

# Redefine Malaysian University of the Future Business Models in the Digital Age: Humanizing Higher Education Program for Orphans and Youth from Poor Families

Siti Nur Syamimi Zailan<sup>1</sup>, Abdul Rahman Ahmad Dahlan<sup>2</sup>

<sup>1,2</sup>Kulliyah of Information & Communication Technology International Islamic University Malaysia Kuala Lumpur

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**Abstract:** This paper takes a gander in the past, current and future computerized change plan for the Digital transformation. There are unprecedented challenges in the future of higher education. Why will we get people ready to bring about sustainable change that would also increase the personal satisfaction of individuals? For every field of human life, the need to consider Sustainable Development Goals is a profound fact. As a result, knowledge collection cannot be left to risk and higher education institutions should be held accountable. Higher education is generally assumed to have a two-fold objective: to provide job opportunities and to create awareness. Both have a shared goal of improving the quality of our lives. Humanizing education should be modified within the university in order to maintain sustainability and remain important with the universities' future goal. For those who are poor, vulnerable and unemployed, youth issues are frequently encountered. Therefore, this paper aims to provide a conceptual business model of humanizing education including an eLearning, mentoring program and e-Marketplace to support orphans and youth from poor (B40) families in Gombak District, Selangor. The paper presents the business models, methodologies, and strategies to turn the university from a non-described organization into a dynamic organization with relevant knowledge, skills, and human qualities such as honesty and ethical efficiency.

**Keywords:** Digital transformation, University of the Future, BMC, VPD, EM, Humanizing Education, Wellbeing.

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## I. INTRODUCTION

It would not be implausible to say that there has been something of a revolution in higher education over the past 50 years [1]. "Revolution" is used on the grounds that the degree and nature of the reforms are unprecedented. It is a difficult task to grasp these new, diverse developments while being in the middle of them. Researchers see an important reconfiguration of the university concept as researchers examine the future. Future universities need to be prepared for both immense obstacles and unparalleled breakthrough opportunities [2]. Information is in the process of gaining popularity as more and more countries shift towards the development model of the "knowledge economy." Universities will surpass their traditional status as autonomous academic institutions in the years to come, as it turns out that higher education is increasingly integrated into the economy and the wider community [3]. While globalization and technological advances are gathering momentum, education policy will enable universities to play an active leading role in global and local realms.

Humanizing education means nurturing an individual who is balanced. It's a lot of interest in and talk about humanizing education today, according to Vivian (1976). Many are committed to personalizing the educational experience, but, as usual, it is difficult to apply the principle. [4].

## II. PROBLEM STATEMENT

A significant change in the Higher Learning Institute (IHL) is the integrated student's growth concept. The average student is young, has a domestic status and is enrolled in lecture-based on-campus programs. This student profile is rapidly evolving. Institutions around the world are seeing an unprecedented increase in the number of more experienced,

working adults who have special learning needs. IHL needs to respond to the changing job market by nurturing balanced graduates with transferable skills and values that will hold them in good stead during their work-life. It is also expected that the amount of uniformly flexible understudies will increase significantly. Education is critical to the future of all children, but especially to those who are orphaned or vulnerable. Education gives youth hope for quality life and decent work. Youth unemployment and social problems are one of the main challenges faced in Malaysia, although the headline of the unemployment rate in Malaysia remained unchanged at 3.30 per cent in February 2019. However, the unemployment rate among youth is more than three times higher at about 10.8 per cent. [5] Among the reasons include are the difference between shifts in the educational achievement of the population, the varieties of jobs created have resulted in demand for the youth community, and there are also unable to pursue their studies because of parents or guardian's affordability [5]. Quality education is a very important aspect of building a youth culture through ongoing development and how we can help them get involved in this process of learning [6]. To achieve sustainable and quality education for all affirm the idea that education is one of the strongest and tested sustainable development vehicles [6].

Despite the constant change in the industry, the need for the hour for students is to remain relevant and it has become more crucial than ever for IHLs to balance the learning of the students with the demands of the industry and human values. Other than that, is the digital transformation presence. It relates to the strategic use of digital content, technology and strategies to change the ways organizations interact with their customers and prospects and communicate with them. As a way to improve existing work, digital transformation aims to create entirely new digital models. Initiatives that would enhance current experience, such as creation of classes, recruitment and administration, were considered more important for digital transformation than initiatives that would change what the university is doing, such as alternative qualifications. To become a globally competitive university in the world, an online digital campus network must be developed to improve the quality and accessibility of educational resources, widening universities' regional reach and increasing the number of services they can deliver. IHLs' position in humanizing education as a person's system of knowledge, structures, motivations, and beliefs; logical-sense approach to the reasoning process; intellectual-personal qualities of thought complex. [7]

### III. OBJECTIVE

Despite the disadvantages of the youth community in Gombak, this program is being introduced to strengthen the solution for the orphans and youth from poor family. This program aims to provide a practical business model for humanizing and entrepreneurship education, including e-learning, mentoring network, and e-marketplace to assist the youth in Gombak District, Selangor. Next, this program should develop awareness, skills and values. It also creates jobs and sustainability, a forum for young community income and well-being. Therefore, this program will reduce youth social issues and preserve the relationship between the university, students, and Gombak community staff.

The objective proposes to provide youth with quality education in different fields in order to respond to these issues. The program aims at mitigating social problems and generating more job opportunities for the orphans and youth from poor families by offering successful training, mentoring and coaching for quality education. The program aims to include partners in the project and implementation as they also have the same vision and goal to provide orphans and youth from poor families with education and job opportunities and to bring value-added values to their lives in the future. It will also consider the best way to mitigate some or all of the above problems to be correctly and fully executed. Finally, the program aims to provide quality education to empower the youth and to provide Islamic values in compliance with the guidelines outlined in the Maqasid Syariah, which is to protect the intellectual and religion.

### IV. METHODOLOGY

This paper provides a few business models on the local university in future. Some of the literature review by others towards the concept of University of the future based on the era of information technology approach. This paper adopted the design and system thinking approach utilizing business modeling tools such as the Business Model Canvas (BMC), Environmental Maps (EM) and Value Proposition Design Canvas (VPD). These modeling tools are used in analyzing and subsequently to formulate and design business model alternatives for the University of the Future [8]. This includes the variation in this methodology that requires cross-functional teams promoting preparation, sustainable growth, continuous improvement, rapid response, responsiveness to any changes. It also guarantees customer collaboration as, based on advantageous feedback that directly involves the specifications in progressive and adapted. This allows the layout to be clear and work in the customer's eyes and viewpoint. Interview is the collection of data and criteria processing methods

used by the researchers. The BMC and VPD will be validated by the respective customer segments of the university. VPD are used to analyze, formulate, design and evaluate complex problems related to universities [9].

## V. LITERATURE REVIEW

### *University of the Future*

Universities need to be ready for the future and to promote this phenomenon's acceptance across all these rates. Besides this, transforming their members is also important for all universities, who are also far from imbibing the shifting paradigm. Guided by concepts such as agility and adaptability, universities will set out their own directions toward this revolutionary transformation that incorporate budgetary constraints, faculty issues, local issues, and socio-economic issues. [10]

- In addition to introducing students to industrial environments through learning models, universities would need to establish deeper symbiotic relationships with industry in order to collaborate on curriculum development. We could use technology to develop online short-term programs focused on extending the learning goals to include new-age skills such as problem solving, analytics, reasoning, communication, etc.
- Universities should concentrate on turning themselves into a platform that allows students to learn from multiple sources such as professors, open source content, industry professionals, alumni, etc. and cultivate a culture of creativity and inquisitive attitude. Universities could use emerging technologies such as AR and VR to simulate worlds where learners can apply their expertise with limited opportunities to experience real-life work scenarios.
- Research will be one of the differentiators for universities in the future with online content providers providing learning platforms where they can stay ahead of open source information by enriching their curriculum with the latest research findings and tests. They may need to work closely with their various departments and other institutions to push multi-disciplinary and external research into real-life applications in order to quickly achieve fundamental research outputs.
- Recognizing the growing educational environment and supporting universities to be agile and versatile in rapidly changing market and employer demands will allow regulatory frameworks across countries. Regulators should reduce their reliance on inputs and build results-based monitoring and accreditation systems. Industry and society as a whole may need to accept new ways of learning and provide equal opportunities for non-traditional learners who have taken up stackable programs in classroom models, mixed or exclusively online.

The University of the Future will be recognized as the center of social connection, interaction, cooperation, and diversion interfacing with the networks involved. It will also boost the learning performance center, encouraging more prominent interaction and involvement that can drive business cooperation within the context of the company (Greg Pringle, UoQ). The university has to choose a strategic business according to Ernst & Young (2012) and Frost & Sullivan (2016), considering the developments in customer demands, digital technologies, delivery methods, knowledge democratization and funding [11] University business models became more complex and the University of the Future Models predicted three specific lines of evolution. [12].

### *Megatrends*

Megatrends are global, persistent, and macroeconomic growth forces that have an impact on business, environment, community, communities, and personal lives, thereby defining our world of the future and its growing pace of change. Megatrends changing the field of higher education. This powers combine about five primary shift drivers. The key space of this paper discusses all the 5 drivers and their possible outcome over the decade [13]. The 5 drivers are: (1) Markets and funding contestability: highly competitive domestic and international student markets, government funding challenges, searching for new funding sources; (2) International mobility: emerging markets are becoming competitors on the international student market on an international scale, academic ability is gradually coming from developing markets, tip top emerging, and truly global university brands; (3) Business integration: scope and breadth of business-based learning, research collaborations and promotion, industry as a leader in content certification and distribution; (4) New innovations, taking the university to the device — MOOCs and through online learning, bringing the student to the university — using digital technology in campus-based learning, blended learning. Blended learning has become more common as universities attempt to experiment by incorporating components to their classes online. Evidence has also shown that mixed education is a delivery method as successful as conventional in-person classes; and (5) Democratization of information and access, Ubiquitous content, extended access to higher education, increased participation in emerging

markets.

Such instability impacts and transforms higher education and science, and the transition is set to continue. Students have become consumers who carry university perceptions of their own digital world [14]. Such customers are more sophisticated, more informed and ever more articulate. Many have preconceived ideas about how universities are going to interact with them directly and what benefits they can expect in return for their investment. Increasingly, students see universities as the primary means of securing their future jobs rather than simply learning and improving themselves. MOOCs are far from the end of the line of teaching methods for interactive disruption. As a generation that is technologically more advanced than any previous generation, students expect to be taught and learn using methods that match their personal preferences and at the speed they have selected, not one that is mandated for them [15].

#### ***Fourth Industrial Revolution (4IR)***

The value of having the right strategy and training to ensure that the advent of Industrial Revolution 4.0 succeeds and benefits society. Leadership based on technology should be based on the principles of Islamic philosophy in order to benefit society and avoid the collapse of society. It can be accomplished by paying attention to five global aspects of sustainability, namely faith, existence, mind, children, and property. Through Industrial Revolution 4.0, robotic systems can make decisions through the IoT (Internet of Things), IOS (Internet of Systems) and the combination of biological systems [16]. In order to remain relevant in the era of rapid change, graduates must develop self-learning skills [9]. The rapid advancement in information and communications technology (ICT) is bringing about extraordinary changes in society and business. In many nations, digital transformation will create new principles and become a pillar of industrial policy. Looking forward to these global trends, in the fifth Science and Technology Basic Plan, which was approved by the Japanese Cabinet within January 2016, "Society 5.0" was shown as a central idea. It was accepted as one process of development for Japan. Society 5.0 is also a cornerstone of "Investment for the Future Strategy 2017: Reform for Achieving Society 5.0" As part of its Fifth Basic Science and Technology Plan (FY16 to FY20), announced in April 2016, Japan's legislature aims to consider what it calls "Society 5.0" or "Super Smart Society". Society 5.0 gives success depends on a propelled stage of administration to a traditional cultural base. Development has been associated with creativity and social theory on a daily basis [26].

Although Society 5.0 is the development program of Japan, it is not limited to Japan because its goals are proportionate to those of the Sustainable Development Goals (SDGs) of the UNDP (United Nations Development Programme). SDGs are usually targets for change, regardless of how the course of action varies depending on the country or region's money-related condition or social system. Society 5.0 is, in a way, Japan's approach to managing the perception of some of the goals identified by the SDG. Meanwhile, the cultural disruptions faced by Japan, for example, by growing masses, declining birth rates, declining populations, and evolving state, are problems that different countries will also eventually look at. Beginning from this point of view, Japan is one of the most important nations to solve these problems. By Society 5.0's early goals of these problems, and by providing such solutions to the world, Japan will contribute to resolving relative difficulties worldwide and achieving SDGs.



Figure 1: Society 5.0

Society 5.0's goal is to understand an overall population where people can accept life in the absence of any conceivable restrictions. Digital PC: Cyber-Proof-of-Concept, KPI: Key Quality Indicators Transport systems are simulated. Favor rehearsals of the method. Assess KPIs. Consequently, there is fiscal growth and technology advancement, not for a selected few to succeed. Various initiatives have been launched in Japanese informative circles and in business, according to this thinking pronounced by the council. The concerns incorporated in this freebie are just one aspect of such attempts, and a lot of that is so far sensitive; in any case, this program is developing step by step through open discussion with a wide range of people. In fact, despite the way Society 5.0 started in Japan, its impetus is not driven exclusively by one country's flourishing. The structures and creativity that have been built here will not add uncertainty to the far and wide settlement of cultural problems. [17]

### ***Humanizing Education***

The need for all forms of higher education is at an all-time high. As the world becomes more interconnected and interdependent through globalization and internationalization processes and more motivated and dependent on advanced knowledge, expertise and skills, lifelong learning has become not only a requirement for economic development and social progress, however, it is accepted as a human right. The growth and improvement of higher education systems around the world has progressed at an unparalleled rate over the past few decades. As a result of this changing higher education landscape, there is a massive proliferation of new colleges and universities of all kinds as well as new research, publications and higher education-focused conferences. [18]

However, in support of the United Nations Sustainable Development Goal Four, there has been a huge increase in open educational resources and other forms of formal and non-formal higher learning. Each aspect of higher education continues to be re-examined to find ways to provide the world's population with quality higher education. When higher education becomes increasingly global, diverse and interconnected, there are new challenges that educators need to address constructively. A place of care, motivation and constructive pursuit of academic and professional goals should be higher education. In addition, entrepreneurship education is important in encouraging students to become more independent and to create jobs, and thus encourages the government to prioritize small and medium-sized entrepreneurial industries as a key contribution to job creation.

### **Improving academic environments**

Given the importance of lifelong learning in people's lives, the physical, psychological and social well-being and health of students and teachers is one set of issues that has gained increased attention. A growing body of academic literature and daily news media coverage of higher education, now there are topics such as academic bullying, racial or ethnic discrimination, sexual harassment, religious intolerance, denial of academic freedom and other forms of oppression, abuse and exploitation that may exist in some academic settings around the world. Since people may be afraid of reprisals if they reveal these kinds of experiences or if they go public about their experiences, they may decide to quit, drop out, stay quiet or write anonymously about their experiences. Working and working in such academic environments may result in some people experiencing high levels of stress, depression, and even suicide. Together with the creation of mainstream social media and public news outlets devoted to higher education issues, the human rights and democratic approach to higher education has provided a new platform to discuss these issues. Positively discussing these important issues, most higher education institutions and organizations now have policy statements and statements that define their stance on such critical issues as free speech, institutional code of ethics and the well-being of students.

### **Creating a culture of well-being**

Increasing focus on social justice, professional standards of conduct and commitment to ethical principles of action in the educational space means that educational leaders must be more involved in ensuring that all individuals in higher education are treated humanely and equally while at the same time maintaining high standards of academic quality and intellectual rigor. In addition to legislation, all higher education institutions will follow a formal code of ethics specifying that all people have the right to be treated with dignity and respect regardless of their position or status or any other consideration.

Even in countries with systemic racial discrimination, sexual harassment, workplace bullying, and the like, unhealthy work environments can still develop slowly like cancer unless these problems are proactively addressed. Laws and

administrative practices are just as strong as one's willingness to follow them through due process procedures. Therefore, it is important to develop a supportive care culture. Humanist education focuses on the overall needs of the individual and community in which all those who work in education have a sense of responsibility for themselves, others and the wider world in which we live. [18].

#### ***Sustainable Development Goals 4 (SDG4)***

In 2015, each of the United Nations Member States adopted the Sustainable Development Goals (SDGs), better known as the Global Goals, as an all-inclusive source of inspiration to end poverty, protect the world and ensure that all people appreciate peace and prosperity by 2030 [18]. The 17 SDGs are incorporated — that is, they consider that operation in one area can affect outcomes in others, and that social, economic and environmental development needs to be adjusted for change.

Everyone is required to reach these goals. Society-wide innovativeness, skills, technology and financial resources are crucial in meeting the SDGs in any particular condition. Educational institutions are necessary to effectively check the forces that threaten the stability of the society, both human and normal. Researchers should truly suggest bridging between principles and institutions. We will explore and explain our fundamental values and develop an awareness that institutions are just the instruments for those qualities in the context of experts and researchers.

The foundations must respond to the off chance that the researcher will hold firm to the qualities. When we keep the institutions tightly, our values will be broken down. Higher education must begin with the deliberate, cognizant, and dynamic development of qualities and institutions. This position cannot be fulfilled by any other cultural institution. Training is the force that will shed light on our actions, inspire them and engage them. Higher education will step beyond the responsibility to get ready for understudies to live on the earth as it will be — we can understand the duty to get ready for understudies to shape the world they are going to live in. [18]

#### ***MEB Malaysian Education Blueprint 2015 – 2025 for Higher Education [20]***

As needs are, the abrogating aim of the Ministry is to create a higher education system that ranks among the leading education systems in the world and empowers Malaysia to compete in the global economy. The MEB (HE) builds on the successes of the system to date and recommends major changes in the way the ministry and system should operate to realize this goal. The Ministry in particular, wants to: (a) Instill an innovative mindset throughout the higher education system in Malaysia and create a system that produces graduates with a desire to do business, as opposed to just looking for a job; (b) Build a system that is less dependent on traditional learning pathways and offers an equal opportunity for much-needed advanced and professional training; (c) Focus on outcomes through information sources and look for innovations and inventions that address the needs of students and enable more influential learning experience personalization; (d) Harmonizes how private and public institutions are managed and shifts from the existing, extremely centralized HLI administration system to a model within the administrative structure that relies on gained independence; and (e) Ensure the financial sustainability of the higher education system by reducing the reliance of HLI on government resources and by asking all stakeholders directly benefiting from it to contribute.

#### ***Orphans***

The term 'orphan' basically refers to children bereaved of one or both of their parents.[21] There is no recent data or statistic on orphans that can be simply referred in order to disclose the true number of orphans in Malaysia. Nevertheless, there is information indicating that there are orphan children in Malaysia based from the orphanage or shelter institutions of child welfare and protection. The Star on September 4, 2014, reported, based on data provided by Orphan Care, an NGO specializing in finding homes for abandoned children, there are 90 registered private institutions for orphans and 117 for disabled children in Malaysia. In 35 government-run orphanages and homes, there are about 13,000 children living in registered institutions in the country. In addition, they estimate that at least 80% of the children living in registered institutions locally have a next of kin. However, there are many children's homes which are not registered with the Government. [22] Meanwhile, the Star Daily on June 17, 2014 reported, some 5,940 children below the age of 17 live in Orphan Care country's orphanages. This consists of 1,440 children who live in government-run homes while the rest live in private registered institutions. [23] The key issue faced by orphanage in Malaysia including the mental health. According to previous studies, mental health disorders are highest among orphan adolescents who living in orphanages.

Mental health disorders among orphans are higher than non-orphans adolescents [24]. Studies have shown adolescents who living in orphanages are exposed to various emotional disorders such as depression, anxiety and stress [24]. From the key issue, an innovative business model for the University of the Future (UotF) can solve the issue by provide the free education platform for the orphans to get higher education from mentoring and teaching programs.

### *Designing the University of the Future Business Model*

The design and system thinking approach, based on the literature review, uses a strategy canvas with business modeling tools – the Environmental Map (EM), Business Model Canvas (BMC) and Value Proposition Design Canvas (VPD) – an innovative business model for the University of the Future (UotF) is used to evaluate, develop and build.

#### **1. Environmental Map (EM)**

In a specific environment, business models are organized and implemented. The business model is shaped by a few factors. The first segment of the market that began a significant market that shows engaging quality and searches for new fragments. The topic of moving and shifting the demand from consumers and values offers a viewpoint on what the consumer requirement needs and dissecting how it is communicated, identifying the customer's components that push the company to rivals. In addition, the income aspect that recognizes the power of attraction and estimation. Customer segments, value ideas, key activities primary sources, and revenue streams are the focus of this market segment. In addition, the business number including providers and other chain actors delineating the market's inhabitants of the fundamental value chain.

In addition, to discover new rivals, their values, and how they challenge the business models of other people for products and services, including from different companies, stakeholders, and identify the individuals that may affect the organization and business models. First, the fundamental trend is with influences that show determinations and inclinations that affect social, political, socio-economic and technological patterns that can disrupt action plans or even develop and improve. Ultimately, macroeconomic influence with financial mechanisms that delineate the basis of the operational market economy; Commodities and properties of various kinds. This requires current costs and trends of demand for the assets needed for the action plan. Therefore, the capital market describes current economic capital situations in connection with worldwide capital needs and economic situations which, from a macroeconomic point of view, present circumstances generally speaking. Macroeconomic regulation focuses on cost structures, networks, key activities and major sources [25].

#### **2. Business Model Canvas (BMC)**

For business modeling, Business Model Canvas or BMC is a relatively new world view. Comprises nine BMC blocks capture the company's master plan and rationale and are divided into four key drivers. They are: (a) Customers focused on Value Propositions and Segment Customers Blocks guide values and strategies; (b) Focusing on revenue streams and cost structure points, money related oriented approaches.; (c) Strategies organized by resources and events that concentrate on blocks of primary and key activities, and (d) Common guided approaches based on key partners and blocks of channels. [25]

#### **3. Value Proposition Design Canvas (VPD)**

The Value Proposition Design Canvas is a tool that can help ensure a product or service is built around the values and needs of the customer. [26]. Dr. Alexander Osterwalder initially developed the Value Proposition Canvas as a tool to ensure the product and customer match. It is a detailed look at the relationship between two parts of the larger Business Model Canvas of the Osterwalder; segments of customers and value propositions. The Value Proposition Canvas can be used to refine an existing product or service offering or to develop a new concept from scratch. The value proposition of the Business Model Canvas provides a unique combination of products and services that provide value to customers by providing customer-facing opportunities or appreciating customers. This is the intersection point between the product produced and the justification for the customer's desire to buy it. The product can suggest one value or multiple value. The model has Pain and Gain parts that are both required to define the risk customer-related, and gains that explore the best outcomes for the customer's products or items. [26]

## VI. INITIAL BUSINESS MODEL CANVAS

Based on literature review, the initial business model canvas as developed by researcher shows the initial view of all the building blocks.

## VII. INITIAL VALUE PROPOSITION DESIGN CANVAS (VPC):

Basically, VPC is a straightforward way to understand your customer's needs, and design products and services they want. It works in conjunction with the Business Model Canvas and other strategic management and execution tools and processes. After exploring the customers' needs and problems, the value proposition canvas which consists of value map and customer profile has been created. The objective of the value map is to describe explicitly how the products and services create value to the customers, whereas the customer profile visualizes what matters to the customers in a sharable format.

## VIII. VALIDATED BMC &VPD

### Key Findings from Interview

For the interview, the researcher had conducted an interview to validate the BMC and VPD for a Malaysian-based University of the Future. The researchers had conducted an interview with Kampung Sungai Pusu community secretary to discuss the youth community's concerns, issue and challenges in Gombak. The interview findings show that the researchers understand the real problem faced by the Gombak youth in the initial business model canvas consumer segments. The findings from the interview show that in the initial business model canvas have certain part to be adjusted to reflect the actual situation in Kampung Sungai Pusu. As for Business Model for particular local university, there are many strategies have been planned in continuing the stability and to stay significant together with current and future trend and fast transformation in this digital era. The trend has been widen from those with the right education and those who want to develop knowledge and skills to include community engagement for community such as orphans, disadvantaged, vulnerable, and troubled youth.

As the local university aim to become a leading international center of educational excellence which seeks to restore the dynamic and progressive role of the Muslim Ummah in all branches of knowledge and intellectual discourse, BMC need to relate with the university. The university educational goal is to nurture students who are balanced and harmonious (insan sejahtera) as stipulated in the Falsafah Pendidikan Kebangsaan crafted on values-based holistic and integrated education for sustainable development Education (2030). University also provide conducive shared learning ecosystem geared towards the convergence of knowledge founded in realizing comprehensive excellence and humanizing education by pioneering and exploring instructional leadership that is most appropriate in embedding trust to deliver higher purpose of education (through teaching-learning, responsible research and community engagement) built on values.

In turn, the researchers, as the outlet for revenue streams, make some changes in the youth environment as a whole for wealthy people to subscribe. In addition, the researchers have been emphasized to have a relationship with the University Center for Community Engagement (BUDI) as they already have the community services operation center. The researcher encourages a joint venture with the student clubs involved such as Titian Wahyu Club, a volunteer and mentoring club that focuses on children's mentoring, feeding the homeless project and organizing the Mahabbah program. Also Caring Club, a social and welfare based club that focused on the improvement of academic and psychologist development of orphans towards a successful life ahead. Both students clubs have many experiences conducting programs that focus the children or orphans development.

In the initial value proposition canvas focused on customer jobs that need to change to a more appropriate role, not the program side view. For example, the complete task of the download application, monitoring progress is the only phase for the system. The real thing is that customer jobs are going to get the right knowledge and skills, get a specific one for them, and build a job opportunity. The volunteer customer job is to provide experience in a related field, showing job opportunities and consulting obtained, and donor customer positions are providing financial support, providing youth job opportunities and mentoring.

**BUSINESS MODEL CANVAS**

<b>Key Partners</b>  <ul style="list-style-type: none"> <li>The Ministry of Women, Family and Community Development</li> <li>Jabatan Kebajikan Masyarakat Malaysia (JKMM)</li> <li>Lembaga Zakat Selangor (LZS)</li> </ul>	<b>Key Activities</b>  <ul style="list-style-type: none"> <li>Mentoring, Teaching &amp; learning</li> <li>e-learning</li> <li>Education development</li> <li>Research &amp; development</li> <li>Community</li> </ul> <b>Key Resources</b>  <ul style="list-style-type: none"> <li>Digital platform</li> <li>Student and Staff</li> <li>University Center for Community Engagement (BUDI)</li> <li>Intellectual Property</li> <li>Alumni: local &amp; int'l</li> </ul>	<b>Value Propositions</b>  <ul style="list-style-type: none"> <li>Free education</li> <li>MOOC provided</li> <li>Nurture balanced &amp; entrepreneurial graduates</li> <li>SDG-based solutions globally relevant</li> <li>Institutional stability</li> <li>Societal well-being &amp; values creation</li> </ul>	<b>Customer Relationships</b>  <ul style="list-style-type: none"> <li>Digital platforms</li> <li>Partnership</li> <li>Teaching &amp; learning</li> <li>Feedback system</li> <li>Consultant services</li> <li>Gombak community</li> </ul> <b>Channels</b>  <ul style="list-style-type: none"> <li>University website</li> <li>Partnership &amp; Agent</li> <li>Open days</li> <li>Printed materials (flyers)</li> </ul>	<b>Customer Segments</b>  <ul style="list-style-type: none"> <li>Orphans and youth from poor family</li> <li>Government</li> <li>Investor</li> <li>Sponsor</li> <li>Endowment and Donor</li> <li>Clubs under BUDI</li> </ul>
<b>Cost Structure</b>  <ul style="list-style-type: none"> <li>Education and research</li> <li>IT infrastructure</li> <li>Maintenance</li> <li>Back Office transformation</li> </ul>		<b>Revenue Streams</b>  <ul style="list-style-type: none"> <li>Government Funds</li> <li>Endowment Funds</li> <li>Crowd funding/donation</li> <li>Sponsorship</li> </ul>		

Figure 2: Validated Business Model Canvas (BMC)

**VALUE PROPOSITION DESIGN CANVAS (VPC)**

CUSTOMER SEGMENTS	CUSTOMER JOBS	GAINS	PAINS	GAIN CREATORS	PAIN RELIEVERS	PRODUCTS & SERVICES
<b>Orphans and youth from poor family</b>	<ul style="list-style-type: none"> <li>Attend mentoring class</li> <li>Curriculums involvement</li> <li>Acquire knowledge, skill &amp; human values</li> <li>entrepreneurship education &amp; skill</li> </ul>	<ul style="list-style-type: none"> <li>Academic qualifications</li> <li>Knowledge</li> <li>High level skills</li> <li>free education</li> <li>enhance career and upskills</li> </ul>	<ul style="list-style-type: none"> <li>High tuition fees</li> <li>Expensive academic materials</li> <li>Disadvantaged</li> <li>Vulnerable</li> <li>From poor family</li> </ul>	<ul style="list-style-type: none"> <li>Qualification</li> <li>Quality education</li> <li>Balanced graduate</li> </ul>	<ul style="list-style-type: none"> <li>Student scholarship</li> <li>Free education</li> <li>Study loan</li> <li>Donation</li> <li>E-learning</li> </ul>	<ul style="list-style-type: none"> <li>Qualified lecturers</li> <li>Recommendation on scholarships</li> <li>Good campus facilities</li> <li>Good mentoring</li> </ul>
<b>BUDI</b> - Titian Wahyu Club - Caring Club	<ul style="list-style-type: none"> <li>Provide mentoring</li> <li>Community engagement</li> </ul>	<ul style="list-style-type: none"> <li>Get experience in teaching and mentoring</li> </ul>	<ul style="list-style-type: none"> <li>Need to update the progress frequently</li> </ul>	<ul style="list-style-type: none"> <li>Teaching materials</li> <li>Fast observation</li> <li>Flexible appointment</li> </ul>	<ul style="list-style-type: none"> <li>update the progress of the task given for the youth in online</li> </ul>	<ul style="list-style-type: none"> <li>Good teaching and mentoring</li> <li>Online tutor</li> <li>Consultation support</li> </ul>
<b>Endowment and Donor</b>	<ul style="list-style-type: none"> <li>Donate cash</li> <li>Donate assets</li> <li>Good use of cash/ assets donated</li> </ul>	<ul style="list-style-type: none"> <li>Feel good factor</li> <li>Making others happy</li> <li>Building reputation</li> </ul>	<ul style="list-style-type: none"> <li>High cost of development</li> <li>Time consuming</li> <li>Marketing expenditure</li> </ul>	<ul style="list-style-type: none"> <li>Social responsibility</li> <li>relationship building</li> <li>mutual respect</li> </ul>	<ul style="list-style-type: none"> <li>Tax exemption</li> </ul>	<ul style="list-style-type: none"> <li>Improvement in university assets</li> <li>Student scholarship</li> </ul>
<b>Investor</b>	<ul style="list-style-type: none"> <li>Investment</li> <li>Do research on the university</li> <li>Evaluate the potential gains</li> </ul>	<ul style="list-style-type: none"> <li>Financial gains</li> <li>Shareholder value</li> </ul>	<ul style="list-style-type: none"> <li>Monetary investment</li> <li>Key personnel involvement</li> <li>Bad ROI</li> </ul>	<ul style="list-style-type: none"> <li>A stake in the university</li> <li>Evolve with university</li> </ul>	<ul style="list-style-type: none"> <li>Diversified portfolio</li> <li>New learning curve</li> </ul>	<ul style="list-style-type: none"> <li>University sustainability performance</li> <li>Trusted &amp; capable institution</li> </ul>

<b>Government</b>	- Provide financial support - Identity orphans & youth from B40 group in Malaysia	- Educated citizen - Economic growth	- Financial crises - Lock of subject experts	- Skilled workers - Better education system - Educated nation	- University produce more experts	- Produce fresh graduates - Skilled students, staffs and lecturers - Trusted & capable institution
<b>Sponsor</b>	- Monitor activities - Provide financial assistance - observe the outcome/impact	- Cooperation and trust	- money loss - unsatisfied outcome or result	- Give the best services - Make sure the success of the Project	- Plan the budget properly	- free marketing - Trusted & capable institution

**Figure 3: Validated Value Proposition Design Canvas (VPC)**

## IX. CONCLUSION AND FUTURE WORKS

As a conclusion, the researchers hope this program succeeds in achieving the goals as stated in the program's early stage. The initiative would support all interested groups, especially the youth community, volunteers, donors, and key partnerships. The program will improve awareness, skills and values through the humanization of the business model of education growth. Through implementing this system in collaboration with different organizations, quality education is implemented in terms of knowledge and skills, enhancing job opportunities for the orphans and youth from poor in Gombak district.

This should continue to ensure the all younger generation's including the orphans and youth from poor have a bright future and meet the challenges they face in the real world. This in turn creates jobs and wealth and helps pave the way for a community that is balanced developed, fair and sustainable. Generally, these different approaches do not seem good by all accounts. Finally, it is the duty of leaders in higher education and research to arrange the proper state of programs, public and private resources, data collection and accounting, and public information to make this conceivable.

For this program, future work is to create and turn the conceptual business model into an actionable project and change management strategy. It will provide the youth population with an opportunity to seek and develop knowledge skills, and employment opportunities.

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