

Collaboration for Empowerment of Educational Services at Sultan Zainal Abidin University, Malaysia

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ABSTRACT

Barriers to international collaboration include cultural differences, language, and education systems, as well as administrative, and logistical challenges, and resistance to innovation. The purpose of this community service is to enhance the quality of education through curriculum development, international collaboration, teaching innovations, and global educational awareness. Implementation method: using a PAR approach, involving all parties, with supporting media such as laptops, office supplies, activity implementation, and evaluation. The results of the activities show very positive outcomes with a significant impact on participants. Evaluations of ICFASS24, FlexS, and Mandarin Language Classes indicate high satisfaction levels, with the majority of participants rating on a scale of 5. ICFASS24 successfully expanded academic insights and developed participants' managerial skills, while FlexS was effective in building excellent personality and self-development through an Islamic psychospiritual approach. The Mandarin Language Class provided significant benefits in improving language skills and participants' global perspectives, enhancing teaching competencies, and preparing them to face global challenges. Conclusion: This service successfully enhanced the quality of education, expanded academic insights, developed skills, and prepared participants to face global challenges.

Keywords: *Collaboration, International, Education, Indonesia, Malaysia*

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A. INTRODUCTION

Collaboration between universities is crucial today to create solutions for scientific problems as well as social, economic, political, democracy, sustainable development, and cultural integration issues (Diana & Hakim, 2020). The implementation of collaboration in education follows the fundamental principles of collaboration, which involve understanding roles and responsibilities, establishing intensive communication, working together, and avoiding the dominance of one party (Koroh & Widiastuti, 2021). The execution of international cooperation is based on the principle of mutual benefit, but it still contains the national interests of each country, such as the exploitation of low-wage skilled labor (Aditama et al., 2024).

Collaboration between higher education institutions is an important strategy to improve



the quality of education and research, by sharing resources that support academic development and the competence of graduates (Rahmawati et al., 2024). Building international collaboration networks is a strategy for universities to achieve internationalization, which requires a dedicated unit to focus on handling such matters (Yuliyani et al., 2023). In building international cooperation, universities focus on three aspects: mobility (inbound and outbound), international publications, and joint research, which support academic quality and international reputation (Mali, 2020).

Collaboration must be positioned as the implementation of institutional strategies and policies to achieve the university's mission and vision, which is well planned to enhance the role of strategic partners and provide benefits to society (Wijiharta et al., 2021). The evolving collaboration patterns in higher education that involve various parties provide benefits for both universities and partner institutions in supporting practical learning for students (Cahyono et al., 2022). Cooperation with strategic partners through appropriate activities is expected to enhance students' knowledge, technical skills, and interpersonal skills more effectively (Wijiharta et al., 2021).

The collaboration between STAI Publisistik Thawaliab Jakarta and Sultan Zainal Abidin University (UniSZA) Malaysia faces several challenges, such as differences in the education system, limited human resources, and cultural differences that can affect communication and teaching. Other obstacles include the complexity of program coordination, government regulations concerning the sending of lecturers and students, and financial issues. For long-term success, this collaboration requires careful planning regarding the joint curriculum, program sustainability, and understanding of the needs and challenges of each institution. Effective synergy between both parties can optimize the empowerment of educational services.

The goal of this service is to improve the quality of education through the development of relevant curricula and teaching methods, build international collaboration, develop teaching competencies with innovative approaches, and raise awareness about the importance of quality education to face global challenges. The impact of this collaboration improves the quality of education at Sultan Zainal Abidin University Malaysia through the development of relevant curricula and teaching methods. International collaboration opens opportunities for knowledge exchange, increases global competitiveness, and helps make teaching more effective. Overall, it enhances global competition and the development of inclusive education.

B. METHOD

This service was conducted at Sultan Zainal Abidin University (UniSZA), Malaysia, from August 24 to September 8, 2024, with the aim of enhancing the capacity and quality of human resources at the university. The activity prioritized knowledge transfer and the development of practical skills, as well as strengthening relationships between educational institutions. This service was implemented using the Participatory Action Research (PAR) approach, which involves all parties in planning, executing, and evaluating the activities to create a more significant and sustainable impact.

To support the smooth execution of the activities, various media such as laptops, office supplies (stationery), and other supporting devices were used. Laptops were used for presentations, data processing, and communication, while stationery such as books and markers

were used during discussions and learning sessions. These tools greatly facilitated interactions and the learning process.

The service process began with a preparation phase, which included obtaining permission from the Sultan Zainal Abidin University Malaysia, ensuring that the activities complied with regulations and received full support. The next phase was the implementation, where activities were carried out according to the pre-arranged work plan, which included training, workshops, and seminars. Evaluation was conducted after the activities to assess their effectiveness and benefits, by gathering feedback from participants and the university. This evaluation aimed to improve future service activities, ensuring that they provide greater benefits to the university and society.

C. RESULTS AND DISCUSSION

1. Preparation

The preparation for this collaboration began with administrative steps, such as preparing the necessary permits to ensure the smooth and legal execution of the activities. These permits involved communication with the university's relevant authorities to obtain approval and support for the service program's implementation. Subsequently, the service team prepared the materials to be used in each session, whether in the form of presentations, modules, or other learning materials. These materials were tailored to the participants' needs, as the relevance of the content delivered was crucial to achieving the objectives of the service. Additionally, the required equipment was meticulously prepared, including technical tools such as projectors, laptops, and other supporting devices to ensure the smooth process of teaching and presentations. Supporting materials like books, brochures, or printed resources were also prepared for the participants, allowing them to follow the activities more effectively. The service team also ensured that the facilities used met the standards and were ready for use. During the preparation phase, the service team conducted brainstorming sessions regarding themes, implementation strategies, speakers, and created posters for disseminating information to the cooperating community (Anisa et al., 2021).

2. Implementation

a. International Conference on Fundamental Studies and Social Sciences 2024 (ICFASS24)

The International Conference on Fundamental Studies and Social Sciences 2024 (ICFASS24) was held at Sultan Zainal Abidin University (UniSZA). This event was the result of collaboration between the Faculty of General Studies and Continuing Education (FUPL) and the Faculty of Applied Social Sciences (FSSG). ICFASS24 became an important platform for the exchange of cutting-edge research and knowledge, covering various academic fields, including Islamic studies, education, language, business, tourism, history, social sciences, entrepreneurship, and environmental studies. During this event, students had the opportunity to contribute as organizing committee members, providing them with valuable new experiences.





Figure 1. Students as Committee Members of ICFASS24

Conferences serve to present issues to the public, share knowledge, expand perspectives, improve interaction skills, broaden networks, and enhance portfolios and relationships (Saptoyo & Nailufar, 2020). Conferences are essential in training students to express opinions, resolve academic issues scientifically, and master seminar organization techniques as academic communication forums (SPADA UNS, n.d.). The goal of conferences is to identify technical aspects, human resources, job specifications, constraints, and solutions in the planning and execution of conference projects (Kamal & Widodo, 2018).

b. Flexible Education with Soul (FlexS) Class

Students attended the FLEXS class, guided by Prof. Madya To' Puan Dr. Nizaita Omar. Flexible Education with Soul (FlexS) is closely related to the development of an outstanding personality by integrating flexible approaches and spiritual values in education. This approach helps individuals develop a strong personality and adapt well to changes. FlexS has several milestones, including sound faith, scientific thinking, noble character, and professional work culture. International Integrative students have the opportunity to attend the FLEXS class for 2 hours. In the FlexS lecture on "Development of Excellent Personality," the class aims to shape superior individuals and give students an overview of the type of personality they will develop at Unisza. Prof. Madya To' Puan Dr. Nizaita Omar, Dean of the Faculty of Contemporary Islam, delivered valuable insights in this class. Internal factors contribute 39.13% to personality formation, while external factors account for 43.47%, making external factors dominant and key to personality development (Riyanti et al., 2024). Personality is a crucial stage in identity formation, influencing behavior, social relationships, and personal achievements, with the family environment, school, and peer groups playing significant roles in this process (Novrianti et al., 2024).



Figure 2. Attending the FlexS Class

One of the implementations of this Integrative service activity is the International Webinar program titled “Daurah Flexs Psychospiritual Islam in Developing an Excellent Personality.” The purpose of this event includes increasing understanding of the concept of Daurah FlexS psychospiritual Islam in developing an excellent personality, raising awareness about the importance of Daurah FlexS psychospiritual Islam in personality development, and introducing the Daurah FlexS psychospiritual Islam approach in developing a superior personality. The event also aims to provide insight into the role of Daurah FlexS Psychospiritual Islam values in personality development and inspire participants to apply the principles of Daurah FlexS Psychospiritual Islam in developing an excellent personality. Personality is influenced by genetic factors, education, environment, and parental upbringing, with each factor contributing to the development of one’s character and personality (Rifa’I & Hafidloh, 2022). Human personality formation is affected by heredity, environment, and freedom of action, but human free will and divine guidance determine whether the personality formed is good or bad (Dinata, 2022).



Figure 3. Student as Moderator in FlexS Class

c. Mandarin Language Class

On Tuesday, August 27, 2024, students from the Thawalib Jakarta Islamic College (STAI) attended the second part of the FlexS class. In this class, participants were taught basic Mandarin language skills, including the pronunciation of Mandarin letters, tones, and word-by-word pronunciation practice. Participants were also taught how to write Mandarin characters. This class provides a valuable opportunity to expand knowledge and get to know Mandarin, which is the second most spoken language in the world, while enhancing a highly valuable skill in the era of globalization. Learning foreign languages plays a key role in improving oneself to face a work environment that requires proficiency in various languages (Hernanda et al., 2022).



Figure 4. Mandarin Class

In this session, participants continued their Mandarin learning at a more advanced level. They began studying short conversations in Mandarin, such as introducing oneself, asking how someone is, counting, and learning the days and months in Mandarin. Effectively learning foreign languages stimulates brain development, boosts intelligence, creativity, cognitive flexibility, and problem-solving skills, as well as helps delay Alzheimer's disease and improve rational decision-making (Hakim & Chiani, 2019).



Figure 5. Mandarin Class, Day 2

3. Evaluation

Instrument for Evaluation of the International Conference on Fundamental Studies and Social Sciences 2024 (ICFASS24). The evaluation of ICFASS24 aims to measure various aspects of the event. The first question assesses how beneficial the conference was in broadening participants' academic perspectives, with a rating scale from 1 (Not Beneficial) to 5 (Very Beneficial). The second question evaluates participants' experience in managing international events, with a scale from 1 (Not Valuable) to 5 (Very Valuable). Evaluation regarding the relevance and depth of the material discussed measures how well the content aligned with the participants' fields of study, using a scale from 1 (Not Relevant) to 5 (Very Relevant). Next, the evaluation of the development of participants' managerial skills is rated on a scale of 1 (Not Helpful) to 5 (Very Helpful). The final evaluation assesses the quality of the conference's execution and participants' satisfaction levels, each on a scale of 1 (Poor) to 5 (Very Good) for execution quality, and 1 (Not Satisfied) to 5 (Very Satisfied) for satisfaction.

The evaluation of ICFASS24 shows positive results. 90% of participants rated the conference as highly beneficial in expanding their academic insights (scale 5). 85% found the experience of managing an international event to be very valuable (scale 5). 92% of participants considered the material very relevant and in-depth (scale 5). 88% found the conference helpful in developing their managerial skills (scale 5). 80% rated the execution quality as excellent (scale 5). Overall satisfaction with the conference organization was high, with 85% of participants very satisfied (scale 5). According to Maidar G. Arsyad, a conference is a scientific meeting to discuss specific issues through discussions aimed at reaching a consensus, which can be attended both online and offline (Maulana et al., 2023). Participants' enthusiasm is influenced by the expertise of the speakers, relevant topics, certificates, and the interactive and clear presentation style, thus conference design should be well planned (Prehanto et al., 2020).

Instrument for Evaluation of the Flexible Education With Soul (FlexS) Class. The evaluation of the FlexS class is designed to measure its benefits and impact on participants. The first question assesses how beneficial the class was in helping participants build an excellent personality, with a scale from 1 (Not Beneficial) to 5 (Very Beneficial). The second evaluation examines whether the psychospiritual Islamic approach in FlexS helped participants' self-development in a more balanced way, using a scale from 1 (Not Helpful) to 5 (Very Helpful). The third question measures how much the material presented increased participants' understanding of personal development, with a scale from 1 (Not Increasing) to 5 (Very Increasing). The evaluation of the instructor's ability to deliver the material is rated from 1 (Very Poor) to 5 (Very Good). The effectiveness of the international webinar in providing new insights into FlexS psychospiritual Islam is rated from 1 (Not Effective) to 5 (Very Effective), and overall satisfaction with the FlexS class experience is rated from 1 (Not Satisfied) to 5 (Very Satisfied).

The evaluation of the FlexS class shows positive results. 95% of participants found the class very beneficial in building an excellent personality (scale 5). 90% felt that the psychospiritual Islamic approach helped their self-development (scale 5). 87% felt the material increased their personal understanding (scale 5). 92% rated the instructor's ability

as excellent (scale 5). 90% felt the international webinar was effective (scale 5). Overall, 95% of participants were very satisfied with the class (scale 5). Personality development training effectively improved self-concept (30%), emotional intelligence (47%), and motivation (51%) among students, with significant behavioral changes before and after the training (Komalasari & Yuliani, 2020). Cultural values in a region significantly influence personality formation, as culture contains moral lessons that shape character and individuals' outlook on life (Zebua et al., 2024).

Instrument for Evaluation of the Mandarin Language Class. The evaluation of the Mandarin language class aims to measure how beneficial the class was in improving participants' language skills. The first question assesses how beneficial the class was in enhancing participants' Mandarin language skills, with a scale from 1 (Not Beneficial) to 5 (Very Beneficial). The second evaluation assesses whether participants feel they have mastered the pronunciation and writing of Mandarin characters after taking the class, using a scale from 1 (Not Mastered) to 5 (Very Mastered). The third question evaluates how capable participants feel in using Mandarin for daily conversations, with a scale from 1 (Not Capable) to 5 (Very Capable). The next question measures whether the Mandarin class provided useful insights for facing globalization, with a scale from 1 (Not Useful) to 5 (Very Useful). The evaluation of teaching quality is rated from 1 (Very Poor) to 5 (Very Good), and participants' satisfaction with their overall experience in the class is rated from 1 (Not Satisfied) to 5 (Very Satisfied).

The evaluation of the Mandarin class shows good results with satisfactory outcomes. 80% of participants rated the class as very beneficial (scale 5), 75% felt they mastered the pronunciation and writing (scale 5), and 70% felt capable of using Mandarin in daily conversations (scale 5). 85% of participants found the class useful in facing globalization (scale 5). The quality of teaching was rated as excellent by 78% of participants (scale 5), with overall satisfaction reaching 80% (scale 5). The environment plays an important role in enhancing foreign language learning, even more so than other factors in the language learning process (Lubis et al., 2024). Learning a foreign language is crucial as it is frequently used to teach communication, motivate, and make learners feel that language learning is beneficial in daily life (Maduwu, 2016).

D. CONCLUSION

The community service activities conducted have shown a very high level of success, with an average participant satisfaction rate of 4.5 out of 5. This success is reflected in the three main programs held: the ICFASS24 conference, the Flexible Education with Soul (FlexS) class, and the Mandarin language class. The ICFASS24 conference successfully broadened the academic perspectives of participants, with 90% feeling the topics discussed were highly relevant and in-depth (5 scale), and 85% felt the experience of managing an international event was very valuable (5 scale). The FlexS class received very positive feedback, with 95% of participants feeling the class was very beneficial in developing excellent personality traits (5 scale), and 90% rated the international webinar as very effective (5 scale). The Mandarin language class also showed good results, with 80% of participants finding it very beneficial in improving their Mandarin skills (5 scale), and 85% felt the class provided valuable insights into facing the era of globalization (5 scale). Overall,

these activities have contributed significantly to the development of participants' personalities, academic skills, and language abilities, which are crucial in facing global challenges. The high satisfaction rate, with the majority of ratings on the 5 scale, reflects the positive impact of these programs.

Based on the success of the community service activities, follow-up plans can be made to further enhance the program's impact. First, the development of follow-up programs, such as additional Mandarin language courses or personal development in FlexS classes, as well as regular international conferences to broaden participants' horizons. Second, improving accessibility by expanding the program's reach through digital platforms, such as webinars and online courses, to allow participants from various regions and countries to participate.

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CONTRIBUTION OF SERVICE IMPLEMENTERS

Implementer 1: Committee, Content Designer

Implementer 2: Committee, Service Method Developer

Implementer 3: Committee, Logistics Coordinator and Event Management

Implementer 4: Committee, Data Collection and Program Evaluation

Implementer 5: Activity Developer & Speaker

Implementer 6: Activity Developer & Equipment

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