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No	ID	Tajuk Artikel & Penulis	Mukasurat
1	003	MUSTAPHA HUSSAIN: NASIONALIS POLITIK MELAYU SEBELUM MERDEKA (/pasak/images/pasak7/eprosiding2022/PASAK7_003_IBRAHIM.pdf) Ibrahim Ahmad, Aizat Khairi	1-20
2	004	MENCARI KEBENARAN FAKTA DALAM SYAIR INILAH SYAIR TENKU PERABU DI NEGERI SINGAPURA ADANYA (/pasak/images/pasak7/eprosiding2022/PASAK7_004_RAHIMAH.pdf) Rahimah Hamdan, Mayzatul Syuhaiba Razali	21-43
3	010	CABARAN KEMUDAHAN PEMBELAJARAN SECARA ATAS TALIAN SEMASA PANDEMIK COVID-19 BAGI PELAJAR SARJANA MUDA PENGAJIAN ISLAM (BAHASA ARAB TERJEMAHAN) DI KUIS (/pasak/images/pasak7/eprosiding2022/PASAK7_010_NASIMAH.pdf) Nasimah Haji Abdullah, MOHD@MOHAMED BIN MOHAMED ZIN	44-53
4	011	KETIDAKSIVILAN MASYARAKAT SIVIL DI MALAYSIA (/pasak/images/pasak7/eprosiding2022/PASAK7_011_TAKIYUDDIN.pdf) Muhamad Takiyuddin, Sharifah Nursyahidah	54-64

5	018	KARAKTER WANITA SOLEHAH MENERUSI SYAIR SITI SIANAH KARYA RAJA ALI HAJI (/pasak/images/pasak7/eprosiding2022/PASAK7_018_SALMAH.pdf) Salmah Jan Noor Muhammad, Nadiatul Shakinah Abdul Rahman	65-74
6	023	TEKNIK KULIAH MAYA: PENDEKATAN 'SYNCHRONOUS' DAN PENGALAMAN KURSUS FALSAFAH DAN ISU SEMASA, UPM, SELANGOR (/pasak/images/pasak7/eprosiding2022/PASAK7_023_NASIR.pdf) Dr. Hj Ahmad Nasir Mohd Yusoff, Prof Madya Dr. Ratna Roshida Abd.Razak, Prof Madya Dr. Mohd Maulana Magiman	75-91
7	028	MENGUATKAN PERGANTUNGAN HIDUP DENGAN ALLAH SWT MELALUI KATA HIKMAH IBN ATOILLAH AL-SAKANDARI (/pasak/images/pasak7/eprosiding2022/PASAK7_028_SYED.pdf) Syed Sultan Bee bt. Packeer Mohamed, Khairiah bt. Mohd. Yassin	92-101
8	034	KESALAHAN EJAAN MURID DAN HUBUNG KAIT DENGAN UJARAN GURU PELATIH: ANALISIS TEORI KONSTRUKTIVISME (/pasak/images/pasak7/eprosiding2022/PASAK7_034_ARISYA.pdf) Nurul Arisya Mohd Badli, Nur Farakhanna Mohd Rusli	102-113
9	036	PENGUNAAN DIALEK SOSIAL DALAM UJARAN LISAN GURU PELATIH BERDASARKAN TEORI ETNOGRAFI KOMUNIKASI (/pasak/images/pasak7/eprosiding2022/PASAK7_036_ZUHAILAM.pdf) Mohamad Zuhailam Mat Zin, Nur Farakhanna Mohd Rusli	114-131
10	051	KEUNIKAN ANIMASI JEPUN 'SPIRITED AWAY' – PENGGUNAAN DUNIA REALITI SEBAGAI PEMENTASAN GRAFIK (/pasak/images/pasak7/eprosiding2022/PASAK7_051_ZEETY.pdf) Zeety Kartini Abdul Hamid, Yuzairi Abdul Rahim, Juwati binti Abdullah	132-141
11	061	PENGARUH BUDAYA HEDONISME KEPADA GENERASI MUDA PADA ERA ZAMAN SEKARANG (/pasak/images/pasak7/eprosiding2022/PASAK7_061_AFIFAH.pdf) Afifah Raihanah Bt Rohimi, Siti Nur Affikah Bt Wahab, Qistina Aida Bt Mohd Sanusi, Prof Madya Dr. Syed Najihuddin Bin Syed Hassan	142-156
12	063	PEMBAHARUAN PEMIKIRAN ISLAM KONTEMPORARI DI INDONESIA (KAJIAN KES NAHDLATUL ULAMA) (/pasak/images/pasak7/eprosiding2022/PASAK7_063_SARJUNI.pdf) Sarjuni, Anis Malik Thoha	157-169
13	064	ETIKA MENGGUNAKAN INTERNET DAN MEDIA SOSIAL DARI PERSPEKTIF AL-QURAN DAN SUNNAH (/pasak/images/pasak7/eprosiding2022/PASAK7_064_FAWWAZ.pdf) Nik Mohammad Fawwaz Mui'im bin Sakeri, Nurul Husna binti Mohd Safiee, Nurul Huda binti Mohd Safiee, Prof Madya Dr. Syed Najihuddin bin Syed Hassan	170-177
14	066	KEBOLEHPASARAN GRADUAN BIDANG PENGURUSAN PEMBANGUNAN ISLAM: PERSEPSI MAJIKAN DAN INDUSTRI (/pasak/images/pasak7/eprosiding2022/PASAK7_066_ZALEHA.pdf) Siti Zaleha Ibrahim, Noraini Mohamad, Hasliza Talib, Syamim Zakwan Rosman, Nurul Syafini Abd Rahman	178-192
15	067	KEMAJUAN TEKNOLOGI KOMUNIKASI: MEMUDAHKAN PEMBELAJARAN ILMU AGAMA DI ERA PANDEMIK (/pasak/images/pasak7/eprosiding2022/PASAK7_067_FAIZ.pdf) Muhamad Faiz Asyraf bin Mas Fadilah, Anas Lutfi bin Abdul Latif, Muhammad Aslam Hakim bin Mohd Termizi	193-201
16	070	PENGAJARAN AL-QURAN BRAILLE: ISU DAN CABARAN SEMASA (/pasak/images/pasak7/eprosiding2022/PASAK7_070_HIDAYATI.pdf) Hidayati Hairul Azman, Siti Mahfuzoh Ngabadi, Nor Irna Syamimi Embong, Prof Madya Dr. Syed Najihuddin Syed Hassan	202-208
17	071	MEMANFAATKAN EKONOMI DIGITAL UNTUK PEMBANGUNAN UMAT ISLAM (/pasak/images/pasak7/eprosiding2022/PASAK7_071_NURIN.pdf) Nurin Najwa Binti Anua, Nureen Farisya Binti Hamim, Najwa Binti Ruslan, Nurul Izzah Binti Othman, Prof Madya Dr. Syed Najihuddin bin Syed Hassan	209-221

18	072	PENGAJIAN QURAN DI TIKTOK: ISU DAN CABARAN (/pasak/images/pasak7/eprosiding2022/PASAK7_071_NURIN.pdf) Arif Aiman Bin Yusri, Ahmad Sobran Zaki Bin Ridzuan, Said Abqori Bin Mohammad, Prof Madya Dr. Syed Najihuddin Syed Hasan	222-236
19	073	PENGUNAAN IMBUHAN BAHASA MELAYU DALAM KALANGAN KANAK-KANAK BERUMUR 8 TAHUN (/pasak/images/pasak7/eprosiding2022/PASAK7_073_BURHAN.pdf) Burhan Murshidi Baharon, Sharil Nizam Sha'ri, Rohaidah Kamaruddin	237-249
20	075	SATU KAJIAN BERFESYEN DAN TABBARUJ MENURUT PERSPEKTIF ISLAM DALAM KEHIDUPAN WANITA (/pasak/images/pasak7/eprosiding2022/PASAK7_075_EZZAH.pdf) Ezzah Insyirah Md Hairee, Nur Syahmina Zaa'im Hasman, Saiyidah Safwanah Jummain, Prof Madya Dr. Syed Najihuddin Syed Hassan	250-260
21	076	KAJIAN TENTANG TAHAP KEPRIHATINAN MAHASISWA UNIVERSITI SAINS ISLAM MALAYSIA (USIM) TERHADAP ISU KEMANUSIAAN YANG MELANDA NEGARA PALESTIN (/pasak/images/pasak7/eprosiding2022/PASAK7_076_AFIQ.pdf) Muhammad Afiq Aizuddin Bin Alias, Nur Abdul Muiz Bin Othman, Muhammad Haikal Bin Mohd Khairul Izwan, Ahmed Muizuddin Bin Mohd Aszmi, Prof Madya Dr. Syed Najihuddin Syed Hassan	261-270
22	086	SUSTAINABLE DEVELOPMENT GOALS IN ACTION BY STUDENTS ON CAMPUS (/pasak/images/pasak7/eprosiding2022/PASAK7_086_SUHAIMI.pdf) Suhaimi Mhd Sarif, Yusof Ismail	271-285
23	111	PULAU BIDONG: WARISAN KEMANUSIAAN SEJAGAT (/pasak/images/pasak7/eprosiding2022/PASAK7_111_NADHIRAH.pdf) Nor Nadhirah Afiqah binti Md Shamsuddin, Nurhijrah binti Zakaria, Anisah binti Harun, Hasnul Hadi bin Tengah, Amira Sofea binti Mohd Noor	286-298
24	121	KEBERKESANAN KAEDAH MULTISENSORI DALAM PEMBALIKAN HURUF MURID DISLEKSIA (/pasak/images/pasak7/eprosiding2022/PASAK7_121_NADIA.pdf) Nadia Shuhada binti Abdan Nasir	299-314
25	124	PENJARA DI NEGERI-NEGERI SELAT : FAKTOR-FAKTOR KEPERLUAN PENUBUHANNYA, 1826-1900 (/pasak/images/pasak7/eprosiding2022/PASAK7_124_ALWALIYAH.pdf) Siti Alwaliyah Binti Mansor, Haslinda Binti Hasan, Sharifah Binti Ismail	315-328
26	129	PERANAN PEGAWAI PEMBANGUNAN PERTANIAN DALAM MELESTARIKAN PRODUKTIVITI KOMODITI KOKO DARIPADA PERSPEKTIF KOMUNITI TANI (/pasak/images/pasak7/eprosiding2022/PASAK7_129_NOVIATIN.pdf) Noviatin Syarifuddin, Asnarulkhadi Abu Samah, Nik Ahmad Sufian Burhan, Jasmin Arif Shah	329-341
27	131	ASSESSING THE IMPACT OF 'WAKALAH IN ZAKAT DISTRIBUTION' ON ZAKAT COLLECTION: THE CASE OF STATE ZAKAT INSTITUTIONS IN MALAYSIA (/pasak/images/pasak7/eprosiding2022/PASAK7_131_ROSNIA.pdf) Rosnia Masruki, Maliah Sulaiman, Hafiz-Majdi Ab. Rashid	342-351
28	169	APLIKASI TABAYYUN DALAM PENERIMAAN HADITH DAN KEPENTINGANNYA DALAM MENGEKANG PENYEBARAN HADITH PALSU DI MALAYSIA (/pasak/images/pasak7/eprosiding2022/PASAK7_169_AFIFI.pdf) Nur Afifi bin Alit, Shumsudin Yabi	352-363
29	171	IMPAK BERITA PALSU DALAM MEDIA SOSIAL TERHADAP KESELAMATAN NEGARA SEMASA PANDEMIK COVID-19 (/pasak/images/pasak7/eprosiding2022/PASAK7_171_JESSICA.pdf) Jessica Ong Hai Liaw, Rosfazila Abd Rahman, Rogis Baker, Noor Azmi Mohd Zainol, Inderjit Singh, Nora Ibrahim	364-371
30	172	PENGARUH KUALITI PRODUK, SERVIS DAN HARGA TERHADAP KEPUASAN PELANGGAN KEDAI SERBANEKA (/pasak/images/pasak7/eprosiding2022/PASAK7_172_ROGIS.pdf) Rogis Baker, Nur Surayya Mohd Saudi, Hasan Al-Banna Mohamed, Jessica Ong Hai Liaw, Noor Azmi Mohd Zainol, Mohd Nasir Selamat, Muhammad Rafieamry Mohd Noor	372-379

31	173	TRANSFORMING A MOSQUE AS A DISASTER RELIEF CENTRE IN THE MALAYSIAN ENVIRONMENT (/pasak/images/pasak7/eprosiding2022/PASAK7_173_AZMI.pdf) Noor Azmi Mohd Zainol, Khairul Nizam Taib, Nadhirah Nordin, Zahimi Zainol Abidin, Rogis Baker, Jessica Ong Hai Liaw,	380-391
32	178	VIDEO SUNTINGAN CERAMAH DI MEDIA SOSIAL: ISU DAN CABARAN (/pasak/images/pasak7/eprosiding2022/PASAK7_178_NAJIHUDDIN.pdf) Prof Madya Dr. Syed Najihuddin Syed Hassan, Ahmad Miqdad Mohd Maruzuki, Muhammad Faiz Azri Ibrahim, Muhammad Najib Abdul Razak, Muhamad Alif Haziq Roslan	392-401
33	017	POTENSI AGROPELANCONGAN DI SIK KEDAH: SATU PENGAMATAN AWAL (/pasak/images/pasak7/eprosiding2022/PASAK7_017_SALMAH.pdf) Dr. Salmah Omar, Dr. Nor Hanani Binti Ismail, PM Dr. Mohamad Khadafi bin Hj. Rofie, Dr. Zulhilmi Paidi, PM Dr. Zawiyah Mohd Zain	402-414
34	046	MEDIA SOSIAL SEBAGAI PLATFORM PENYAMPAIAN DAKWAH: IMPLIKASINYA TERHADAP REMAJA (/pasak/images/pasak7/eprosiding2022/PASAK7_046_ANIS.pdf) Anis Nur Athirah Anuar, Raudhatul Jannah Azhar, Nurdamia Khalida Kasim, Prof. Madya Dr. Syed Najihuddin Syed Hassan	415-426
35	047	POTENSI HIBRID DALAM PELAKSANAAN PEMBELAJARAN DI INSTITUSI PENDIDIKAN: MENDEPANI CABARAN ERA ENDEMIK (/pasak/images/pasak7/eprosiding2022/PASAK7_047_AISYAH.pdf) Nur Aisyah Binti Mohd Saufi, Wan Nur Anis Binti Abdullah, Nur Hidayah Binti Abdullah, Prof. Madya Dr. Syed Najihuddin bin Syed Hassan	427-444
36	049	ADAB DAN ETIKA BERINTERAKSI DI MEDIA SOSIAL MENURUT PERSPEKTIF ISLAM (/pasak/images/pasak7/eprosiding2022/PASAK7_049_atifah.pdf) Nurul Atifah binti Zulkepli, Siti Mariam binti Ibharim, Munirah binti Abdul Muhaimin, Prof. Madya Dr. Syed Najihuddin bin Syed Hassan	445-451
37	053	LANDSKAP PEMBANGUNAN INTERAKSI MEDIA DALAM MELESTARIKAN WAJARAN DUNIA ISLAM: SATU KAJIAN DARI PERSPEKTIF LANGKAH DAN KESAN (/pasak/images/pasak7/eprosiding2022/PASAK7_053_iqbal.pdf) Muhammad Iqbal Arif Bin Zul'kufl, Muhammad Nur Iman Shazwan Bin Subri, Ahmad Danial Asyee Bin Zakaria, Prof Madya Dr. Syed Najihuddin Bin Syed Hassan	452-464
38	056	KERELEVANAN SUBJEK AGAMA ISLAM SEBAGAI SATU SUBJEK PENTING DALAM SILIBUS PEMBELAJARAN DI SEKOLAH (/pasak/images/pasak7/eprosiding2022/PASAK7_056_zulaikha.pdf) Siti Zulaikha binti Mohd Zamri, Nik Azreen Fatimah binti Azlan, Wan Fayyadhah Aufa binti Wan Azmi, Prof. Madya Dr. Syed Najihuddin bin Syed Hassan	465-478
39	057	PEMBELAJARAN AGAMA MELALUI MEDIA SOSIAL: KAJIAN KEBERKESANAN DAN CABARANNYA (/pasak/images/pasak7/eprosiding2022/PASAK7_057_HANNAN.pdf) Hannan Murshida Binti Sualahuddin, Nuraini Shafiqah Binti Safari, Siti Farhatun Najwa binti Zolkefli, Prof Madya DR. Syed Najihuddin Bin Syed Hassan	479-486
40	058	SUMBANGAN TEKNOLOGI DALAM PENDIDIKAN ISLAM: SATU WAJARAN PEMBUKTIAN (/pasak/images/pasak7/eprosiding2022/PASAK7_058_HASBULLAH.pdf) Nik Muhammad Hasbullah bin Nik Man, Naim Munir Benmahfouz bin Sheikh Ahmad Munir, Mohammad Syakirin Aizat bin Ab Rahim, Prof Madya Dr. Syed Najihuddin bin Syed Hassan	487-492
41	059	SUMBANGAN SUKUR IBRAHIM: MENJADI TELADAN KHALAYAK RAMAI (/pasak/images/pasak7/eprosiding2022/PASAK7_059_FARHANA.pdf) Noor Farhana Binti Mustafa Kamal, Nuruljannah Aqilah Binti Zulkefli, Fatimah Azzahrah Binti Mohd Akil, Prof. Madya Dr. Syed Najihuddin bin Syed Hassan	493-509

42	094	INFLUENCE OF TA'AWUN (MUTUAL COOPERATION) AMONG PRIVATE SCHOOL TEACHERS IN SUSTAINING SEJAHTERA OCCUPATIONAL SAFETY AND HEALTH ENVIRONMENT (/pasak/images/pasak7/eprosiding2022/PASAK7_094_SUHAIMI.pdf) Suhaimi Mhd Sarif, Yusof Ismail	510-519
43	100	PERANAN PIHAK KETIGA DALAM KES PERMOHONAN PERCERAIAN TANPA PERSETUJUAN SATU PIHAK DI MAHKAMAH SYARIAH SELANGOR: AMALAN PELAKSANAAN DAN ISU-ISU BERBANGKIT (/pasak/images/pasak7/eprosiding2022/PASAK7_100_ZAINI.pdf) Zaini Yusnita Mat Jusoh, Zanariah Dimon, Sharifah Hana Abdul Rahman	520-537
44	102	PENELITIAN HATI BUDI MELAYU SEBAGAI SIMBOL PERADABAN MASYARAKAT: ANALISIS KATA FOKUS "DIDIKAN" BERDASARKAN TEORI MEDAN SEMANTIK (/pasak/images/pasak7/eprosiding2022/PASAK7_102_ROZITA.pdf) Rozita Che Rodi	538-555
45	103	TO IDENTIFY THE FACTORS OF MALAY STUDENTS INVOLVED IN HYSTERIA BY USING CLINICAL PSYCHOLOGY APPROACH (/pasak/images/pasak7/eprosiding2022/PASAK7_103_NAGARUBINI.pdf) Nagarubini Paramasivam	556-560
46	104	QALBUN FAQH: SATU ANALISIS AWAL (/pasak/images/pasak7/eprosiding2022/PASAK7_104_HANANI.pdf) Nor Hanani Ismail, Salmah Omar, Mardzelah Makhsin, Mohamad Khadafi Hj. Rofie	561-569
47	106	PENGHAYATAN SEJARAH MAHASISWA SARJANA MUDA MULTIETNIK: KAJIAN PERBEZAAN ANTARA IPTA DAN IPTS (/pasak/images/pasak7/eprosiding2022/PASAK7_106_AZHANI.pdf) Siti Nor Azhani Mohd Tohar, Siti Nor Baya Mat Yacob	570-575
48	009	FAKTOR-FAKTOR KEBERSIHAN YANG MEMPENGARUHI TAHAP KESIHATAN MAHASISWA: SATU KAJIAN KES DI SEBUAH UNIVERSITI AWAM, MALAYSIA (/pasak/images/pasak7/eprosiding2022/3/PASAK7_009_HASAN_AL_BANA.pdf) Hasan Al-Banna Mohamed, Norashikin Sahol Hamid, Rogis Baker, Siti Nurhafizah Saleeza Ramlee, Hj Mohamad Muntaha Hj Saleh	576-593
49	013	VARIASI KATA PINJAMAN BAHASA ARAB DALAM DIALEK MELAYU PERLIS: ANALISIS GEOLINGUISTIK (/pasak/images/pasak7/eprosiding2022/3/PASAK7_013_AINUR_SYAKIRAH_MUHD_HISSAM.pdf) Ainur Syakirah Muhd Hissam, Zuliana Zubir	594-607
50	020	GANGGUAN PERRBUALAN DALAM RANCANGAN BUAL BICARA WANITA HARI INI (/pasak/images/pasak7/eprosiding2022/3/PASAK7_020_AZEAN_IDUWANI_IDRUS.pdf) Azean Idruwani Idrus	608-619
51	030	TELADAN PERISTIWA SINGAPURA DILANGGAR TODAK DALAM SEJARAH MELAYU (/pasak/images/pasak7/eprosiding2022/3/PASAK7_030_AYU_NORAZILAH_MOHAMAD.pdf) Ayu Nor Azilah Mohamad, Mohamed Ali Haniffa, Wayu Nor Asikin Mohamad	620-631
52	035	FI MA'IYYAH ALLAH PENYELAMAT DARI KEMELUT KRISIS KEMANUSIAAN (/pasak/images/pasak7/eprosiding2022/3/PASAK7_035_NAZRI_HASSAN.pdf) Nazari bin Hassan	632-640
53	037	SURVEY ON FACTORS AFFECTING OPEN SOURCE SOFTWARE ADOPTION IN THE TELECOMMUNICATIONS INDUSTRY (/pasak/images/pasak7/eprosiding2022/3/PASAK7_037_BAYU_ADHI_PRAKOSA.pdf) Bayu Adhi Prakosa, Mohd Shahrul Nizam Mohd Danuri, Juzlinda Mohd Ghazali	641-649
54	038	PERALIHAN KOD BAHASA DALAM DIALOG FILEM MAMAT KHALID: KAJIAN TERHADAP ZOMBI KILANG BISKUT (2014) (/pasak/images/pasak7/eprosiding2022/3/PASAK7_038_SITI_ZUBAIDAH_RAJA.pdf) Siti Zubaidah binti Raja Mhd Shahnuddin, Muhammad Aminuddin bin Ahmad Nor	650-662

55	044	ANALISIS FALSAFAH ILMU ISLAM MENURUT AL-RĀGHIB AL-ISFAHĀNĪ: SATU SOROTAN AWAL (/pasak/images/pasak7/eprosiding2022/3/PASAK7_044__AMAR_ISMAT.pdf)	663-674
		Amar Ismat Bin Mohd Nasir, Prof Madya Dr. Norsaleha Mohd Salleh, Dr. Phayilah Yama, Dr. Mohd Khafidz Soroni	
56	060	CABARAN PENGAJARAN DAN PEMBELAJARAN AL-QURAN KETIKA PANDEMIK COVID-19 : PENGALAMAN USIM (/pasak/images/pasak7/eprosiding2022/3/PASAK7_060__NURAIN_RASYIDAH.pdf)	675-684
		Nurain Rasyidah Binti Ahmad Hulaimi, Siti Nur Hidayati Binti Zakaria, Nurul Farah Najwin Binti Jainurin, Prof. Madya Dr. Syed Najihuddin bin Syed Hassan	
57	065	PERSEPSI MASYARAKAT TERHADAP PENGUBALAN PROGRAM IJAZAH SARJANA MUDA PENGURUSAN PEMBANGUNAN ISLAM (ISMPPI) DI KUIS (/pasak/images/pasak7/eprosiding2022/3/PASAK7_065_NORAINI_MOHAMED.pdf)	685-696
		Noraini Mohamad, Siti Zaleha Ibrahim, Hasliza Talib, Syamim Zakwan Rosman, Nurul Syafini Abd Rahman	
58	069	PEMAPARAN EKSPRESI EMOSI WANITA SEBAGAI SATU BENTUK KOMUNIKASI DALAM HIKAYAT SYAH MARDAN (/pasak/images/pasak7/eprosiding2022/3/PASAK7_069_NADIATUL_SHAKINAH.pdf)	697-706
		Nadiatul Shakinah Abdul Rahman, Salmah Jan Noor Muhammad	
59	077	PENGAJIAN ISLAM DALAM CABARAN PANDEMIK COVID-19: ISU DANCABARANNYA DALAM ASPEK PENDIDIKAN (/pasak/images/pasak7/eprosiding2022/3/PASAK7_077_ANAS_MOHD_YUSOFF.pdf)	707-724
		Anas Bin Mohd Yusoff, Muhammad Zakwan Bin Rosdi, Hassan Syauqi Bin Ridzuan, Prof. Madya Dr. Syed Najihuddin bin Syed	
60	078	CABARAN PERLAKSANAAN PENGAJIAN HIFZ AL-QURAN SECARA ATAS TALIAN SEMASA PANDEMIK COVID-19 (/pasak/images/pasak7/eprosiding2022/3/PASAK7_078_MOHD_RAFIQI_MOHD_RAZALI.pdf)	725-738
		Mohd Rafiqi Bin Mohd Razali, Muhammad Fayadh Rizqin Bin Ruzlan, Muhammad Naufal Bin Sulaiman, Prof. Madya Dr. Syed Najihuddin bin Syed Hassan	
61	080	TEKNOLOGI KOMUNIKASI PERKASA MASYARAKAT HADAPI KRISIS KEMANUSIAAN (/pasak/images/pasak7/eprosiding2022/3/PASAK7_080__ABU_DZAR.pdf)	739-751
		Abu Dzar Bin Samsi, Ainul Izzuddin Bin Azman, Muhammad Alif Bin Imran, Prof. Madya Dr. Syed Najihuddin bin Syed Hassan	
62	081	CABARAN GURU PENDIDIKAN ISLAM DALAM DUNIA PENDIDIKAN ERA DIGITAL MASA KINI (/pasak/images/pasak7/eprosiding2022/3/PASAK7_081_NUR_FARISA.pdf)	752-761
		Nur Farisa Akmal Bt Zulkifli, Nur Khairunnisa Bt Mohd Rusli, Wan Ahmad Al Auaein Bin Ruzaini, Prof Madya Dr. Syed Najihuddin bin Syed Hassan	
63	082	MAQASID AL-SHARI'A'S ANALYSIS OF THE UNITED NATIONS UNIVERSAL VALUES (/pasak/images/pasak7/eprosiding2022/3/PASAK7_082_YUSOF_ISMAIL.pdf)	762-772
		Yusof Ismail	
64	085	KESANTUNAN BAHASA DALAM AL-QURAN: SATU KAJIAN BERKAITAN CABARAN NORMA BARU DALAM MENJAMIN PENDIDIKAN BERKUALITI (/pasak/images/pasak7/eprosiding2022/3/PASAK7_085_ANAS_HAKIMI.pdf)	773-783
		Muhammad Anas Hakimi Bin Hasan, Muhammad Dini Bin Abdul Hadi, Ahmad Zaki Bin Muhammad Zubir, Prof. Madya Dr. Syed Najihuddin Bin Syed Hassan	
65	090	ISU DAN CABARAN PEMBELAJARAN SECARA MAYA SEMASA PANDEMIK COVID-19 (/pasak/images/pasak7/eprosiding2022/3/PASAK7_090_SITI_NURFATIMAH.pdf)	784-801
		Siti Nurfatimah binti Abd.Rashid, Nabihah Solehah binti Abdul Malek, Nur Elisa Husna Binti Mohd Roslan, Prof. Madya Dr. Syed Najihuddin bin Syed Hassan	

66	092	ISU GLOBAL PENUAAN POPULASI PENDUDUK DUNIA: PERSEDIAAN MALAYSIA MENUJU NEGARA TUA (/pasak/images/pasak7/eprosiding2022/3/PASAK7_009_NUR_ZULFAH.pdf) Nur Zulfah Md Abdul Salam, Nor 'Adha Ab Hamid, Mohd Farok Mat Nor, Sharifah Hana Abd Rahman, Mashitah Nabees Khan	802-817
67	101	PROSEDUR TERJEMAHAN PERKATAAN BERUNSUR BUDAYA EKOLOGI DALAM NOVEL "ZAINAB" ARAB-MELAYU: SATU KAJIAN ANALISIS (/pasak/images/pasak7/eprosiding2022/3/PASAK7_101_NORIYANA_ABDUL_RASHID.pdf) Noriyana binti Abdul Rashid, Arnida A Bakar	818-836
68	102	PENELITIAN HATI BUDI MELAYU SEBAGAI SIMBOL PERADABAN MASYARAKAT: ANALISIS KATA FOKUS "DIDIKAN" BERDASARKAN TEORI MEDAN SEMANTIK (/pasak/images/pasak7/eprosiding2022/3/PASAK7_102_ROZITA_CHE_RODI.pdf) Rozita Che Rodi	837-854
69	107	MASALAH PEMILIHAN KATA PREPOSISI "di" + lokasi DALAM PENULISAN AYAT MUDAH BAHASA PERANCIS DALAM KALANGAN PELAJAR BAHASA PERANCIS SEBAGAI BAHASA ASING (/pasak/images/pasak7/eprosiding2022/3/PASAK7_107_SHOBEHAH_ABDUL.pdf) Shobehah binti Abdul Karim, Dr. Vijayaletchumy Subramaniam	855-866
70	112	PERANAN ICT DALAM PENYEBARAN DAKWAH ISLAM PADA ERA PANDEMIK COVID-19 DI USIM (/pasak/images/pasak7/eprosiding2022/3/PASAK7_112_MUHAMMAD_AIMAN_NAIM.pdf) Muhammad Aiman Naim bin Mohd Hashim, Muhammad Fauzan bin Zainal Abidin, Muhammad Akmal Azim bin Mohd Sabri, Prof. Madya Dr. Syed Najihuddin bin Syed Hassan	867-877
71	114	HUBUNGAN TENTERA DAN AWAM DI MALAYSIA: PENGUKUHAN MELALUI STRATEGI LAUTAN BIRU KEBANGSAAN (/pasak/images/pasak7/eprosiding2022/3/PASAK7_114_DR_BURHANUDDIN.pdf) Burhanuddin Jalal, Mohd Kenali Basiron, Norashikin Sahol Hamid	878-888
72	119	TAHAP KEMAHIRAN MENULIS PELAJAR DIPLOMA BAHASA ARAB DI INSTITUSI PENGAJIAN TINGGI DI MALAYSIA BERDASARKAN PERSEPSI DAN UJIAN PENGESANAN (/pasak/images/pasak7/eprosiding2022/3/PASAK7_119_ROFIAN_ISMAIL.pdf) Dr. Mohamad Rofian Ismail, Ahmad Redzaudin Ghazali, Dr. Khairatul Akmar Abdul Latif, Dr. Fahed Maromar, Prof. Madya Dr. Saupi Man	889-901
73	122	KAJIAN RINTIS PELAKSANAAN PENTAKSIRAN BILIK DARJAH (PBD) DALAM KALANGAN GURU PENDIDIKAN ISLAM (GPI): PENGETAHUAN, AMALAN DAN KEKANGAN (/pasak/images/pasak7/eprosiding2022/3/PASAK7_122_AHMAD_ASFAHANI.pdf) Ahmad Asfahani Bashiron, Khadijah Abdul Razak	902-917
74	123	EVOLUSI HAK ASASI MANUSIA DI ASIA TENGGARA (/pasak/images/pasak7/eprosiding2022/3/PASAK7_123_AIN_FATIAH.pdf) Aini Fatihah Roslam, Mohamad Syafiq Sulaiman, Faris Akmal Abd Rahman, Dhaniyah Batrisyia Yahya Kamal	918-936
75	137	TAHAP STRESS, BIMBANG DAN MURUNG PELAJAR TAHUN SATU USIM KETIKA PANDEMIK COVID-19 DAN KAITANNYA DENGAN PERSONALITI KEAGAMAAN (/pasak/images/pasak7/eprosiding2022/3/PASAK7_137_KHADIJAH_MUDA.pdf) Khadijah Muda	937-942
76	001	WABAK TAKLID BUTA, WATAK FANATISME MAZHAB DAN WASILAH IJTIHAD: PEMIKIRAN ZA'BA (1895-1973) DALAM RISALAH II (PERANGAI BERGANTUNG KEPADA DIRI SENDIRI) (/pasak/images/pasak7/eprosiding2022/4/PASAK7_001_NORDIE_ACHIE.pdf) Nordi Achie	943-966
77	007	PERMASALAHAN DALAM PERKAHWINAN OKU PENDENGARAN MUSLIM: SATU TINJAUAN AWAL TERHADAP KEPERLUAN PEMBINAAN MODUL PRA PERKAHWINAN MESRA OKU (/pasak/images/pasak7/eprosiding2022/4/PASAK7_007_ZANARIAH.pdf) Zanariah Dimon, Azizah Mohd Rapini, Nora'nan Bahari, Nawal Solehuddin, Nurhidayah Muhammad Hashim, Nur Dayana Mohd Khalil	967-982

78	008	PELESTARIAN KETERANGAN LISAN SEBAGAI SUMBER HISTORIOGRAFI MASYARAKAT DI MALAYSIA (/pasak/images/pasak7/eprosiding2022/4/PASAK7_008__ALI_HANIFFA.pdf)	983-997
		Mohamed Ali bin Haniffa, Ayu Nor Azilah Mohamad	
79	019	KESELAMATAN DI SABAH TIMUR: MALAYSIA BERHADAPAN INSURGENSI ALAF BARU (/pasak/images/pasak7/eprosiding2022/4/PASAK7_019_LT_KOL_ABDUL_RAHMAN.pdf)	998-1014
		Abdul Rahman Alavi, Datuk Dr. Mohd Kenali bin Basiron	
80	027	KEDUDUKAN OKU DALAM SISTEM UNDANG-UNDANG KELUARGA ISLAM DI MALAYSIA: ANALISIS TERHADAP MODUL BERSEPADU KURSUS PRAPERKAHWINAN ISLAM (/pasak/images/pasak7/eprosiding2022/4/PASAK7_027_AZIZAH_RAPINI.pdf)	1015-1024
		Azizah Mohd Rapini, Zanariah Dimon, Nora'inan Bahari, Nawal Solehuddin, Nurhidayah Muhammad Hashim, Nur Dayana Mohd Khalil	
81	029	KAEDAH PEMBELAJARAN TAHFIZ PASCA COVID-19 (/pasak/images/pasak7/eprosiding2022/4/PASAK7_029_AMIRUL_ANWAR.pdf)	1025-1035
		Ahmad Amirul Anwar Bin Ahmad Khairul Anam, Muhammad Afiq Bin Adnan, Mohamad Irsyad Bin Mohamad Shahri @ Shaari, Prof Madya Dr. Syed Najihuddin Bin Syed Hassan	
82	031	KEBERKESANAN APLIKASI TIKTOK DALAM MENYAMPAIKAN NILAI PENGAJARAN QURAN DAN SUNNAH DALAM KALANGAN MASYARAKAT (/pasak/images/pasak7/eprosiding2022/4/PASAK7_031_NUR_FATIN_FARHANAH.pdf)	1036-1050
		Nur Fatin Farhanah Mat Saad, Nur Syamimi Afifi Arifin, Nurul Nadhirah Abd Karim, Prof. Madya Dr Syed Najihuddin Syed Hassan	
83	032	KANDUNGAN AL-QURAN DAN HADIS DI TIKTOK: TINJAUAN PERSEPSI PELAJAR FAKULTI PENGAJIAN QURAN DAN SUNNAH, USIM (/pasak/images/pasak7/eprosiding2022/4/PASAK7_032_MUHAMAD_AJMAL.pdf)	1051-1066
		Muhamad Ajmal Bin Noordin, Iftikhar Bin Ilyas, Muhammad Zharif Bin Rosli, Prof. Madya Dr. Syed Najihuddin bin Syed Hassan	
84	033	FAKTOR-FAKTOR MEMPENGARUHI POLITIK MELAYU DI SELANGOR TAHUN 2008 HINGGA 2018 (/pasak/images/pasak7/eprosiding2022/4/PASAK7_033_MUHAMAD_ALTIZAN.pdf)	1067-1082
		Muhamad Altizan Bin Darlis, Awang Azman Bin Awang Pawi, Mohammad Tawfik Bin Yaakub	
85	043	DAKWAH MELALUI PENGGUNAAN MEDIA SOSIAL: PELUANG ATAU CABARAN? (/pasak/images/pasak7/eprosiding2022/4/PASAK7_043_MOHAMAD_NIZAMUDDIN.pdf)	1083-1097
		Mohamad Nizamuddin A. Majid, Aina Sarah Mat Isa, Nurul Hannah Batrisyia Ahmad Fathie, Prof. Madya Dr. Syed Najihuddin Syed Hassan	
86	045	ADAB MENGAJAR DAN BELAJAR SECARA DALAM TALIAN MENURUT PERSPEKTIF ISLAM (/pasak/images/pasak7/eprosiding2022/4/PASAK7_045_ALIA_NURJANNAH.pdf)	1098-1108
		Alia Nurjannah Khalil, Nur Kamaliah Nazlan, Aini Nabilah Suhaimi, Prof. Madya Dr. Syed Najihuddin bin Syed Hassan	
87	052	SUMBANGAN INTERNET DALAM MEMPERTINGKATKAN KUALITI PENGAJIAN AL-QURAN DALAM KALANGAN MASYARAKAT DI ERA ICT (/pasak/images/pasak7/eprosiding2022/4/PASAK7_052__NURUL_RAFIKA.pdf)	1109-1119
		Siti Nur Aisyah Binti Mohamad Shafie, Nurul Rafika Binti Kamaruzaman, Nur Fatinah Binti Ab. Rahman, Prof. Madya Dr. Syed Najihuddin bin Syed Hassan	
88	055	PENDIDIKAN AGAMA DALAM KALANGAN KANAK-KANAK MELALUI MEDIA SOSIAL DI ERA COVID-19: CABARAN DAN STRATEGI (/pasak/images/pasak7/eprosiding2022/4/PASAK7_055_ANIS_SYAZWANI.pdf)	1120-1132
		Anis Syazwani binti Pasusai @ Badarudin, Nor Arifah Nabilah binti Arif Afandi, Nur Aqilah Husna binti Rojikin, Prof. Madya Dr. Syed Najihuddin bin Syed Hassan	
89	062	TIKTOK SEBAGAI PLATFORM DAKWAH: IMPLIKASI KEPADA REMAJA (/pasak/images/pasak7/eprosiding2022/4/PASAK7_062_TUAN_NUR_AUNI_QASRINA.pdf)	1133-1149
		Tuan Nur Auni Qasrina binti Tuan Mohd Mawardi, Nur Hidayatul Adawiyah binti Zulkifle, Rai Izni Fatin binti Zahran, Prof. Madya Dr. Syed Najihuddin bin Syed Hassan	

90	074	DIGITAL LIBRARY: PENGGUNAAN AL-MAKTABAH AL-WAQFEYA DALAM KALANGAN MAHASISWA SEBAGAI PERPUSTAKAAN SECARA MAYA DALAM ERA ICT (/pasak/images/pasak7/eprosiding2022/4/PASAK7_074_NURUL_HANAN.pdf) Nurul Hanan binti Yusoff, Siti Najihah binti Yahya, Munirah binti Zawawi, Prof. Madya Dr. Syed Najihuddin bin Syed Hassan	1150-1159
91	079	PERNIAGAAN PASCA COVID-19 BERASASKAN QURAN DAN SUNNAH (/pasak/images/pasak7/eprosiding2022/4/PASAK7_079_SYAFI_IRFAN.pdf) Muhammad Syafi Irfan Bin Ahmad Sukri, Mohd Syamir Bin Abdul Jalil, Muhammad Shahir Firdaus Bin Che Ibrahim, Prof. Madya Dr. Syed Najihuddin Syed Hassan	1160-1169
92	088	MEMACU PENDIDIKAN BERKUALITI DI PRASEKOLAH MELALUI PERMUAFAKATAN GURU DAN KOMUNITI (/pasak/images/pasak7/eprosiding2022/4/PASAK7_088_SYED_LAMSAH.pdf) Syed Lamsah Syed Chear	1170-1176
93	089	HUBUNGAN ANTARA PENGURUSAN KUALITI DENGAN PRESTASI MAPAN DI ORGANISASI KETENTERAAN (/pasak/images/pasak7/eprosiding2022/4/PASAK7_089_WONG_WAI_LOONG.pdf) Wong Wai Loong, Hasan Al-Banna Mohamed, Ariffin Ismail	1177-1186
94	113	ANALISIS DAPATAN DISKUSI ILMIAH BAGI KEPERLUAN PEMBINAAN MODEL KEDIAMAN SELAMAT WARGA EMAS (/pasak/images/pasak7/eprosiding2022/4/PASAK7_113_SHARIFAH_HANA.pdf) Sharifah Hana Abd Rahman, Nor 'Adha Ab Hamid, Nur Zulfah Md Abdul Salam, Mohd Farok Mat Nor	1187-1193
95	125	PENGUASAAN IMBUHAN AWALAN MEN... BERBANTUKAN MODUL INOVASI TEKNIK MNEMONIK (/pasak/images/pasak7/eprosiding2022/4/PASAK7_125_AMIRRA_SHAZREENA.pdf) Amirra Shazreena Aminul Razin, Vijayaletchumy Subramaniam	1194-1209
96	126	HUBUNGAN GRIT DAN PROKRASTINASI DENGAN PENCAPAIAN AKADEMIK DALAM KALANGAN REMAJA KURANG BERKEMAMPUAN (GRIT AND PROCRASTINATION AND ACADEMIC ACHIEVEMENT AMONGST UNDERPRIVILEGED ADOLESCENTS) (/pasak/images/pasak7/eprosiding2022/4/PASAK7_126_HASLINA_HASSAN.pdf) Haslina Hassan, Sharifah Azizah Syed Sahil, Rodliah Kholis	1210-1224
97	130	PERSEPSI PELAJAR MUSLIM TERHADAP PEMUPUKAN TOLERANSI AGAMA MELALUI KURSUS PENGAJIAN UMUM (/pasak/images/pasak7/eprosiding2022/4/PASAK7_130_AZIZAH_IBRAHIM.pdf) Azizah Ibrahim, Ismail Naim Abdullah, Haslina Hassan, Haslinawati Hassan	1225-1237
98	135	ISU DAN CABARAN PENDIDIKAN TAHFIZ DI SABAH (/pasak/images/pasak7/eprosiding2022/4/PASAK7_135_AZIHAL_BANGSAWAN.pdf) Azihal Bin Bangsawan, Zetty Nurzuliana Binti Rashed, Muhammad Hafiz Bin Salleh	1238-1251
99	161	PENGURUSAN JENAZAH ORANG ISLAM DI HOSPITAL MESRA IBADAH: AMALAN DI HOSPITAL MESRA IBADAH KETIKA MENGHADAPI SITUASI PANDEMIK (/pasak/images/pasak7/eprosiding2022/4/PASAK7_161_RASHIDAH.pdf) Siti Rashidah Abd Razak, Kamal Eazzat Mat Isa	1252-1267
100	164	KONTRIBUSI PENGUBATAN ISLAM RUQYAH SYARIYYAH DALAM DAKWAH ISLAMIAH: SATU TINJAUAN LITERATUR (/pasak/images/pasak7/eprosiding2022/4/PASAK7_164_MOHAMAD_HASLAN.pdf) Mohamad Haslan Bin Mokhtar	1268-1279
101	174	PEMERKASAAN PENGAJARAN DAN PEMBELAJARAN DI RUMAH (PDPR) DI SEKOLAH AGAMA DAERAH KUBANG PASU KEDAH (/pasak/images/pasak7/eprosiding2022/4/PASAK7_174_RUKHAIYAH_WAHAB.pdf) Rukhaiyah Abd. Wahab, Sharifah Ismail, Rafidah Cusairi	1280-1290

102039	استخدام اللعبة يف تعلم النحو عرب برنامج ووردوال (Wordwall) (/pasak/images/pasak7/eprosiding2022/5/PASAK7_039_ZAAKIRAH.pdf) Learning Arabic Syntax Using Wordwall Games Nur Zaakirah Abdul Hamid, Fitri Nurul'ain Nordin, Abdul Azim Mohamad Isa	1291-1304
103120	الأدلة التبعية لفقه المستجدات العصرية: دراسة تحليلية (/pasak/images/pasak7/eprosiding2022/5/PASAK7_120_AHMAD.pdf) Ahmad Bin Muhammad Husni, Amin Bin Muhammad Husni	1305-1328
104133	التشريح ودوره في كشف الجريمة في الشريعة الإسلامية: دراسة مقارنة (/pasak/images/pasak7/eprosiding2022/5/PASAK7_133_YUSOFNITEH.pdf) Muhammad Yosef Niteh, Ahmad Bin Muhammad Husni, Che Nurul Asyiqin Binti Che Yusoff, Amin Bin Muhammad Husni	1329-1345
105170	القصة الملايوية في السنينات (1960م) (/pasak/images/pasak7/eprosiding2022/5/PASAK7_170_KHALID.pdf) Khalid Bin Ludin @ Jamaluddin	1346-1354
106180	التعبري القرآني وألفاظ أطوار خلق الإنسان في القرآن الكريم (/pasak/images/pasak7/eprosiding2022/5/PASAK7_180_RIDWAN.pdf) The Qur'anic expression and the expressions of the phases of human creation in the Holy Qur'an Ridwan Madeng	1355-1368
107181	ترسيخ تعلم اللغة العربية لغير الناطقين بها من خلال الكتابة والإملاء (/pasak/images/pasak7/eprosiding2022/5/PASAK7_181_MUHAMMADZAKEE.pdf) Consolidate learning Arabic for non-native speakers through writing and spelling Muhammadzakee Niteemoh	1369-1379
108182	أثر مصاهرة العرب في نشر وتوطين اللغة العربية في الملايو (/pasak/images/pasak7/eprosiding2022/5/PASAK7_182_ABDUNKORI.pdf) The impact of Arab intermarriage in the dissemination and settlement of the Arabic language in malay Abdunkori Mengwa	1380-1393
109183	أثر استخدام المفردات اليومية في تكوين الجمل الفعلية لدى الطلبة السنة الثانية لمادة مدخل إلى علم الكتابة (/pasak/images/pasak7/eprosiding2022/5/PASAK7_183_MASAMDI.pdf) The Impact of Using Daily Verbs in Sentences Skill of Student for the Second Grade Student in Basic Writing Subject Masamdi Saa, Maseerang Aming	1394-1403
110184	أهمية تعليم اللهجة الخليجية لطلبة قسم اللغة العربية للسياحة الطبية بجامعة راجبث يالا (/pasak/images/pasak7/eprosiding2022/5/PASAK7_184_ADILAH.pdf) The importance of teaching Arab dialects (Gulf dialect) to students of Arabic Language for Medical Tourism Program, Yala Rajabhat University Southern Thailand Adilah Hayeeniwae, Romyi Morhi	1404-1417
111087	PENGLIBATAN UMAT ISLAM DALAM PEPERANGAN ANTARA NEGARA-NEGARA BUKAN ISLAM: ANALISIS DALAM FIQH JIHAD (/pasak/images/pasak7/eprosiding2022/5/PASAK7_087_HAKIM.pdf) Abdul Hakim Bin Baharudin @ Ismail	1418-1424
112187	HUBUNGAN ANTARA NIAT DAN TINGKAH LAKU DALAM TEORI TINGKAH LAKU TERANCANG (THEORY OF PLANNED BEHAVIOUR: TPB): ANALISIS MENURUT PERSPEKTIF ISLAM (/pasak/images/pasak7/eprosiding2022/5/PASAK_187_SYAZALIE.pdf) Syazalie Hirman Ahmad Najib	1425-1432

113	096	CONCEPTUAL PAPER: EXPLORING LANGUAGE CHOICE IN MALAYSIAN SHARIA COURTS IN MALAYSIAN STATES (/pasak/images/pasak7/eprosiding2022/5/PASAK7_096_AINA.pdf)	1433-1437
		Aina Al Mardhia Ismail	
114	097	MISUSE OF ENGLISH SYNTAX IN MALAYSIAN ADVANCED ESL LEARNERS' ISLAMIC WRITTEN DISCOURSE (/pasak/images/pasak7/eprosiding2022/5/PASAK7_097_AINA.pdf)	1438-1444
		Aina Al Mardhia Ismail	
111	021	PIAGAM PELANGGAN: ANALISIS PENGLIBATAN MASYARAKAT MELALUI ADUAN AWAM DI JAKIM (/pasak/images/pasak7/eprosiding2022/6/PASAK7_021_MADIHATUN.pdf)	1445-1457
		Dr. Madihatun binti Zainuddin	
112	127	TOURISM POTENTIALS OF BARANGAY TAMISAN: A CULTURAL AND HISTORICAL PROFILE (/pasak/images/pasak7/eprosiding2022/6/PASAK7_127_NOREEN.pdf)	1458-1467
		Noreenne T. Maybano	
113	147	PRINSIP RUKUNEGARA, KESETIAAN KEPADA RAJA DAN NEGARA DALAM KALANGAN GENERASI BARU MASYARAKAT MAJMUUK MALAYSIA: KAJIAN TERHADAP PEMAHAMAN, PERSEPSI, PENERIMAAN DAN CABARAN (/pasak/images/pasak7/eprosiding2022/6/PASAK7_147_ROSFAZILA.pdf)	1468-1479
		Rosfazila Abd Rahman	
114	186	A SYSTEMATIC LITERATURE REVIEW ON APPLYING MULTI-CRITERIA DECISION MAKING (MCDM) IN SOFTWARE ARCHITECTURE (/pasak/images/pasak7/eprosiding2022/6/PASAK7_186_ADHAM.pdf)	1480-1489
		Muhamad Adham Hambali	
119	117	أهمية التوجيهات الطبية المسبقة مستعداً لانتقالات ماليزيا إلى الدولة المسنة: دراسة بعض القضايا من وجهات النظر القانوني والشرعي (/pasak/images/pasak7/eprosiding2022/7/PASAK7_117_NAJIB.pdf)	1490-1507
		Muhammad Najib Bin Abdullah & Fadhlina Alias	
120	181	ترسيخ تعلم اللغة العربية لغير الناطقين بها من خلال الكتابة والإملاء (/pasak/images/pasak7/eprosiding2022/7/PASAK7_181_MUHAMMADZAKEE.pdf)	1508-1517
		Muhammadzakee Niteemoh	
121	182	أثر مصاهرة العرب في نشر وتوطين اللغة العربية في الملايو (/pasak/images/pasak7/eprosiding2022/7/PASAK7_182_ABDUNKORI.pdf)	1518-1530
		Abdunkori Mengwa	
122	040	KESAN PEMBELAJARAN SECARA ATAS TALIAN DALAM KALANGAN PELAJAR UNIVERSITI SAINS ISLAM MALAYSIA (USIM) (/pasak/images/pasak7/eprosiding2022/8/PASAK7_040_AMIR.pdf)	1531-1541
		Amir Asyraf bin Mohd, Aiman Naim bin Kamarul Zaman, El Sary@Asyari bin Ismail, Prof Madya Dr. Syed Najihuddin bin Syed Hassan	
123	098	ISU-ISU SEMASA BERKAITAN WANITA BERIHDAD PADA MASA KINI BERDASARKAN WAQI' DAN MAQASID SYAR'IYYAH (/pasak/images/pasak7/eprosiding2022/8/PASAK7_098_NORITA.pdf)	1542-1553
		Norita Kamaruddin, Zanariah Dimon & Maffuza Salleh	
124	116	SISTEM SOKONGAN KEKELUARGAAN TERHADAP ORANG KURANG UPAYA PENDENGARAN: SATU KUPASAN AWAL (/pasak/images/pasak7/eprosiding2022/8/PASAK7_116__NAWAL.pdf)	1554-1561
		Nawal Solehuddin, Azizah Mohd Rapini, Zanariah Dimon, Nora'inan Bahari, Nurhidayah Muhammad Hashim & Nur Dayana Mohd Khalil	
125	157	MENANGANI GEJALA SOSIAL DI KALANGAN BELIA MENGIKUT INTERVENSI BIMBINGAN KAUNSELING: SATU SOROTAN KAJIAN (/pasak/images/pasak7/eprosiding2022/8/PASAK7_157_ZAHANIM.pdf)	1562-1573
		Zahanim Ahmad, Muzdalilah Muhamad, Raja Mohd Salahuddin Raja Mamat & Hafizur Hazwan Hazali	

126	110	SISTEM SOKONGAN KEKELUARGAAN TERHADAP ORANG KURANG UPAYA PENDENGARAN: SATU KUPASAN AWAL (/pasak/images/pasak7/eprosiding2022/9/PASAK7_110_NAWAL.pdf)	1574-1581
		Nawal Solehuddin, Azizah Mohd Rapini, Zanariah Dimon, Nora'inan Bahari, Nurhidayah Muhammad Hashim & Nur Dayana Mohd Khalil	
127	167	ETIQUETTES OF A SCHOLAR, ACCORDING TO THE ISLAMIC PERSPECTIVES (/pasak/images/pasak7/eprosiding2022/9/PASAK7_167_NORASHIKIN.pdf)	1582-1604
		Norashikin Sahol Hamid, Hasan Al-Banna Mohamed, Nurhana Mohamad Rafiuddin, Redwan Yasin, Burhanuddin Jalal & Amnah Saayah	
128	146	PEMBELAJARAN FASA PENDEMIK DAN PENGARUHNYA TERHADAP PENCAPAIAN PELAJAR SISWAZAH (/pasak/images/pasak7/eprosiding2022/9/PASAK7_146_ROSFAZILA.pdf)	1605-1614
		Rosfazila Abd Rahman, Muhammad Yosef Niteh, Maad Ahmad, Riduan Makhtar, Hasliza Talib, Zuraifah Zaini & Ani Abdul Jalil	
129	142	CABARAN PENGGUNAAN TEKNOLOGI OLEH GURU PELATIH DALAM STRATEGI PEMBELAJARAN KEMAHIRAN BERTUTUR BAHASA ARAB (/pasak/images/pasak7/eprosiding2022/10/PASAK7_142_FARHAN.pdf)	1615-1624
		Nik Farhan Mustapha, Abdullah Hamzah, Wan Muhammad Wan Sulong, Syed Nurulakla Syed Abdullah & Sabri Ahmad Zabidi	
130	144	PEMBINAAN MODEL LAKUAN BAHASA DAN TATASUSILA PENGGUNA FACEBOOK DALAM PEMBENTUKAN WATAN KENEGARAAN MALAYSIA: SUATU SOROTAN (/pasak/images/pasak7/eprosiding2022/10/PASAK7_144_ROSFAZILA.pdf)	1625-1632
		Rosfazila Abd Rahman, Rohaini Bt Amin, Zurina Bt Abdullah & Norazlina Bt Endut	
131	145	MAHASISWA MAHAWANGSA: PEMBANGUNAN DAN KELESTARIAN CITRA WANGSA KUIS (/pasak/images/pasak7/eprosiding2022/10/PASAK7_145_ROSFAZILA.pdf)	1633-1641
		Rosfazila Abd Rahman & Abdul Razif Bin Zaini	
132	189	THE SIGNIFICANCE OF VAK LANGUAGE LEARNING STYLE AMONG COLLEGE STUDENTS (/pasak/images/pasak7/eprosiding2022/10/PASAK7_189_FARAH.pdf)	1642-1651
		Farah Nur-Rashida Rosnan & Nor Hanieza Esa,	
133	015	MORFOLOGI BAHASA ARAB: SEJARAH PERKEMBANGAN DAN KARYA-KARYANYA (/pasak/images/pasak7/eprosiding2022/10/PASAK7_015_HATTA.pdf)	1652-1664
		Muhammad Hatta Shafri, Fudzla Suraiyya Abdul Raup & Nasirah Ismail	
134	158	HIBAH AMANAH TABUNG HAJI: KEFAHAMAN DALAM KALANGAN KAKITANGAN KOLEJ UNIVERSITI ISLAM ANTARABANGSA SELANGOR (/pasak/images/pasak7/eprosiding2022/10/PASAK7_158_HASLIZA.pdf)	1665-1677
		Hasliza Talib, Nurul Syafini Abd Rahman & Noor Syahida Abdul Rahman	
135	143	TYPES OF FACTORS AND CHALLENGES IN EFFECTIVE OF TEACHING AND LEARNING ARABIC LANGUAGE IN SCHOOL (/pasak/images/pasak7/eprosiding2022/10/PASAK7_143_NORFAEZAH.pdf)	1678-1692
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Pn. Nidana bt. Yahya
+6012 395 8900
03 877 0000 (Ext. 4238)
nidana@kuis.edu.my

Pendaftaran



SUSTAINABLE DEVELOPMENT GOALS IN ACTION BY STUDENTS ON CAMPUS

Suhaimi Mhd Sarif

Kulliyyah of Economics and Management Sciences, International Islamic University
Malaysia

Tel: +6013-3183803 Email: suhaimims@iium.edu.my

Yusof Ismail

Kulliyyah of Economics and Management Sciences, International Islamic University
Malaysia

Tel: +6019-2239024 Email: yusof.edu@gmail.com

ABSTRACT

Sustaining the world is no longer an academic interest, or a matter that has been discussed only among statesmen in world forums. It has now attracted the attention of corporations and institutions of higher learning. Individuals and organizations are increasingly aligning themselves with the seventeen (17) Sustainable Development Goals (SDGs) formulated by the United Nations. Besides the classroom lectures and in-class discussions, the awareness of SDGs could be increased by involving students of higher learning in SDG-related projects. The learning-by-doing theory is being operationalized by requiring the undergraduate students to identify suitable target facilities and service providers on campus, conduct a study and provide recommendations to make these targets SDGs friendly. This paper outlines the process that student groups went through to formulate their SDG proposals based on their fieldwork on campus. It also presents select proposals that reflect their alignment with multiple SDG goals. Finally, the paper provides some suggestions for other institutions of higher learning to consider in contributing toward more sustainable planet earth.

Keywords: *Learning Theory, Sustainable Development Goal, Training, United Nations, Universal Values*

1.0 Introduction

The industrialised and developed world is vulnerable. The world is very vulnerable to pollution, climate change, civil wars, political unrests, discrimination, uneven playing field of competition and so on (Sam, 2016; Worley & Jules, 2020; Malafry & Brinca, 2022). This situation has resulted in severe vulnerability, uncertainty, chaos, and ambiguity (Worley & Jules, 2020; Tarkhani, 2021; Lahsen & Ribot, 2022). No humanity would be able to live in this situation (Sam, 2016; Worley & Jules, 2020). Everyone is desired for peace, prosperity, and justice (Sam, 2016). Thus, the world through the United Nations has collectively formulated Millennial Development Goals (MDGs) in 2000, and later revised them to the seventeen (17) Sustainable Development Goals (SDGs) (Sachs, 2012; Bexell & Jonsson, 2017; Nelson, 2021; Heleta & Bagus, 2021).

The Sustainable Development Goals (SDGs) agenda is a collective agenda. It is not solely for the governments to incorporate into major economic and social policies only, but to be embraced by everyone as a way of life (Sam, 2016; Worley & Jules, 2020). Individuals, groups

and corporations are aligning their goals with the seventeen (17) Sustainable Development Goals (SDGs) (Nelson, 2021; Heleta & Bagus, 2021).

The higher education sector is not spared to align the curriculum and co-curriculum with the seventeen (17) Sustainable Development Goals (SDGs). In fact, the higher education sector has more responsibility to assure sustainability is embraced as shared value, knowledge, mindset and attitude (Bien & Sassen, 2020; Heleta & Bagus, 2021; Chankseliani & McCowan, 2021). The seventeen (17) Sustainable Development Goals (SDGs) cover a wide spectrum of academic programs in hard sciences as well as social sciences (Sam, 2016; Nelson, 2021; Heleta & Bagus, 2021). The insertion of SDGs as an awareness or as an additional topic is inadequate to get the involvement of all students in the execution of the seventeen (17) Sustainable Development Goals (SDGs).

The seventeen (17) Sustainable Development Goals (SDGs) are accompanied with the UNESCO learning principles, namely learning to know, learning to do, learning to live together, learning to be, and learning to become (Delors, 2000; Delors, 2013; Razak, 2020; Kommers, 2022). Each learning stage has its own impact on individuals, groups and society. Learning to know stops at the cognitive experience and could trigger interest in something but do not have any clue on how to do it (Delors, 2013; Razak, 2020; Nelson, 2021; Heleta & Bagus, 2021). Even if one knows what and knows what to do, one does not have support and continuity without practicing it together with others. More importantly, everyone will be able to be activists instead of just passengers.

Every learning requires practice. One may worry about the place to practice (Delors 2013; Razak, 2020). In fact, every place is relevant to practicing the seventeen (17) Sustainable Development Goals (SDGs) (Chankseliani & McCowan, 2021; Heleta & Bagus, 2021). This is the reason the existence of laboratory, incubation, studio, and workshop at every education sector (Diaz & Potvin, 2020; Peimani & Kamalipour, 2022). The science lessons are reinforced with experiments in science laboratories. Likewise, the science lessons that incorporate the seventeen (17) Sustainable Development Goals (SDGs) require social spaces to practice them (Delors, 2013; Diaz & Potvin, 2020).

1.1 Research problem

Everyone is aware that the absence of sustainability means everyone has to live with vulnerability, uncertainty, chaos and ambiguity (Worley & Jules, 2020; Tarkhani, 2021; Lahsen & Ribot, 2022). Practically, no one would desire to live in such a situation (Sam, 2016; Worley & Jules, 2020). The world has agreed with the seventeen (17) Sustainable Development Goals (SDGs) to achieve peace, prosperity, and justice (Sam, 2016). Even the seventeen (17) Sustainable Development Goals (SDGs) received highlights in the media, government policies, and advocacy. However, the awareness has no continuity in terms of actions.

No one could achieve sustainability lonely. In fact, the Sustainable Development Goals (SDGs) agenda is a collective agenda. It is not worthy for the governments to incorporate the SDGs into major economic and social policies only when no one implements as a way of life (Sam, 2016; Worley & Jules, 2020). Individuals, groups and corporations should align their goals with the seventeen (17) Sustainable Development Goals (SDGs) (Nelson, 2021; Heleta & Bagus, 2021). However, is everyone really serious about implementing SDGs? In reality, everyone is doing at own space and pace without integrating with other individuals and

institutions, the impact will be minimum. There is a need to have collective actions with proper coordination.

A good civilization is always associated with education. Awareness about the seventeen (17) Sustainable Development Goals (SDGs) is nowhere without educating the mass into systematic and coordinated actions (Nelson, 2021; Heleta & Bagus, 2021). The education does not go beyond engagement with the industry and the community. Education should be education with action. Education of human civilization is with action. The mass needs to follow learning principles, namely learning to know, learning to do, learning to live together, learning to be, and learning to become (Delors, 2000; Delors, 2013; Razak, 2020; Kommers, 2022).

1.3 Research questions

This study focuses on three research problems, namely (a) the awareness about SDGs has not been extended to actions, (b) the education-action needs to have collective actions with proper coordination, and (c) education with action requires the public to follow learning principles. Thus, the research questions are

(a) How could university students translate awareness about the seventeen (17) Sustainable Development Goals (SDGs) into actions?

(b) How could university students work in collaboration with the industry and the community in implementing the seventeen (17) Sustainable Development Goals (SDGs)?

(c) How could university sustain the engagement with the industry and the community?

1.4 Research objective

This study has two research objectives, firstly to investigate the translation of the seventeen (17) Sustainable Development Goals (SDGs) into academic courses and co-curricular activities, and secondly to offer a model of sustaining the edu-action of the seventeen (17) Sustainable Development Goals (SDGs).

2.0 Literature Review

This section presents a critical review of key constructs of the research, namely sustainability, sustainable development goals, SDG higher education, learning theory, and field training. The research uses systematic literature review (SLR) method in the critical review (MacKenzie et al, 2012; Brunton & Thomas, 2012).

There are two types of critical reviews, namely traditional narrative literature review (NLR) and systematic literature review (SLR) (Brunton & Thomas, 2012). SLR is superior than NLR in terms of minimizing biases, preplanned methodology with predefined outcome measures, including a set search strategy, defined and comprehensive systematic searching, documented with explicit methodology, systematic quality assessment on studies documents, involves a team of researchers, use meta-analysis with numerical aggregation data, and conclusion with a series of predefined outcomes. SLR emphasises on a clearly formulated question on systematic and explicit methods to identify, select, and appraise relevant research.

2.1 Sustainability

Literally, sustainability is the ability to maintain something at a certain duration. It is also about avoiding the depletion of natural resources so that the future generation will be able to meet their need. It is about the ability to live and develop without depleting the natural resources and increasing climate change.

Practically, sustainability is the ability to balance the economy (prosperity), with the society (peaceful) and the environment (ecologically protected) (Hedstrom, 2018; Cortney, 2015; Polk et al 2010; Brundtland Commission, 1987). The issue of sustainability has been formalised in Brundtland Commission in 1987. The world needs to sustain the world as human live meeting the needs without compromising the ability of future generations.

Sustainability should be incorporated into organizational objectives as triple bottomline, namely profit, people, and planet (Hedstrom, 2018). In other words, organizations must achieve profit along with the welfare of people and the goodness of the planet earth. By doing so, everyone would be able to maintain life and well-being (Cortney, 2015).

In the contemporary economic-pandemic context, UCLA Sustainability 2021 defined sustainability as meeting the present needs without compromising future generations to meet their needs. According to Diprose et al 2017, sustainability is about achieving a balance of three aspects, economic development, environmental conservation, and social justice.

Everyone is not spared from the sustainability responsibility. The higher education sector has more responsibility to assure sustainability is embraced as shared value, knowledge, mindset, and attitude (Bien & Sassen, 2020). According to United Nations (2018), sustainability should be included as literacy or knowledge, mindset and attitude of the mass. The high literacy and mindset will translate into commitment of the mass population to sustain future (United Nations, 2018; Bien & Sassen, 2020).

2.2 Sustainable Development Goals (SDGs)

Sustainable Development Goals are mooted as a mechanism to achieve balance development. This is management by objective approach with an emphasis of global governance (Biermann, Kanie & Kim, 2017). This global agenda is inclusive (Gupta & Vegelin, 2016). The world needs a sustainable development agenda to bring peace, harmony and justice (UNDP, 2015; Adelman, 2018). The 17 sustainable development goals (SDGs) have been arranged from the basic individual needs to the world's collective need. There six categories of the 17 SDGs are, namely individual/human sustainability, human surrounding sustainability, economic and industrial sustainability, human society sustainability, environmental, and institutional governance. Table 1 summarizes specific SDGs with the six categories of sustainability concern.

Table 1: Specific SDGs with six categories of sustainability - *Source: Yusof & Sanusi (2021)*

Individual/human sustainability	Human surrounding sustainability	Economic and industrial sustainability
GOAL 1: No Poverty GOAL 2: Zero Hunger GOAL 3: Good Health and Well-being GOAL 4: Quality Education GOAL 5: Gender Equality	GOAL 6: Clean Water and Sanitation GOAL 7: Affordable and Clean Energy	GOAL 8: Decent Work and Economic Growth GOAL 9: Industry, Innovation and Infrastructure

Human society sustainability	Environmental	Institutional and governance
GOAL 10: Reduced Inequality GOAL 11: Sustainable Cities and Communities	GOAL 12: Responsible Consumption and Production GOAL 13: Climate Action GOAL 14: Life Below Water GOAL 15: Life on Land	GOAL 16: Peace and Justice Strong Institutions GOAL 17: Partnerships to achieve the Goal

Eleventh Malaysia Malaysia (11th MP) has mapped the strategic thrusts and 17 SDGs (Economic Planning Unit, 2018; Yusof & Sanusi, 2021). The strategic thrusts are (a) enhancing inclusiveness towards an equitable society, (b) improving wellbeing for all, (c) accelerating human capital development for an advanced nation, (d) pursuing green growth for sustainability and resilience, (e) strengthening infrastructure to support economic expansion, (f) re-engineering economic growth for greater prosperity, and (g) transforming public service for productivity.

The first strategic thrust, enhancing inclusiveness towards an equitable society, covers seven sustainable development goals, namely GOAL 1: No Poverty, GOAL 2: Zero Hunger, GOAL 5: Gender Equality, GOAL 6: Clean Water and Sanitation, GOAL 7: Affordable and Clean Energy, GOAL 10: Reduced Inequality, and GOAL 11: Sustainable Cities and Communities.

The second strategic thrust of improving wellbeing for all covers GOAL 2: Zero Hunger, GOAL 3: Good Health and Well-being, GOAL 9: Industry, Innovation and Infrastructure, GOAL 11: Sustainable Cities and Communities, and GOAL 16: Peace and Justice Strong Institutions. The third strategic thrust of accelerating human capital development for an advanced nation covers GOAL 4: Quality Education and GOAL 8: Decent Work and Economic Growth.

The fourth strategic thrust of pursuing green growth for sustainability and resilience covers GOAL 6: Clean Water and Sanitation, GOAL 7: Affordable and Clean Energy, GOAL 12: Responsible Consumption and Production, GOAL 13: Climate Action, GOAL 14: Life Below Water and GOAL 15: Life on Land. The fifth strategic thrust of strengthening infrastructure to support economic expansion covers GOAL 6: Clean Water and Sanitation, GOAL 7: Affordable and Clean Energy, and GOAL 9: Industry, Innovation and Infrastructure.

The sixth strategic thrust of re-engineering economic growth for greater prosperity, covers GOAL 2: Zero Hunger, GOAL 6: Clean Water and Sanitation, GOAL 8: Decent Work and Economic Growth, GOAL 9: Industry, Innovation, and Infrastructure, GOAL 14: Life Below Water, GOAL 15: Life on Land Justice Strong Institutions, and GOAL 17: Partnerships to achieve the Goal. The seventh transforming public service for productivity covers GOAL 11: Sustainable Cities and Communities, and GOAL 16: Peace and Justice Strong Institutions. Figure 1 depicts the mapping between Eleventh Malaysia Plan (2016-2020) with the 17 Sustainable Development Goals.

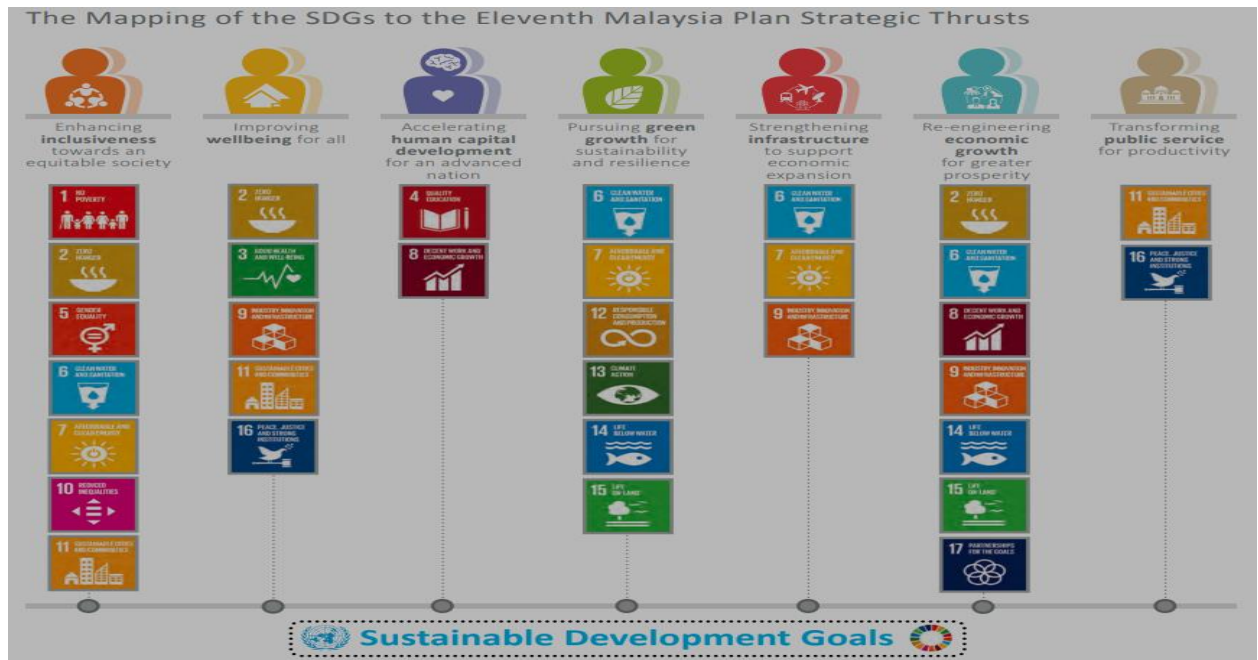


Figure 1: Mapping of the SDGs to the Eleventh Malaysia Plan (2016-2020) - Source: Economic Planning Unit. (2018)

2.3 SDG Higher Education

The world is not sustainable, not peaceful, and not prosperous. A sustainable, peaceful and prosperous world is desired by everyone. Sustainability is the ability to balance the economy (prosperity), with the society (peaceful) and the environment (ecologically protected) (Hedstrom, 2018; Cortney, 2015; Polk et al 2010; Brundtland Commission, 1987).

The issue of sustainability has been formalised in Brundtland Commission in 1987. The world needs to sustain the world as human live meeting the needs without compromising the ability of future generations. Sustainability should be incorporated into organizational objectives as triple bottomline, namely profit, people and planet (Hedstrom, 2018). In other words, organizations must achieve profit along with welfare of people and goodness of the planet earth. By doing so, everyone would be able to maintain life and well-being (Cortney, 2015).

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2.4 Learning theory

Teacher-focused on behaviorism and cognitivism learning theories. Student-focused on constructivism and connectivism learning theories (Thomas, Barbas & Schnapp, 2022; Bien & Sassen, 2020; Diprose et al, 2017; Polk et al, 2010; Singla, 2019; Grain, 2019). In behaviorism learning theory, learners are passive, learn from external processes and need positive reinforcement (Bien & Sassen, 2020; Diprose et al, 2017; Polk et al, 2010).

The methods for the behaviorism learning include lectures, drill, practice, and multiple choice tests. This is in contrast to the cognitivism learning theory. In cognitivism learning environment, learners learnt beyond the external, more internal process, short and long term memory, methods are lecture, visual tools, multiple choice & essay assessment (Diprose et al., 2017; Polk et al., 2010). The behaviorism and cognitivism are teacher-centred learning, which is lack of experiential learning.

For student centred, constructivism and connectivism. Methods of constructivism through collaborative group work, peer review, and personal experience (Bien & Sassen, 2020; Diprose et al., 2017). Method of connectivism, learners self-directed learning, sharing content, create knowledge collaboration. From theory to practice, requires learners to translate learning into action. Any actionable learning requires excitement, concern, verification, analytical, cross-checking, deliberation, and reflections.

2.5 Field Training

Field training is pragmatic, hands-on and facing reality (Andrews, 2014; Nair, Juvva & Nadkarni, 2020; Dash & Roy, 2019). The field training is experiential-based and student centred (Bien & Sassen, 2020; Diprose et al, 2017).

The field training is an experiential learning, but it requires detail recording and documentation (Nigudkar, 2020). In assuring the experiential learning outcomes, guidelines for fieldwork implementation and evaluation are required (Kumari, 2019). In fact, learners are required to make reflection of what heard, saw and made sense (Garain, 2019).

The field training allows for more chances to align with 17 sustainable development goals. The spirit in co-creation and co-production manifests unity (Dash & Roy, 2019; Augusdinata, 2022; Aubrey & Riley, 2022).

Based on the critical literature review, the study argued that the sustainable development goals have reached awareness and education stages, but not ‘edu-action,’ which is the actions to attain SDGs through educational community and industrial engagement.

The 17 sustainable development goals have been accepted as universal and collective goals with willingness and ability. Acceptance requires continuous awareness and education. Awareness refers to the acceptance in cognitive and affective about some issues or situations. However, the awareness is unable to trigger actions to address the deficiencies. Awareness needs education to generate education-actions (Bien & Sassen, 2020; Diprose et al, 2017; Dash & Roy, 2019).

Ultimately, everyone will be able to contribute to the SDGs as ‘edu-action’ projects. All these variables can be summarised in a conceptual framework. Figure 2 shows the conceptual framework of the research.

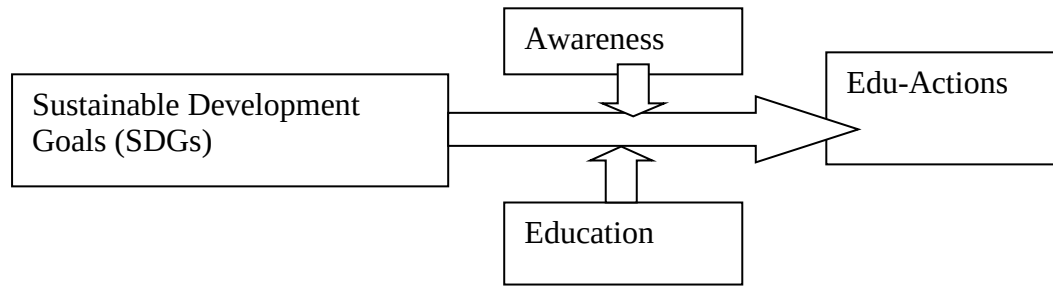


Figure 2: Research Conceptual Framework

3.0 Research Methodology

There are 35 students who studied the principles of management. Majority are first-year students of economics and 10% of them belong to other programs with a minor in business. This is the major assignment of the course which constitutes 50% of the total marks. The assignment is called “LEAD THE WORLD”, aligning between IIUM leading the way leading the world tagline and 17 Sustainable Development Goals.

The main research method used in this paper is of case study method from the qualitative school of thought. A qualitative case study is a research methodology in qualitative school to explore a phenomenon through various data sources (Merriam, 1988; Stake, 1995; Yin, 2015; Yazan, 2015). The process includes plan, design, prepare, collect, analyse and share (Yazan, 2015).

In the briefing kit provided to the students, it was stated that this assignment is to instil two categories of skills in students i.e. (i) technical skills – critical thinking, analytical, and video-making skills; (ii) soft skills – teamwork, communication, leadership skills, and moral skills. Students will conduct an analysis of the current issues being faced in the world today and propose a solution(s) to one selected problem of your choice in order to change and lead from a non-*Sejahtera* and nonsustainable situation to a *sejahtera* and sustainable world. Razak (2020) defines *sejahtera* a balanced of human physical, emotion, intellect, and spiritual. The imbalance of human faculties will result in non-*Sejahtera*. This assignment requires students to demonstrate their learning experience (related to the analysis and solutions) in any creative 5-minute video. The objective of this assignment is to create awareness in the students about the current global situations, and provide them with the opportunity to realise that they have the ability to change the world.

Each group comprises 2-3 members. Each team will select a team leader. The leader will decide the roles of other members. Each team must select a particular problem/issue being faced in the world today that is not *sejahtera* and not sustainable. A team is not allowed to choose the same problem. Each team will submit a proposal form. The proposal will be approved by the lecturer before the team can proceed to the next steps until the creative video is made available.

Each team will prepare a creative video on the analysis of the problem/issue, which would include discussions on the issue, suggestions by the team on potential solutions for the problem/issue, and some discussion on the Islamic perspective related to the issue discussed.

The solutions for the problem/issue should also be explained using Management theories and perspectives.

The duration of the project is 14 weeks. The project goes through three stages (30%, 50% and 80%), a five-minute YouTube video, and a reflection of the project report.

4.0 Findings

This section presents the 13 proposals from a class of 35 students in principles and practice of management course. This course is a required course for all economics and management sciences students. This management course introduces students to the management fundamentals and functions of planning, organising, leading, and controlling. Students are exposed to the overall concepts of management behaviour in order to prepare them to best meet the challenges of managing organisations and coping with forces of the external environment.

There are three course learning outcomes for this course students should be able to (a) describe management principles, practices, concepts, and theories from contemporary and Islamic perspectives, (b) to apply managerial concepts in analysis of case studies and projects, and (c) to develop team building skills related to working as part of a management team in group assignments and projects. Table 2 summarises course learning outcomes, assessment methods, and assessment marks for this principles and practice of management.

Table 2: Course learning outcomes, assessment methods, and assessment marks for this principles and practice of management

No.	Course Learning Outcomes	Assessment Methods	Assessment Marks
1	Describe management principles, practices, concepts and theories from contemporary and Islamic perspectives.	Quiz & Final Examination	Quiz: 10 Final Exam: 40
2	Apply managerial concepts in analysis of case studies and projects.	Case report & Assignment	Progress report: 10 Reflection: 10
3	Develop team building skills related to working as part of a management team in group assignments and projects.	Assignment	You Tube Video: 30
	Total Marks		100

The course allocates 50% marks on the project. The marks are distributed into a progress report in three stages (10%), a five-minute YouTube video (30%), and a reflection of the project report (10%). The total student learning time for this course is 120 hours of student learning time (SLT). In other words, students should spend minimum 60 hours for this project.

Students spent 42 hours in 14 weeks for face-to-face lectures or known as guided learning SLT (42 hours). All assignments are categorised as independent learning SLT (78 hours). Table 3 summarises the topics.

Table 3: Course content, guided learning SLT and independent learning SLT

Week	Course Content	Guided Learning SLT	Independent Learning SLT
------	----------------	---------------------	--------------------------

1	Chapter 1: Managers and You in the Workplace	3	5
2	Management History Module	3	5
3	Chapter 2: Making Decisions	3	5
4	Chapter 3: Managing of the External Environment and Organization's Culture	3	5
5	Chapter 5: Managing Diversity	3	5
6	Chapter 7: Managing Social Responsibility and Ethics	3	5
7	Chapter 8: Foundations of Planning	3	5
8	Chapter 9: Managing Strategy	3	5
9	Chapter 11: Designing Organizational Structure	3	5
10	Chapter 13: Managing Groups and Teams	3	5
11	Chapter 14: Managing Communication	3	5
12	Chapter 16: Motivating Employees	3	5
13	Chapter 17: Being an Effective Leader	3	5
14	Chapter 18: Monitoring and Controlling	3	5
Final Examination			8
Total		42	78

4.1 Proposal Submission

There are 13 project proposals submitted by 13 groups from a class of 35 students in principles and practice of management course. Each project proposal is aligned with 17 sustainable development goals (SDGs).

The location of the project is within the campus. Most of the specific locations are located at the accommodation dormitory (*Mahallah*). The focus of the project is on free food, a healthy life style, and a meaningful life. Table 4 lists the 13 project proposals.

Table 4: 13 Project Proposals

Group	Project	SDG No
1	Part time job no hassle	8
2	Friday Free Food @ SHAH Masjid	2
3	Healthy Life @ Halimah	3
4	Declutter Paper @ Ruqayyah Block C	12
5	Drying Racks @ Ruqayyah Block E	3
6	Online Kindness @ IIUM	4
7	Advocate Recycling Habit @ Mahallah IIUM	4 & 13
8	Affordable & Healthicious @ Nusaibah	3 & 12
9	Stay Clean @ Asiah G-L3	3, 6 & 13
10	IIUM Minimizing Junk Nusaibah G2.6 Asiah G3.5 Ali E2.2	3, 12, & 13
11	Sejahtera Umbrella @ KENMS IIUM	3
12	Clean Toilet @ Mahallah IIUM	6
13	Sejahtera Time	3 & 4

All the venues of the projects are located within IIUM campus. Masjid Sultan Haji Ahmad Shah (SHAH), Mahallah Halimah, Mahallah Ruqayyah, Mahallah Nusaibah, Mahallah Asiah, Mahallah Ali. The specific location within a *Mahallah* (dormitory) consists of the accommodation dormitory rooms, washrooms, café, and compound.

In terms specific sustainable development goals, most of the projects matches SDG Goal No 3 Good Health and Well-being, Goal No 4 Quality Education, Goal No 12 Responsible Consumption and Production, Goal No 13 Climate Action, Goal No 14 Life Below Water, and Goal No 15 Life on Land.

In the reflections, the students have been asked the managerial concepts such as managerial functions, roles, skills, scopes and depth, and also the experience of teamwork in doing the projects. The students applied managerial roles, skills, and functions. Table 5 shows the application of managerial functions for each component of the project.

Table 5: Application of managerial functions in the project

Managerial Functions	Proposal	Progress	YouTube	Reflections
Planning	Set goal Formulate strategies Develop plans			
Organizing	Determine tasks & scope Assign tasks to members			
Leading		Reminders Study Circle Shared leadership		
Controlling		Concurrent control to meet Progress 1, 2, and 3	Available and accessible	Feedback control

However, in the reflection, students said that they have to use a lot time in doing the fieldwork. The allocation of 60 student learning time (hours) for this project is not adequate. In addition, almost various courses are aligning all assignments with 17 sustainable development goals. The students suggested this to be made a major project in the university that involves all students.

5.0 Discussions

Not all students are fully aware awareness of the 17 Sustainable Development Goals (SDGs). However, they could learn swiftly through interactions with students who have passion in sustainable development activities. From awareness to education, the process should complement awareness and education (Radwan & Khalil, 2021; Yusof & Sanusi, 2021). There is a need for passion in sustaining the project (Leiba-Brondo et al., 2022; Chaleta et al., 2021). Figure 3 shows the presence of the heart (love and care symbol) in edu-actions.

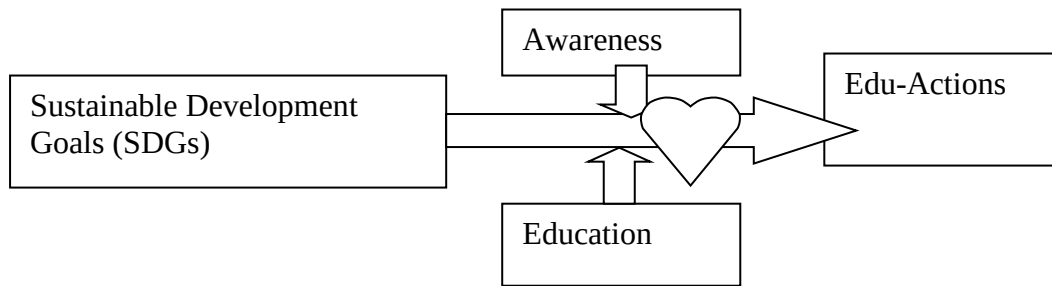


Figure 3 the presence of heart (love and care symbol) in edu-actions

5.1 Recommendations

Awareness is limited to surface advocacy and campaigns. It has to be moved from mere education to education with action. Incorporating SDGs in individual courses seems redundant. The students would be doing more or less the same projects for multiple courses. A more practical alternative is the University should have one common or big project that can serve the SDG application in all courses in the university. In this way, the whole University can share the resources.

6.0 Conclusion

The edu-action of 17 sustainable development goals in courses in the university is a practical initiative to develop, maintain and sustain the actions of the SDGs. Individuals and organizations can align themselves with the seventeen (17) Sustainable Development Goals (SDGs) formulated by the United Nations. Besides the classroom lectures and in-class discussions, the awareness of SDGs could be increased by involving students of higher learning in SDG-related projects. The learning-by-doing theory is being operationalized by requiring the undergraduate students to identify suitable target facilities and service providers on campus, conduct a study and provide recommendations to make these targets SDGs friendly.

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