GEMILANG EDUCATION IMPROVEMENT PROGRAM: HUMANISING DIGITAL EDUCATION FOR THE WELL-BEING OF B40 AND ASNAF GRADUATES

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ABSTRACT*:* The implementation of the digital transformation model through the Gemilang Education Improvement Program (GEIP) is a partnership program with the University College MAIWP International (UCMI) and Google Malaysia to help boost the potential of the asnaf group in the education sector. With a two-pronged approach, the goal is to nurture balanced and competent graduates while ensuring that every asnaf graduates have the opportunity to live a successful life, escape poverty, and enable to pay *zakat*. Higher Education Institutions (HEI) must deal with the evolving educational paradigm brought on by Fourth Industrial Revolution (4IR) and the post-pandemic challenges. This paper proposes a strategic Information Technology (IT) project of GEIP in nurturing balanced graduates including the B40 and asnaf group, who can sustain relevancy and grow their capacity to deal with the post-pandemic and digital era.

KEYWORDS: *Higher Education Institutions (HEI), Digital Transformation, Fourth Industrial Revolution (4IR), Business Model*

1. INTRODUCTION

The University College MAIWP International (UCMI) intends to create humanizing educational ecosystem focusing on nurturing holistic, entrepreneurial, balanced graduates including the asnaf group. Universities are one of the types among a wide range of knowledge service providers that may be accessed through digital platforms. These platforms have significantly decreased the marginal costs of delivering learning while permitting nearly infinite scale and reach (Ernst and Young, 2022). The HEI currently dealing with several issues, similar which affect worldwide educational institutions. The need for higher education is rising as a result of the advancing knowledge and society's demand for more educated citizens (Drechsler, 2022). Although technology has frequently been portrayed as having the ability to improve the efficiency of higher education delivery, its track record in living up to promises has been uneven. The potential of technology in the delivery of university education in a variety of nations is best demonstrated by digital transformation.

The trend for digital transformation is on the rise, which has an impact on daily life and jobs. To keep up with these developments, one must constantly refresh their expertise and invest in learning new things. Today's educational and learning

environments are more challenging because of these aspects (Groff, J, and Mouza, C, 2008). Another way to think about digital transformation is in terms of the connections between the structural, strategic, and technological adjustments that are required to fulfill the demands of the contemporary digital age. (Drechsler, 2020).

Additionally, the Middle East, North Africa, and Pakistan regions are predicted to have average unemployment rates of 9.2 percent, which is approximately four percentage points higher than the global average of 5.4 percent. Governments will face difficulty in creating jobs as more young people enter the labor market over the next two decades (Stephen, 2022). Meanwhile, Malaysia's unemployed graduates decreased by 4.1% last year to 197,400 from 202,400 in 2020. Malaysia had a record 5.61 million graduates in 2021, an increase of 4.7% from the previous year (DOSM,2022). This factor needs to be considered to ensure that students can prepare themselves to face competition in the job market.

2. OBJECTIVES

The objectives of this paper are to propose a strategic digital project under the incentive of UCMI to provide humanising digital education in nurturing balanced, entrepreneurial, and competent graduates including for the asnaf group. As part of the launch of the Gemilang Education Improvement Program (GEIP), this project is in line with UCMI's Transformation Plan to give asnaf access to higher-quality, more comprehensive education. This approach promotes awareness, competence, and morals. It also fosters sustainability, jobs, and a source of income and well-being for the asnaf group.

This effort intends to build strategic partnerships where we have similar goals and objectives of giving asnaf from low-income background access to education, employment, and entrepreneurial opportunities and enhancing their future quality of life.

Furthermore, the program's objectives are to empower students via quality humanising education and instill Islamic principles by the *Maqasid Syariah's* rules for protecting intellect and wealth.

3. METHODOLOGY

This study has adopted the design and system thinking methodology to analyze the current digital education program. This includes conducting a literature review and using business modeling tools like Environmental Maps (EM), Value Proposition Canvas (VPC), and Business Model Canvas (BMC) to provide humanised education among B40 and asnaf graduates. This approach focuses on the construction of business models with elements like value propositions and customer segments, internal competencies via key resources, activities, and partners, and financial motivations like revenue stream and costs.

4. LITERATURE REVIEW

4.1. University of Tomorrow & the Megatrend

Universities must adopt a "future-back" strategy, exploring possible future events and how their operating models could need to adapt significantly to be

sustainable and competitive if they're going to innovate at the pace and scale required to endure and stay relevant. This is the most effective strategy to guarantee that the choices and actions taken now will put universities on a growth trajectory for the next ten years (Ernst and Young, 2022). The paper suggests a thought experiment to help university leaders create a reasonable perspective of their institution's place in the new higher education future by examining how converging technologies, shifting demographics, and new economic and business models can transform the sector's structure.

HEI train the next leaders and business owners, generate innovative ideas, and generate crucial export revenue. Students from various backgrounds can raise their own and future generations levels of life by attending universities (Ernst and Young, 2018). However, for universities to be successful, new business models that are innovative, cutting-edge, and appropriate for the coming decades must be created and redesigned.

Megatrends, as depicted in Fig 1, are transformative, universal forces that shape the future of the globe through their profound effects on people, corporations, and governments (Frost & Sullivan, 2016). Megatrends that could affect the university include:

1.   New business model that offers many people new options for education, employment, and value;

2.   Labour market movements outside caused by increased automation;

3.   The gap between what businesses require and what higher education offers leads to a skills mismatch;

4.   Rapid urbanization, migration to cities in quest of employment and professional advancement;

5.   Mobility, innovation, connection, and integration. Changing conventional practices and providing new avenues for learning;

6.   Economic changes and reliance on developing nations for economic expansion;

7.   Public financing for higher education is declining. These megatrends will force universities to provide more relevant, reasonably priced, and adaptable academic programs to keep up with the qualitative shift and quantitative growth.

The manner that higher education is offered, accessible, and valued has changed and been altered because of digital capabilities. Bringing the universities to the device, fundamentally enables real-time student feedback and involvement. By boosting flexibility and productivity, enhancing R&D efforts, and fostering the growth of new skills and talent both locally and internationally, 4IR technologies have benefited universities (Frost & Sullivan, 2016).

Fig.1.Classification of megatrends

4.2. Humanising Digital Education

As the globe becomes more interconnected and interdependent, lifelong learning has become acknowledged as a human right in addition to being necessary for social and economic growth. In the recent decades, worldwide systems of higher education have developed and improved at an unmatched rate. The landscape of higher education is changing, and as a result, a considerable number of new schools and institutions of all kinds, as well as new research, publications, and conferences with a focus on higher education have emerged (Ganapathy, 2016).

To create ways to offer the population of the world high-quality higher education, every aspect of higher education is continually being reexamined. As higher education grows more networked, varied, and globally based, there are new issues that educators must effectively handle.

Simply put, education is no longer something that should be done alone. Instead, it must be ongoing, comprehensive, and integrated, which is currently being reawakened to offer education a deeper meaning that can be jointly turned into reality. No one part of the body can survive alone, just like a human cannot. The same is true of the educational ecosystem. This is the real reason it is crucial to humanize education(Dzulkifli, 2019).

These programs, offered with Google initiative, are designed to make digital education more accessible, equitable, and relevant to learners, aligning with the principles of humanizing digital education. It provide individuals with the skills and credentials they need to enter high-demand job fields, helping to bridge the digital skills gap.

4.3. UCMI Transformation Plan & Gemilang Education Improvement Program (GEIP)

One of the UCMI Transformation Plan highlights is to provide quality and better access to education for asnaf students. It is not just providing course-based education but also has added value that meets the needs of the current job market. The Malaysia Digital Economy Corporation (MDEC, 2021) reports that the number of digital job openings in Malaysia has been steadily increasing, having tripled and that 88% of Malaysians questioned are willing to either retrain or pick up new skills to improve their chances of finding employment.

In a bid to address this issue, UCMI's digital partner, Google Malaysia launched GEMILANG program as one of the initiatives to enhance digital education. The aim is to the growing skills gap and as means to boost education's digital transformation journey. The goal of this new digital training program, GEMILANG, is to assist the workforce in developing current digital skills, obtaining access to new opportunities, and landing high-demand positions.

Google will offer 31,000 scholarships through the GEMILANG program, which will be dispersed through a network of regional partners made up of non-profits, educational institutions, and business partners. As part of the GEIP, Google has also established an employer consortium to link recent GEMILANG graduates with potential businesses in search of regional digital talent (BERNAMA, 2022).

GEMILANG, with the Google program now offers 6 credentials that are meant to aid individuals in being ready for employment in any industry or firm. Holders of the credential finished the program entirely online in six months with fewer than ten hours of study each week.

1. Google IT Automation Professional Certificate
2. Google UX Design Professional Certificate
3. Google IT Support Professional Certificate
4. Google Digital Marketing & E-commerce Professional Certificate
5. Google Data Analytics Professional Certificate

Training will be delivered online and can be accessed anywhere. Some videos will be given to students to watch and learn, and there will be brief quizzes to assess their understanding afterward. More than 20 employers in Malaysia accept these certifications. Certificates help graduates stand out to recruiters and interviewers (Syazana, 2022).

4.4. Malaysian Higher Education Blueprint 2015-2025

The government has established this blueprint to empower the Malaysian education system comparable to developed countries. The Ministry of Higher Education recognizes that the system needs a paradigm shift to stay abreast with the global trend (see Fig 2). The primary goal of the government is to establish one of the best higher education systems in the world, which will enable Malaysia to compete with other countries. In particular, they want to

1. Nurture an entrepreneurial attitude across Malaysia's higher education system so that graduates finish university wanting to start their businesses rather than simply looking for employment;

2. Built a system that offers equitable opportunities for technical and professional training while focusing less on conventional academic courses;

3. Put more emphasis on outputs than inputs, and actively look for ideas and creations that satisfy student needs and foster a supportive learning atmosphere;

4. Harmonise the management of public and private institutions, transform the highly centralized university governance structure based on earned autonomy within the rules of the law; and

5. Reduce the amount of money that universities rely on the government for and compel all parties who stand to gain directly to support the financial stability of the higher education system.
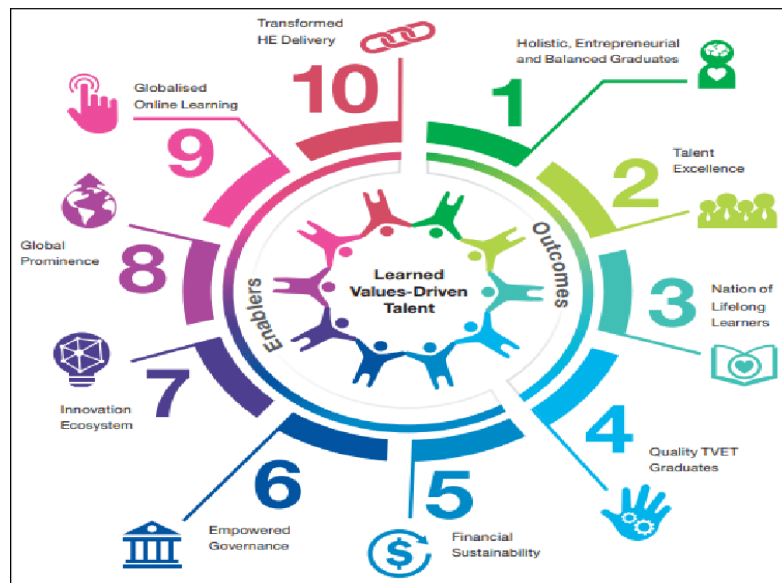

Fig.2.Drivers of Change in the Higher Education sector

Related to Shift 7 and Shift 9, Malaysia needs to transition from isolated academics to a quadruple helix collaboration between academia, industry, government, and local communities for the education, research, incubation, development, and commercialization of ideas and solutions relevant to the community and nations.

Malaysia currently has the fifth-highest internet penetration rate in Asia with a 67% rate. This puts Malaysia in a good position to benefit from the potential of online learning to broaden access to high-quality information, raise teaching and learning standards, lower delivery costs, and share Malaysia's expertise with the world (MoHE, 2015). With the internet, we live in a world without borders. These digital platforms will improve access, equity, and quality of education for asnaf. It will also support more efficient course delivery and enhance the education level from zakat recipient to zakat payer.

4.5. Sustainable Development Goals (SDGs)

The Sustainable Development Goals (SDGs), also known as the Global Goals, were ratified by every member of the United Nations as a unifying source of inspiration to end poverty, safeguard the environment, and guarantee that everyone lives in peace and prosperity by 2030. Most developing nations in the world experience serious issues with poverty and unemployment. The government's top priority is eradicating poverty through sustainable economic growth due to economic imbalances and social inequalities. The United Nations (UN) Sustainable Development Goals (SDG) aimed to provide quality education around the world by the year 2030. The 17 SDGs are taken into account, which means they acknowledge that decisions made in one area may affect outcomes in other areas

and that social, economic, and environmental development must be adjusted to take this into account.

These objectives must be accomplished by everyone. In order to fulfill the SDGs in any given circumstance, society as a whole needs to be imaginative, skilled, technologically advanced, and financially able. Education institutions are necessary in order to effectively control the natural and human factors that pose a threat to the stability of society. Researchers ought to sincerely advocate for linking values and institutions. In the setting of specialists and scholars, we will examine and clarify our core principles and grow in our understanding that institutions are merely how those qualities are expressed.

This program directly supports this goal by aiming to improve the quality of education, especially for B40 and Asnaf graduates. Humanizing digital education can enhance access to quality education for underserved communities (SDG 4). By giving people access to education and skill development, it can help reduce poverty by increasing their employability and ability to earn income. Improving education and skills can lead to better job opportunities and income, which can help people access better nutrition and reduce the risk of hunger and malnutrition (SDG 1).

Others, ensure that program promotes gender equality and does not reinforce gender disparities in education by both women and men from B40 and Asnaf communities have equal access to educational opportunities (SDG 5). Primary focus is on addressing inequalities by providing educational opportunities for marginalized communities

4.6. Asnaf

There are 8 asnaf (beneficiaries) of zakat, as opposed to conventional charity, and Allah s.w.t. lists them in Surah At-Taubah, verse 60 of the Holy Quran "Zakat is for the poor and the needy, and amil, for the muallaf, for those in bondage and in debt, those who strive in the cause of Allah and for the wayfarer; (thus it is) ordained by Allah and Allah is full of knowledge and wisdom."

In order to determine *asnaf* who are eligible to receive zakat assistance in the Federal Territories, the Baitulmal Division has used the definition of *asnaf* based on the 51st Federal Territories Sharia Law Committee Meeting on March 13, 1999:

1. *Fakir*
   One who suffers and without the means to meet his or her daily necessities; one who has neither material possessions nor means of support.
2. *Poor*
   A person whose sources of support are insufficient to cover their necessities. The monthly financial assistance and special Ramadan support for Muslim residents of community homes and beneficiaries of public assistance are all included in the Zakat payout to the poor and needy.
3. *Fisabilillah*
   One who works for the betterment of society in Allah's sake. Religious programs, mosque leadership and management, dakwah, and public education are all included in the payments made to Fisabilillah.
4. *Gharimin*

A person who is in debt and requires help to meet their fundamental requirements. Payment for Gharimin includes support for unpaid bills for basic requirements, such as utility bills, service fees, and conservancy fees.

5. *Riqab*

One who is releasing themselves from the bonds of slavery or servitude. Nowadays, this group includes those who require some help to continue their education, typically the offspring of zakat recipients. Education funds are part of the Riqab disbursement for low-income.

6. *Muallaf*

Those whose hearts have been tamed or whose hearts are anticipated to lean toward accepting Islam or to embrace Islam (but their Islam is not yet solid).

7. *Amil*

One designated to collect Zakat and the costs associated with administering Zakat. Amil will receive payment for administrative and training expenses.

8. *Ibnussabil*

stranded travelers on an authorized trip. Ibnussabil received money support, food aid, and a return flight home as part of the disbursement.

5. DESIGNING THE BUSINESS MODEL

To study, analyze, create, and construct various business models for digital transformation, the design thinking methodology is adopted using the business modeling tools such as Environmental Maps (EM), Value Proposition Design Canvas (VPC), and Business Model Canvas (BMC) for designing an alternative business model for the HEI.

5.1. Environmental Map (EM)

Business models are structured and put into action. A few elements influence the company's business model. The concept of shifting and moving consumer demand provides insight into what the customer's requirements are and how they are presented, identifying the customer factors that drive the company to compete. Additionally, the feature of revenue recognizes the appeal and estimating strength.

In this Environmental Map (EM), the macro environment, stakeholder landscape, external challenges, opportunities and program implementation are represented. The macro environment encompasses various factors, including economic conditions, socio-cultural elements, government policies, technological landscape, and natural resources availability. The stakeholder landscape includes the main actors involved in the program, such as government agencies, non-profit organizations, educational institutions, B40 and Asnaf graduates, private sector, international partners, and local communities.

External challenges and risks highlight potential obstacles the program may face, including economic inequality, technological gaps, access to digital infrastructure, environmental sustainability, and funding constraints. Opportunities and support represent the positive factors that can aid the program, such as alignment with SDGs, partnerships, government grants, technological advancements, and community engagement.

5.2. Business Model Canvas (BMC)

Business Model Canvas, generally known as BMC, is a recent paradigm for business modeling that consists of nine BMC blocks that are grouped into four primary drivers and that represent the strategy and justification of the company (Mouzakitis, 2017).

5.3. Value Proposition Design Canvas (VPC)

A tool that can assist in making sure a product or service is developed around the needs and values of the consumer is the Value Proposition Design Canvas. The Value Proposition Canvas was initially an idea from Dr. Alexander Osterwalder as a tool to make sure the product and consumer matched (Osterwalder, 2014).

The linkages between the two parts of Osterwalder's Business Model Canvas: client segmentation and value propositions are thoroughly examined. A new idea can be created from the start or an existing product or service can be improved using the Value Proposition Canvas. The Business Model Canvas's value proposition offers a unique combination of products and services that benefit customers by presenting them with opportunities to interact with them or by showing them that they are valued

6. VALIDATED BMC AND VPC

Based on the LR conducted, the proposed UMCI-OT business model, using the BMC framework, is shown in Fig. 4. The fundamental components of virtual universities will be an enhanced educational system and digitalized teaching methods.

KEY PARTNERS
- Government
- Zakat Center
- Digital Partner

KEY ACTIVITIES
- Online Platform
- Digital Education
- Mentoring, Teaching & Learning

KEY RESOURCES
- Online Learning System
- Lecturers
- Students
- Alumni

VALUE PROPOSITIONS
- Quality Delivary of Teaching
- Digitalised Education
- Job Preparation
- Free Educations

CUSTOMER RELATIONSHIPS
- Digital Platform
- Feedaback
- Partnership
- Teaching & Learning

CHANNELS
- University Website
- Social Media
- MOOC
- Open Day

CUSTOMER SEGMENTS
- Asnaf's Students
- Local & International Students
- Endowment & Donor
- Parent
- Society
- Government

COST STRUCTURE
- Fixed Cost
- Service Cost
- Maintenance

REVENUE STREAMS
- Tuition Fee
- Endowment & Waqf
- Sponsorship
- Grant

Fig.3. Proposed UCMI-OT Business Model

CUSTOMER SEGMENTS	CUSTOMER JOBS	GAINS	PAINS	GAIN CREATORS	PAIN RELIEVERS	PRODUCTS & SERVICES
Local & International Students	1.Become knowledgeable, skilled, and moral 2.Digital education & skill	1.Flexibility 2.Academic qualifications 3.Enhance career and upskills	1.Traditional education system 2.High tuition fees 3.Student debt	1.Access to digital content 2.Qualification 3.Enter high-demand job field	1.Scholarship 2.Sponsorship	1.Open access education 2.Marketable employee 3.Leading academic
Asnaf Student	1.Acquire knowledge, skill & human values 2.Digital education & skill	1.Flexibility 2.Academic qualifications 3.Enhance career and upskills	1.Traditional education system 2.High tuition fees 3.Student debt	1.Access to digital content 2.Qualification 3.Enter high-demand job field	1.Scholarship 2.Waqf & endowment 3.Sponsorship 4.Zakat	1.Open access education 2.Marketable employee 3.Leading academic
Endowment and Donor	1.Donate cash 2.Donate assets	1.Building reputation	1.Time consuming 2. Marketing	1.Social responsibility 2.Mutual Respect	Tax exemption	Student scholarship & sponsorship
Governement	Policy maker	Education & economic development	Budget	Tailored to industries	Ensure quality of academic	Modern education system
Parent	Give knowledge for student future	1.Cheap cost 2.Hight quality education	Tuition fees	Suitable job for student	Reduce tuition fees	Quality education for their children
Society	Good influence	Prestiges & honours	No contribution	Volunteering	Using public area & facilities	Programmes in society

Fig.5.VPC of various CS based on UCMI-OT business model

7. VALIDATION BMC FRAMEWORK

7.1. Validated BMC

Validation of the initial Business Modelling Canvas (BMC) in relation to future higher education. Intuitively, one of the main strategies to be involved in ensuring the utilities of future business models should be the Value-driven and Customer-driven strategy, which focuses on the Value Proposition block and Customer section block of BMC, respectively.

7.2. Key Finding

Key findings from the BMC and VPV are:

1. Humanizing education is a valuable principle

2. Quality education to produce balanced, entrepreneurial, and competent graduates

3. Retaining connections to build confidence between parties

4. Graduates must possess the ability to engage in digital

5. Partnership in a dynamic society with relevant knowledge, skills, and competency

6. Enhance digital program to provide preparations that meet the demands of the job market

7. Provide an efficient mechanism for teaching and learning delivery followed by a transformation plan for better access to education among *asnaf*.

8. CONCLUSION AND FUTURE WORKS

Business models and plans for encouraging students' development while also humanising digital education and boosting students' creative knowledge, skills, and competencies by the validated BMC and VPC. This provides an outlook on digital education values for the future. The strategic plan's ability to address digital transformation, change-related variables, megatrends, and modern entrances will determine how successful it is.

Gathering data to support the validity of the value proposition and business model canvas will be the next phase, which will eventually lead to problem-solution fit, market-product fit, and business model fit. The University of Tomorrow will have a much wider range of high-quality options to pick from in this approach, enabling them to test the venture's business models in advance of starting it. By using a modeling method, they can make decisions with less ambiguity.

Youngsters, including those from low-income households, have a bright future and can overcome the difficulties they encounter in daily life. In turn, provides income and employment as a result, paving the way for a community that is developed, fair, and sustainable. Furthermore, the government has a responsibility to set up the appropriate state of programs, data gathering, and accounting to make this possible.

Additionally, the university's effects on society in terms of human, economic, and social factors, as well as its connections to the government, play a crucial part. On the other hand, the GEIP bought to have a variety of partners and value propositions for various client groups.

Future works include the development of a comprehensive strategic plan and digital project to provide humanizing digital education in nurturing balanced, entrepreneurial, and competent graduates including for asnaf group. There is still a need for additional funding research as well as a study on other provider market sectors.

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