management of deceased individuals in hospitals, homes, or any location involved in the handling of bodies, especially during the Covid-19 pandemic. With the introduction of Kit Jenazah As-Salam, the process of handling deceased individuals can be expedited, efficient, and safe, taking into consideration the preparedness aspect for handling bodies that may be infected with the Covid-19 virus. Prior to the availability of the Kit Jenazah As-Salam, the process of managing deceased individuals required a significant amount of time to gather the necessary equipment for the procedure, in addition to potentially neglecting the safety of the individuals conducting the process in terms of the transmission of contagious viruses like Covid-19. Kit Jenazah As-Salam is observed to provide convenience in terms of reduced time requirements, cost-effectiveness, storage, and safety. Overall, the introduction of the Kit Jenazah As-Salam has greatly improved and streamlined the process of managing deceased individuals, particularly during the challenges posed by the Covid-19 pandemic.

Keywords: Kit Jenazah As-Salam, managing the deceased

1.0   INTRODUCTION

In Islam, the matter of managing a deceased body is considered a communal obligation (fard kifayah). This means that if it is carried out by some Muslims, then the rest are absolved of sin. However, if no one fulfils this duty, then all Muslims in that area will be held accountable (Utusan Malaysia, January 1, 2013). Every Muslim is required to acquire knowledge about the management of deceased bodies, as it is a responsibility that should be promptly undertaken by the person responsible for handling the body as soon as they become aware of the death of another Muslim. It is also an obligation and the final duty of the living towards the deceased (Islamic Center USM, 2007). The individuals entitled to manage the deceased include family members or heirs, with the intention of preserving modesty, maintaining honor and dignity, and concealing any imperfections of the deceased (Maizahanim, 2015). Some of the lecturers may also lack skills in managing deceased bodies. This is because they lack actual experience in handling deceased bodies. Therefore, these lecturers suggest the development of a funeral management software that focuses more on detailed procedures related to washing, shrouding, performing prayers, and burying the deceased. This software could incorporate multimedia elements to capture students' interest and assist lecturers during the teaching and learning process. The purpose of this conducted study is to assess and develop a kit for deceased body management, aiming to assist both funeral personnel and educators teaching deceased body management. This study is crucial to evaluate the suitability and usability of the body management kit in providing convenience for the funeral management team. The specific objectives of the study are as follows:

1. To save time in the preparation and storage of equipment.

2. To minimize storage space for equipment.

3. To facilitate access to deceased body management tools.

4. To ensure systematic storage of deceased body management equipment.

5. To minimize the risk of disease transmission to funeral personnel dealing with infectious patients.

2.0   RESEARCH DESCRIPTION

This innovation of Kit Jenazah As-Salam, has gone through three processes: planning, product development, and product assessment.

Planning process

Needs Analysis

The challenges faced by lecturers in teaching topics related to deceased body management and funeral prayer have led to a survey study (questionnaire) for needs analysis of innovative products. The findings from the survey indicate that the understanding of deceased body management is at a moderate level, while the implementation of funeral prayer is also at a moderate level. The lack of emphasis on performing the funeral prayer and a lack of understanding of deceased body management were identified as factors contributing to the lower level of implementation of deceased body management.

Project Design

The product design involves two main components: product explanation and a deceased body management guide that is compiled into a book to facilitate users in referencing before carrying out deceased body management.

Development Process

Project Development

Kit Jenazah As-Salam was developed based on current needs for deceased body management. The researcher obtained feedback from the Malaysian Ministry of Health, particularly from funeral management personnel in hospitals. In collaboration with Bukit Mertajam Hospital, further research was conducted to finalize Kit Jenazah As-Salam. A guidebook was also compiled with reference to the Malaysian Department of Islamic Development (Jabatan Kemajuan Islam Malaysia). The selection of equipment for deceased body management was based on their suitability for use in high-risk infection scenarios. The chosen bag size is highly compatible with the equipment and the requirements of deceased body management. Labels are affixed to each piece of equipment to ensure that the kit is easily transportable while containing the necessary tools for comprehensive usage. A commercial logo for the product has been designed to be attached to each item of the equipment set. Throughout the development process, collaboration and coordination with various stakeholders, including government departments and healthcare institutions, were essential to ensure the accuracy, effectiveness, and practicality of Kit Jenazah As-Salam. The goal is to provide a well-designed and complete solution for deceased body management that meets safety standards and cultural considerations.

The steps of the project development for the Kit Jenazah As-Salam are as follows:

i.   Preparation of Materials

Gather all materials and tools required for the kit's needs.

ii.   Packaging Process of Kit Jenazah As-Salam.

•   Filling rose water into the bottle

•   Filling sand in the bottle

•   Packaging of equipment such as shroud cloth, sarong cloth, batik cloth, scented oil, cleansing soap, sponge, dust cover, apron, gloves, PPE (Personal Protective Equipment), face shield, cotton, and towel.

iii.   Labeling Process for Equipment and Kit Bags

Labels are created for each piece of equipment, including bottles, and also for Kit Jenazah As-Salam itself. A unique As-Salam logo is designed specifically for the kit and printed as stickers to be affixed to each piece of equipment.

iv.   Packaging of the kit.

v.   Creating QR codes for user guide of Kit Jenazah As-Salam and as a reference for deceased body management procedures.

Project Implementation (Project Testing)

Kit Jenazah As-Salam that has been developed is utilized during the teaching and learning process in a classroom setting. A total of 40 third-semester students enrolled in the Institutional Mosque Management course at UiTM Penang were selected as users of the product. The researcher's survey found that the students exhibited increased enthusiasm for learning, and active learning was successfully carried out. During the implementation phase, the effectiveness and practicality of the Kit Jenazah As-Salam were evaluated through its integration into the curriculum. The product's impact on student engagement, understanding of deceased body management procedures, and the overall learning experience were assessed. The positive outcomes observed among the students indicate the potential benefits of incorporating the innovative product into educational settings. The active engagement and improved learning experience suggest that Kit Jenazah As-Salam has successfully fulfilled its intended purpose of enhancing the teaching and learning of deceased body management and related subjects.

Assessment Process

Project assessment

i.   Conducted during classroom teaching sessions

ii.   Involved third-semester students taking the Mosque Institution Management course

iii.   40 students

iv.   Effectiveness is measured using the following data:

- Teaching strategy

- Time

- Ease of use

- Motivation

- Suitability of innovation (management tools) for teaching sessions.

The lecturer verifies the effectiveness of Kit Jenazah As-Salam through a questionnaire form generated before and after using the product.

The differences between the processes before and now:

No	Before	After
a.	Teaching Strategy: Traditional method, students only listen to theories from the lecturer without any teaching aids.	Teaching Strategy: Utilizing Kit Jenazah As-Salam as part of teaching aids along with students listening to theories from the lecturer.

b.	Time: Lecturers will take a significant amount of time to explain in detail without the assistance of teaching aids.	Time: Lecturers can save time with the presence of Kit Jenazah As-Salam.
c.	Delivery Convenience: Teaching the topic of funeral management without any tools is solely in theoretical form.	Delivery Convenience: Teaching becomes easier with the assistance of Kit Jenazah As-Salam, and students can implement it practically in the classroom.
d.	Student Motivation Level: Students have a lower understanding of funeral management without engaging in practical activities.	Student Motivation Level: Students easily comprehend and can execute funeral management more effectively.
e.	Funeral Management Equipment: Lecturers need to acquire equipment separately, which is cumbersome for practical material preparation.	Funeral Management Equipment: All purification equipment is complete in one kit and easily portable, making it very practical to carry anywhere.

Impact / Effectiveness of Excellence Criteria Elements:

a. Establishing
Creating suitable teaching aids for lecturer use in the topic of funeral management.

b. Facilitating
Facilitating lecturers and students in the teaching and learning process related to funeral management. For funeral administrators handling bodies either at home or in hospitals, it is easy and suitable to use this Kit Jenazah As-Salam.

c. Practical Factor
Teaching becomes more effective with teaching aids as lecturers can demonstrate both theoretical and practical aspects to students. For village funeral administrators, using the Kit Jenazah As-Salam is practical as it is easy to carry and comes with usage guidelines through scanning a QR code.

d. Increased motivation for students and funeral administrators.
Students find it easier to comprehend topics related to funeral management, which motivates them to engage in funeral management practices. For funeral administrators, Kit Jenazah As-Salam can assist in streamlining the funeral management process.

Suggestion for Improvement

Among the suggested improvements that can be considered for the future are:

a. Producing teaching aids using appropriate bags for efficient equipment storage.
b. Creating diverse teaching aids to facilitate better instruction for students.

3.0   CONCLUSION

The results of the study and implementation of this innovation project can facilitate the teaching and learning process and provide benefits to both students and funeral administrators, whether in villages or hospitals. The provided guidelines for funeral management procedures can also assist all users of the Kit Jenazah As-Salam in managing the deceased more easily. The existence of the Kit Jenazah As-Salam can encourage all Muslims to continuously enhance their knowledge in funeral management.

REFERENCES

Al-Quraan al-Karim.

Abdullah Muhammad BinYazid al-Quzwaini, (2004)Sunan IbnuMajah I(Beirut: Dar al-Fikr. Abdul Aziz Bin Muhammad Uraifi,(2006).Fatwa-FatSeputarJenazah.Surabaya: Pustaka Elba,

Abdul Karim (2012) Petunjuk ShalatJenazah dan PermasalahannyaJakarta: Amzah

Ab. Halim Tamuri & Nik Mohd. Rahimi Nik Yusoff. (pnyt.). (2010). Kaedah pengajaran dan pembelajaran pendidikan Islam. Bangi: Penerbit Universiti Kebangsaan Malaysia.

Ab. Halim Tamuri & Zaradi Sudin. (2007). Peranan Guru Pendidikan Islam Dari Literasi Komputer Ke Kompetensi Teknologi. Wacana Pendidikan Islam Siri 5. Fakulti Pendidikan Universiti Kebangsaan Malaysia.

Ahmad Sabri, (2012) Tuntunan PraktisPerawatan Jenazah,(Semarang:Pustaka Nuun.Hartati. (2013). Pedoman Penyeleng-garaan Jenazah. Jakarta: RinekaCiptaIbnu Rusyd,Bidayah al-Mujtahid waNihayah al- Muqtashid I(Beirut:Dar al-Jail, tth)

Azhar Ahmad, Hossen Marip & Morsalin Pawi. (2008). Kajian tinjauan pelaksanaan pengajaran dan pembelajaran Bahasa Arab sekolah menengah di Sarawak. Prosiding Wacana Pendidikan Islam Peringkat Kebangsaan Siri ke 6: Pendidikan Islam Teras Pembangunan Modal Insan. Hlm. 635-645.

Baharuddin Aris, Rio Sumarni Shariffudin, & Manimegalai Subramaniam. (2002). Reka Bentuk Perisian Multimedia. Skudai: Universiti Teknologi Malaysia.

Jamalludian Harun & Zaidatun Tasir. (2003). Multimedia dalam pendidikan. Pahang: PTS Publications & Distributors Sdn. Bhd.

Jonassen, D.H., Peck, K.L, & Wilson, B.G. (1999). Learning with technology: a constructive perspective. New Jersey: Prentice Hall.

Kamarul Azmi & Ab. Halim Tamuri, (2010). Pendidikan Islam Kaeadah Pengajaran dan Pembelajaran : Edisi Ketiga. Skudai, Johor Darul Takzim: Universiti Teknologi Malaysia.

Kamarul Azmi Jasmi, Mohd Faeez Ilias, Ab. Halim Tamuri, & Mohd Izham Mohd Hamzah. (2011). Amalan penggunaan bahan bantu mengajar dalam kalangan guru cemerlang Pendidikan Islam sekolah menengah di Malaysia. Journal of Islamic and Arabic Education, 3(1). hlm 59-74.

Khadijah Abdul Razak & Zaid Ngah. (2002). Isu dan Cabaran Pelaksanaan Kurikulum Pendidikan Islam (KBSM).

BEST PRACTICES; ASEAN TVET INSTITUTIONS (ABSTRACT)

SIAM BUSINESS ADMINISTRATION TECHNOLOGICAL COLLEGE

BUILDING TECH START-UPS IN VOCATIONAL COLLEGE THROUGH A CODING CLUB

SARAWIN RACHANIKORN
JAMES NICKLAUSE RIVERA
SIAM BUSINESS ADMINISTRATION TECHNOLOGICAL COLLEGE

ABSTRACT

This abstract explores the innovative journey of creating a tech start-up within a vocational college setting, focusing on the development of the "FRESH Alert" app. The app addresses the crucial issue of waste reduction, aligning with the concept of Zero Waste and advocating for large-scale agriculture. Utilizing the power of Machine Learning, "FRESH Alert" targets the reduction of raw material wastage, contributing to sustainable practices. The app's accessibility via the Cloud system empowers users with convenience, ensuring access at any time and from anywhere. This innovative solution leverages artificial intelligence and data analysis to guide users effectively in managing their raw materials. A distinctive feature of "FRESH Alert" is the establishment of a direct connection between raw material producers and users, bypassing intermediaries. This development results in the creation of a dynamic information ecosystem. The advantages are not confined to specific groups; rather, they extend to food business operators and general users alike. This ecosystem equips them to optimize raw material utilization for cost-effectiveness and maximum benefits, all while exercising effective cost control. The creation of this information ecosystem brings about a balanced distribution of benefits to all stakeholders involved. Restaurants benefit from reduced raw material waste, suppliers directly engage with restaurants, and even those in search of employment opportunities can explore roles such as restaurant delivery personnel. This abstract shed light on how the 'FRESH Alert' app exemplifies the potential of tech start-ups emerging from vocational college settings, driving sustainable solutions and benefiting diverse stakeholders in the process

INTEGRATION OF ESPORTS IN DIGITAL TECHNOLOGY LEARNING

JUTIMANEE TAWEEKARN
ELLEN RESURRECCION
SIAM BUSINESS ADMINISTRATION TECHNOLOGICAL COLLEGE

ABSTRACT

The integration of electronic sports (e-sports) into digital technology learning environments represents a unique and innovative approach to engage learners and enhance their understanding of complex concepts. This abstract explores the potential benefits, challenges, and strategies associated with incorporating e-sports elements into educational settings focused on digital technology. E-sports, known for their competitive and immersive nature, offer a dynamic platform for learners to actively participate in problem-solving, critical thinking, and teamwork. By introducing e-sports elements, educators can tap into the intrinsic motivation of students, fostering an environment where learning becomes a collaborative and enjoyable experience. Virtual simulations, inspired by e-sports scenarios, can be designed to mimic real-world challenges in digital technology fields, enabling students to apply theoretical knowledge in practical situations. The benefits of integrating e-sports in digital technology learning are multifold. Learners are encouraged to develop cognitive skills such as strategic thinking, decision-making, and adaptability while navigating virtual environments akin to those encountered in the technology industry. Furthermore, e-sports-driven learning experiences facilitate the development of soft skills like communication, teamwork, and leadership, all of which are highly valued in the modern workplace. Challenges associated with this integration include the need for appropriate educational game design, ensuring alignment with curriculum objectives, and addressing potential concerns related to screen time and balancing recreational gaming with academic pursuits. Overcoming these challenges requires collaboration between educators, game developers, and educational researchers to create engaging, educational, and ethically responsible e-sports experiences. To successfully integrate e-sports into digital technology learning, educators can employ various strategies. Gamified assessments, interactive coding challenges, and collaborative problem-solving scenarios inspired by e-sports dynamics can be introduced. Furthermore, fostering a supportive learning community through online platforms and organized e-sports tournaments can enhance student engagement and provide opportunities for peer learning. In conclusion, the integration of e-sports elements into digital technology learning environments offers a promising avenue to captivate and educate today's tech-savvy learners. By leveraging the competitive and immersive nature of e-sports, educators can bridge the gap between theoretical knowledge and practical application, preparing students for the evolving landscape of digital technology. However, careful planning, collaboration, and pedagogical alignment are vital to ensure the successful incorporation of e-sports into educational settings, maximizing the benefits for both learners and educators alike.

BRIDGING EMPLOYABILITY SKILL GAP THROUGH IT SUPPORT CENTER

NOPADOL ARAMPATARAWONG
BARRY PIPER
SIAM BUSINESS ADMINISTRATION TECHNOLOGICAL COLLEGE

ABSTRACT

This abstract explores a fundamental solution to this challenge: the establishment of an IT Support Center as a transformative platform for addressing the employability skill gap. The IT Support Center serves as an inclusive ecosystem, facilitating skill development and fostering a well-rounded approach to career readiness. By leveraging a combination of technical expertise and personalized mentorship, the IT Support Center empowers individuals with the knowledge and skills needed to excel in the modern workforce. This abstract delves into the diverse range of initiatives, workshops, and resources provided by the center, enabling participants to enhance critical competencies such as problem-solving, digital literacy, communication, and adaptability. Through real-world case studies and success stories, this discussion sheds light on how the IT Support Center has propelled individuals towards meaningful career opportunities. By fostering a dynamic environment of continuous learning and collaboration, the center not only equips participants with technical proficiencies but also hones their ability to navigate professional challenges with confidence.

CLIL APPROACH FOR BILINGUAL PROGRAM IN TOURISM AND HOSPITALITY MANAGEMENT

WORAPONG JERAPONGSADHON
SIAM BUSINESS ADMINISTRATION TECHNOLOGICAL COLLEGE

ABSTRACT

Content and Language Integrated Learning (CLIL) of Siam Business Administration Technological College is supposed to improve existing deficiencies in the formal learning of foreign languages (FL) and bilingual program. Focusing on cross-curricular programs, this article analyses critically four of CLIL's central claims against the evidence of the latest research. It is one of language methodological alternatives that can benefit the learners because of its process in language for daily life enhancing, the integrating of content subjects, the promoting of thinking process and coworking with others; the expected attributes of global citizen in the 21st century. Hence, it is an approach that can be applied in English language learning for the development of learners' competence and attributes.

DESIGN DRIVEN APPROACH FOR ENTREPRENEURSHIP EDUCATION

ISSARIYA WORAPHIPHAT
SIAM BUSINESS ADMINISTRATION TECHNOLOGICAL COLLEGE

ABSTRACT

Entrepreneurial intention is fundamental to decision-making and the behaviors needed to become entrepreneurs, with subsequent effects on economic development. However, the COVID-19 pandemic calls for a novel approach to teaching entrepreneurship owing to the shift to online learning. The current study explores entrepreneurial intention and the satisfaction derived from the entrepreneurship education program. In particular, we offer a framework that explains students' satisfaction and entrepreneurial intention by integrating the theory of planned behavior with design thinking-based entrepreneurship courses, peer interactions, and speaker interactions. The entrepreneurship education program was for vocational college students located in Southeast Asia. The online questionnaire was distributed to participants ($N = 263$, $MAGE = 18.64$) at the end of the online entrepreneurship education program. The model was tested using a structural equation model analysis. Attitude, subject norm, and satisfaction were found to predict higher entrepreneurial intention among vocational college students. Moreover, design thinking-based entrepreneurship courses, peer interaction, and speaker interaction indirectly affect entrepreneurial intention through satisfaction. This research extends the literature on entrepreneurship education by proposing a novel learning approach, that is, the online design thinking-based learning approach, which could be applied to entrepreneurship education programs to enhance students' entrepreneurial intention.

E-PROSIDING

"BEST PRACTICES; ASEAN TVET INSTITUTIONS"

POLITEKNIK
MALAYSIA

SBAC
วิทยาลัยเทคโนโลยีสยามบริหารธุรกิจ
SIAM BUSINESS ADMINISTRATION TECHNOLOGICAL COLLEGE

E-PROSIDING BEST PRACTICES : ASEAN TVET INSTITUTIONS