The Soft Skill Assessment of the Interaction and Integrity (21 Camp) Program in the Teaching and Learning Modules of the Islamic and Asian Civilizations Course in Sunway University Malaysia

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Abstract. The marketability of today’s graduates is not only assessed based on their academic excellence, but also by determining their strength physically, emotionally and mentally. These university graduates must possess high level of soft skills such as communication skill, thinking and problem solving skill, teamwork, continuous learning and information management skill, leadership, ethical and moral skills and technological skill. Thus, in order to evaluate the soft skill level among the students, a program known as the 21 Camp program was organized in Sunway University as one of the teaching and learning modules in Islamic and Asian Civilizations (TITAS) course. This program is one of the outside-of-classroom activities and the compulsory coursework for the students who are taking the TITAS course for the semester. The main objectives of this program are to expose the students with the existence of cultural and ethnicity diversity in Malaysia, to develop teamwork and good tolerance with others, to instill good communication and interaction skill among students of different races and cultures. On the other hand, the program will also allow the students to experience firsthand the diversity of cultures and civilizations that exist in Malaysia. Thus, the purpose of this paperwork is to outline the list of soft skills assessment of the 2i Camp program in the teaching and learning modules of the TITAS subject in Sunway University. By using the descriptive analysis method which is by analyzing the primary and secondary data such as books, journals, conference paper works, theses and websites, the concept of soft skills, the Interaction and Integrity (2i Camp) program, teaching and learning module of TITAS and also the background of Sunway University will be discussed in this paperwork. Moreover, by using the descriptive analysis, researchers are also able to list down 20 soft skill values in this paperwork whereas the assessment of the soft skills can be used to assist lecturers to evaluate their students’ course works.

Keywords: Soft skill, Assessment, Islamic and Asian Civilization, 2iCamp, Teaching and Learning.
INTRODUCTION

The higher learning institutes play a very important role in producing more knowledgeable generations who are able to contribute towards the development of our beloved nation. In order to become a progressive, developed country, the education policy in the country must focus not only on the academic excellence of the students, but also prepare the students to become highly skilled, highly competent and possess mental, emotional and physical strengths and endurance in order to face the global challenges nowadays. In accordance with the idea, TITAS was introduced by the Ministry of Higher Education (MoHE) to all higher learning institutes in order to produce holistic graduates, who are able to appreciate patriotism values, possess a high level of integrity and soft skills required to fulfill the demand of market and have essential survival in order to face daily challenges.

The implementation of TITAS in private higher learning institutes is a new thing as it was introduced in the recent year, back in January of 2014. Hence, this course still requires more researches in order to assure the objectives of this course can be fully achieved. Therefore, it has become the lecturers’ responsibilities in General Studies Department to come up with various teaching and learning methods in order to attract the students’ interest so that they will not take this course for granted. One of the methods used was the outside-of-classroom teaching session known as the Interaction and Integrity (2iCamp) program. This is a compulsory course during Semester 1 of Year 1 for all students who are undertaking degree programs in Sunway University Malaysia.

THE CONCEPT OF SOFT SKILLS, THE TEACHING AND LEARNING MODULES OF ISLAMIC AND ASIAN CIVILIZATION (TITAS) COURSE AND THE INTERACTION AND INTEGRITY (21 CAMP) PROGRAM IN SUNWAY UNIVERSITY MALAYSIA

This part will discuss the four main concepts of this paperwork that consist of the concept of soft skills, the teaching and learning modules of TITAS course, the 2i Camp Program and the background of Sunway University Malaysia.

Soft Skills

The terminology of soft skills usually differs from one country to another, however the objective and implementation of it is almost similar. For example, soft skill in Australia is known as ‘key competencies’, ‘soft skills’ or ‘employable skills’. Meanwhile, in New Zealand, the term ‘essential skills’ is used. In addition to that, the terms ‘necessary skills’, ‘employability skills’, or ‘workplace-know-how’ are usually used in the United States. In the United Kingdom, they usually refer it as ‘key skills’ or ‘core skills’. (Mohd Zaid Mustafa, 2008)

Soft skill is part of generic skills. It refers to the students’ mastery of non-academicals skills and focuses more on self-development, skills and personality. This is a very vital skill for students in order to excel in various aspects of their lives such as occupations and life in general (Pua Poh Keong, 2014)

Since the soft skill is very important to students of higher learning institutes, the Ministry of Higher Education has taken the initiative to gather all the experts in multiple fields from local universities to discuss and come up with the necessary soft skills that students have to master and the most suitable method to instill these skills in the teaching and learning modules in the universities. Based on this initiative, a soft skill development module for the higher learning institutes was created as below:

![Image](Figure 1: The Seven Elements of Soft Skills in Higher Learning Level in Malaysia (Source: Ministry of Higher Education, 2006)

According to Zakaria (2004), a graduate must possess communication skill, able to think critically, able to work in teams or groups, aware of the latest information or current issues, have innovative and entrepreneurship mindset, possess high level of professionalism and moral values and leadership skill. These attributes are the essential in order to meet the needs of today's competitive world (Adnan, 2004).

The Teaching and Learning Module of Islamic and Asian Civilization (TITAS)

Islamic and Asian Civilization course or TITAS is a compulsory subject for all local students who are doing undergraduate studies in all higher learning institutes, both private and public in Malaysia. This course was introduced in private higher learning institutes in 2014. It was an early exposure to students about the various civilizations that existed in Malaysia. This is in line with the objective of TITAS which is to provide some exposure and knowledge regarding the concept of civilization that contributes to the advancement of a certain race or ethnic, understands the concept of civilization and the perspective of multiracial or multi religion and understands the contemporary issues and their solutions from the perspective of various civilizations (General Studies Subject Guidelines, 2016).
The TITAS course begins with an introduction to the knowledge of civilizations and follows by the concepts and backgrounds of Islamic, Malay, Indian and Chinese civilizations, current issues and challenges and their solutions from the perspective of different civilizations. On the other hand, the assessment aspect of the course differs from one higher learning institute to another. In Sunway University, the assessment for the course is as follows:

Table 1. Sunway University Malaysia TITAS evaluation method

| No | Course Evaluation Contents | Marks |
|----|----------------------------|-------|
| 1  | Coursework                 | 70%   |
|    | I. Team Training           | 25%   |
|    | II. Quiz                   | 15%   |
|    | III. Interaction and Integrity (2i Camp) Program | 20% |
|    | IV. 2i Camp Program Report | 10%   |
| 2  | Final Examination          | 30%   |
|    | Total Marks                | 100%  |

Source: Islamic and Asian Civilization Course Guidelines, 2018

TITAS course offer is compatible with the National Education Philosophy that focuses on the development of individuals overall and integrated potentials in order to produce individuals that are well-balanced and all-rounded intellectually, mentally, emotionally and physically based on the trust and obedience to God (Ministry of Education Malaysia, 1990). Through this course, students are taught to have more integrity and self-identity as Malaysians, to become more respectful of others, to nurture and cultivate understanding among people of different races, cultures, religions and beliefs. In addition to that, through this course, students are also taught to develop their mental and emotions to create citizens that are able to contribute towards the development of the country cohesively and collectively (Faridah Che Hussain, 2012).

However, the responsibility to deliver this course effectively is very huge and challenging because most of the students who are taking this course are only there to fulfill the must-pass requirement without any interest or sincerity in understanding the subject. Besides that, both lecturers and students face some sort of constraints in this course as the lectures are mostly delivered conventionally which centred around the lecturers. On top of that, the average size of each class for this course can be considered huge as most classes usually exceed 100 students (Zarina Muhammad, 2007). According to a research by Abdul Rashid Abdul Halim (2015), there is a number of students who consider TITAS is a course that relates to Islamic Studies and History. It is also thought to be a review of certain subjects learned back in school. Some of the students think that this subject is boring. There are also students who think this is an easy subject to pass based on the experience of students who have already taken the subject. These assumptions made students lose their interest, lack focus and concentration or take this subject for granted.

Based on the problems, it is the responsibilities of the lecturers in Sunway University to instill interest and understanding about the importance of the course to their students. Hence, one of the outside-of-classroom learning method called the Interaction and Integrity (2i Camp) Program was created and introduced in order to make the course more interesting and fun.

The Background of the Interaction and Integrity (2i Camp) Program

The Interaction and Integrity (2i Camp) Program in the teaching and learning module of TITAS was introduced in Sunway University since the introduction of the course in private higher learning institutes in January 2014. The 2i Camp program is one of the compulsory coursework for students who are taking TITAS. The one day program is organized and carried out by the lecturers of the course from the General Studies Department, Sunway University with cooperation from a team of facilitators from MAC Training and Consultancy. The purpose of this program is to instill positive values among students by focusing on the integrity and interaction among different races. This program is seen to be able to give positive impacts in the attempt to gain interest among students of different race and religious backgrounds who are taking the TITAS subject through outside-of-classroom activities (Yazilmiwati, 2014). The modules of the program are able to test the students on their history and Malaysia cultures knowledge and instill patriotism among students. In order to achieve the objective of TITAS course, lecturers have outlined a few objectives for the 2i Camp program, as follows:

1. To test and sharpen the students’ knowledge about the variety of cultures and ethnic in Malaysia.
2. To nurture teamwork and tolerance among students of different races and cultures.
3. To instill good communication and interaction skills with each other in the effort to create unity so that the peace and harmony in Malaysia can be preserved.
4. To understand the current issues and challenges and also the solutions from the perspective of diversity of civilizations. (Yazilmiwati & Nadjri, 2018)

In order to achieve the objectives of the 2i Camp program, the lecturers have created a combination of different activities in the form of academic tests, mind tests, emotional and physical tests in this program. The following are some of the modules carried out throughout the program (Yazilmiwati, 2018):

The Background of the Interaction and Integrity (2i Camp) Program
Ice Breaking

Ice breaking is one of those compulsory activities that are usually handled by experienced facilitators in order to create a relationship among participants (students) and also between the participants and the facilitators. This activity is able to create the intimacy among the participants and also with the facilitators so that there will be no obstacles or awkwardness while doing the activities together. One example of the proposed is called ‘This That That’, where the participants have to follow the facilitator’s instructions in a quick and accurate manner. The activity usually begins with a slow pace to get the participants going. The facilitator will begin to speed things up steadily. In the beginning, the activity is played individually. After everyone has gotten the hang of it, it will be played in groups. This activity can really helps to be more active to communicate.

Puzzle Solving

In this activity, participants are provided with picture cuttings of multiple national figures who have contributed greatly to our country. The participants are required to rearrange and complete the pictures. After that, they need to list down some of the contributions and achievements of the figures in the pictures to the facilitators. This activity requires the participants to use their information seeking skill quickly using the technology at hand (their smartphones). They also have to learn how to work together in order to find the necessary information efficiently. The purpose of this activity is to remind and teach the younger generations about our former national figures who have contributed mightily to our beloved country.

‘Magunatip’ Dance

The Magunatip Dance is a form of traditional dance of the sub-ethnic Murut in the island of Sabah. The word ‘Magunatip’ comes from the word ‘atip’ which means to hit between two surfaces (Malay Dictionary, 2000). Magunatip dancers must possess some skills and good agility in order to perform this dance by skipping over bamboos that are hit together in unison to produce melody and rhythm for the dance. This dance usually does not have any musical accompaniment. This is because of the sound made by hitting the bamboos together will produce an interesting and loud rhythm for the dancers to follow. This dance is usually performed by the Muruts during various occasions and certain ceremonies such as to greet their guests. In this program, all participants will experience performing this dance. This will allow the participants to learn about one of the cultural knowledge about the Murut in Malaysia.

Replica Building Activity

In this activity, participants are required to design and build a building that represents the three main races in Malaysia (Malay, Chinese, and Indian) using used items and materials that can be collected throughout the campus. The materials used for this activity are drinking box, straws, newspapers and duct tapes. The idea and information exchange will happen among participants during the building and presenting stage of the activity. This activity will help the participants to have more intellectual competencies and be able to think creatively and innovatively.

Fashion Show

In this activity, participants are asked to recreate some of the traditional attires of different races and ethnicities in Malaysia. For instance, the traditional clothing of the Malays, Chinese, Indians, Baba Nyonya, Chetty and the indigenous people in Sabah and Sarawak such as the Murut, Iban, Kadazan and Bidayuh. Participants will be provided with old newspapers and masking tapes as materials for their clothing. They are allowed to use the technology (smartphones) to look for information regarding the clothing which is decided with a draw. After they have finished designing and creating their attire, two representatives from each group will be their group’s models. These models have to present their group’s work on stage. This activity requires the group to work together and sharpen their creativity in creating the traditional attires (Yazilimiwati, 2014)

Sunway University Background

Sunway University Malaysia is a private university, established by Tan Sri Jeffrey Cheah on the 25th July 1987 in Petaling Jaya, Selangor. It began with the establishment of Sunway College in 1987 and was recognized as a university by the Ministry of Higher Education on January 2011.

The University is committed to developing new technologies and addressing some of the world’s most pressing challenges through its research efforts. The University is actively expanding its research and establishing itself on the global stage, and is investing in its staff and facilities, including building new, state-of-the-art teaching and learning spaces and research laboratories, as well as some of the best sporting facilities in Malaysia. Sunway researchers are amongst the most highly cited in Malaysia and are globally engaged in cross-border, multidisciplinary collaborations.

The University’s 2018 QS Asia Ranking, the 5 Stars achieved in the QS Stars University Ratings for “Teaching”, “Facilities” and “Employability”, and the Tier 5 “Excellent” rating in the local SETARA 2017 quality assessment bear testament to Sunway’s resolve in ensuring teaching, research and service excellence.

To date, the University has drawn more than 26,000 students from over 90 countries to its vibrant, 880,000-square-feet campus. Supported by the Jeffrey Cheah Foundation, the University has invested in excess of RM400 million in its infrastructure and continues to expand its teaching and learning, and research spaces. In order to achieve their goals, Sunway University has outlined some education objectives, as follows:
i. To become independent, lifelong learners who actively pursue knowledge and appreciate its global application to economic, political, social and cultural development.

ii. To be empowered with the competencies and capacity to contribute to a fast-changing economic, social and technological world.

iii. To develop strong leadership qualities and communication skills.

iv. To be prepared for careers that enable them to lead productive, fulfilling and meaningful lives.

v. To value integrity and become ethical, accountable, caring and responsible members of society. (https://www.sunway.edu.my)

The education objectives by Sunway University are in line with the soft skills objectives made by the Ministry of Higher Education of Malaysia.

THE SOFT SKILLS ASSESSMENT ON THE INTERACTION AND INTEGRITY (21 CAMP) PROGRAM IN SUNWAY UNIVERSITY MALAYSIA.

The assessment of soft skills in the 21 Camp program has been restructured by the TITAS course lecturers so that it is parallel with the values that Sunway University wants to instill in their students. Thus, the assessment of soft skills in the 21 Camp program is listed in the table 2:

| No | Soft Skill Category | (/) |
|----|---------------------|-----|
| i  | Communication Skill  | 1. Able to get along with other team members positively |
|    |                     | 2. Able to have good discussion with team members |
|    |                     | 3. Able to gather information from team discussion |
| ii | Thinking and Problem Solving Skill | 4. Able to provide excellent ideas and opinions |
|    |                     | 5. Able to understand the task given correctly and quickly |
|    |                     | 6. Able to solve the program module correctly and quickly |
| iii| Teamwork            | 7. Able to provide consistent teamwork with team members |
|    |                     | 8. Able to help weaker team members in solving problem |
|    |                     | 9. Able to respect others’ attitude, behaviour and beliefs |
| iv | Continuous Learning and Information | 10. Able to use various available resources to complete the module |

Management Skill (Internet, Books and Other Equipment)

11. Able to gather more than 3 resources to complete the module (Recyclables, newspapers, drinking box)

12. Able to organize the work well and orderly

Leadership Skill

13. Able to have a strong team leader

14. Team leader able to observe the development of team members

15. Team leader able to lead the team to perform the task well

Moral and Professional Ethics

16. Able to be respectful and polite among team members and other teams

17. Able to respect the facilitators in charge and ask questions politely

18. Able to solve the program module with team’s own work without copying other team’s work

Technological Skill

19. Able to use necessary technology in order to complete the program module

20. Able to upload the completed program module to the Instagram

Overall Mark

The table above has been used by the facilitators to evaluate the soft skills of the students of Sunway University through the 21 Camp program. By instilling soft skills to the students, the lecturers have constructed a marking scheme, which is listed in table 4 below:

| Category | Marks |
|----------|-------|
| Excellent | 16%-20% |
| Good | 11%-15% |
| Moderate | 6%-10% |
| Weak | 0%-5% |
| Full Marks | 20% |

The total overall mark for students who take part in the 2i Camp program is 30%. 20% of the mark will be given to students based on their involvement and participations during the program, while the other 10% will be given based on the final report regarding the program. The marking system will be done according to groups. In order for groups to score the excellent marks of 16-20%, they have to complete at least 16 soft skills values that have been set in the program. Meanwhile, in order for groups
to score the marks of 11-15%, they have to complete at least 11 soft skill values provided. Next, the groups to fall into the moderate category with the score of 6-10%, they will need to at least complete 6 soft skills values and groups need to complete at least 5 soft skills values to score 0-5% marks and get into the weak category.

CONCLUSION
Based on the observation made and the experience of the lecturers conducting the Interaction and Integrity (21 Camp) program in the teaching and learning module of Islamic and Asian Civilization (TITAS) course in Sunway University, it can be concluded that this program is very suitable to be organized and instilled among university students especially the universities that consist of students from various racial and cultural backgrounds. This is due to the fact that the soft skill assessment listed for the students in this program are parallel with the objectives of the National Educational Philosophy and also the Sunway University education objectives.

In addition to that, the 21 Camp program that was carefully planned and organized in an informal setting provides a platform for the students to indirectly learn and understand more about the different cultures and lifestyle of other people of different races and religions. Furthermore, they are also able to learn about the current challenges and issue that most Malaysian face nowadays, while trying to solve the problem through the perspective of cultural and racial diversity. Students are able to learn how to work together in groups or teams in completing the program modules while being respectful of others and interacting politely with each other.

The positive values that were shared throughout the 21 Camp program were able to unite those students who come from different cultural backgrounds. The soft skills taught and nurtured during the university life will play a crucial role for students in the future when they started working. This is because in order to get jobs or opportunities nowadays, one cannot completely rely on the academic achievement only. Soft skills will be an important factor for the graduates in their attempts to pursue their career later. Thus, various steps and effort have to take by multiple groups of people in order to strengthen and improve the teaching and learning module of TITAS to make it not only interesting and fun to learn, but to fulfil the needs and goals of the Ministry of Higher Education of Malaysia to produce students that are excellent in all aspects, academically, spiritually, mentally and physically.

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