



اَوْنَبُوْا سَبِيْلِيْ تَنْكِبُوْا لُوْجِيْ مَّارَا  
UNIVERSITI  
TEKNOLOGI  
MARA

# **INNOPULSE FBM:**

## **A FUSION OF BUSINESS INNOVATION**

**Second Edition**

Innovation Unit,  
Faculty of Business and Management  
Universiti Teknologi MARA Cawangan Johor






# **INNOPULSE FBM:**

## **A FUSION OF BUSINESS INNOVATION**

**Second Edition**





Second Edition

Universiti Teknologi MARA Cawangan Johor © 2025

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## FOREWORD BY HEAD OF FACULTY OF BUSINESS AND MANAGEMENT



In 2023, the Innovation Unit of the Faculty of Business and Management took the initiative to compile faculty member's innovation reports into an e-book entitled as InnoPulse FBM: A Fusion of Business Innovation. The second edition, released this year, continues to showcase a collection of innovative contributions, reflecting the faculty's ongoing commitment to innovation and creativity.

Heartfelt appreciation goes to the Innovation Unit for their perseverance in publishing this second edition. Their dedication and unwavering team spirit are deeply valued. I would also like to extend my gratitude to the Rector of UiTM Cawangan Johor, Associate Prof. Dr. Saunah Zainon, and Associate Prof. Dr. Raja Adzrin Raja Ahmad, Deputy Rector of Academic Affairs, for their steadfast support. To the editorial board, reviewers, authors, and all individuals involved, your dedication, time, and expertise have been invaluable to the success of this e-book. I hope the readers find this e-book informative, useful, practical, and relevant for their references. As always, I am grateful to all my family, friends, and colleagues, whose encouragement means everything.

Thank you.

**DR. NOR HAZILA ISMAIL**

Head of Faculty of Business and Management  
Faculty of Business and Management  
Universiti Teknologi MARA Cawangan Johor

## PREFACE

The Faculty of Business and Management kicks off 2025 with the second edition of Innopulse FBM, featuring a compilation of innovation reports that showcase the breadth of innovative endeavors, achievements, and successes accomplished by our dedicated faculty members throughout the 2024 academic year.

In this edition, we are proud to present a collection of innovation reports that have earned accolades in IID (Invention, Innovation, and Design) national and international competitions, receiving gold and silver medals. These competitions uniquely highlight the collaborative ingenuity of students and faculty members, offering innovative perspectives, compelling ideas, and scholarly expertise. The innovations featured span a wide spectrum, with a particular emphasis on teaching and learning, as well as community service initiatives that address the evolving needs of society and industries.

In addition to insights from IID competitions, this edition delves into innovations in classroom teaching and learning. It is our hope that the content of this e-book not only informs and educates but also inspires creativity and innovation. May it serve as valuable source of inspiration, encouraging readers to embrace innovation in their own endeavors.



# **INNOVATION COMPETITION & AWARD**



## **INSAF'S APP FOR STUDENT-INTERNATIONAL STUDENT INVENTION INNOVATION DEVELOPMENT EXHIBITION COMPETITION (ISIIDEC) 2024**

**MUHAMMAD AMIN ZULKARNAIN, NURUL FAHANA AINI HARUN, MUHAMMAD  
DANISH IMAN MOHD FAIZAL, MUHAMMAD NABIL AMANI ISMAIL, KHAIRUSYAFIQ  
MOHD PAUZI, SUHANA MOHAMED**

Recently, there has been a growing preference among students for integrating apps into their daily lives. Heavily reliant on technology provides substantial benefits to users worldwide, particularly students. Balancing academic and non-academic demands poses a challenge to students, requiring them to adopt more systematic approaches to university management. This challenge intensifies with the multitude of assignments, tests across various subjects, and involvement in extracurricular activities such as clubs, sports, and social engagements. Consequently, application that streamlines the coordination of all these activities on single and accessible platform is therefore required. Thus, the INSAF app is explicitly designed to aid students in managing all essential tasks throughout their university journey. Key features include a comprehensive information centre on academic and non-academic activities, daily task lists, reminders for prayer times, and integrated music playback. What sets this app apart is its unique blend of academic and non-academic functionalities, tailored explicitly for university students. Unlike many apps focusing solely on academic tasks or general organisation, INSAF combines these diverse features into a cohesive platform. This holistic approach not only streamlines academic commitments but also supports effective management of extracurricular engagements and personal schedules, catering specifically to the varied demands of university life.

Regarding commercialisation, INSAF adopts the Freemium Model, offering a basic version for free with limited features, while providing a premium subscription option for advanced functionalities such as personalised reminders and increased document storage. Additionally, partnerships and sponsorships with universities, student organisations, and relevant brands (e.g., stationery and tech companies) offer avenues for feature sponsorship and targeted advertising within the app. In conclusion, the INSAF app serves as a comprehensive tool offering instructional guidance and activity reminders for both academic and non-academic. Its goal is to enhance daily routine's efficiency and convenience for students while addressing the unique challenges of university life. Impact on the environment: Developers can reduce the environmental impact of apps by focusing on energy-efficient design and minimising unnecessary functionalities. Furthermore, INSAF apps have transformed learning by providing users access to information and resources. Users can learn new skills, languages, and subjects at their own pace, often for free or at a low cost.

## APPENDIX



# **ENTREPRENEURSHIP IN ACTION: SDG MICRO SOLUTION FOR HARDCORE POOR**

**OSWALD TIMOTHY EDWARD, TAY BEE HOONG, MUHAMMAD MAJID, MOHAMAD  
FAIZAL RAMLI**

## **Introduction**

Entrepreneurship is often seen as a transformative force that can lift communities from poverty and create sustainable economic opportunities. In the case of Desa E Kasih, Kg Londah Gemas, a hard-core poor community facing limited income sources and scarce economic opportunities, an entrepreneurial approach was implemented to introduce a micro-enterprise focused on the production and sale of frozen foods. This innovation aimed to provide the community with a reliable source of extra income while empowering its members with business skills and self-sufficiency. The use of an entrepreneurial model, rooted in practical action, proved to be not only effective in raising the community's standard of living but also a model that can be replicated in similar rural settings.

## **Identifying the Problem and Laying the Foundation**

Desa E Kasih Gemas was characterised by a lack of access to steady income sources. Most of the community members relied on inconsistent jobs or low-wage labour. There was a high level of dependence on external aid, which, while providing temporary relief, failed to offer long-term solutions. Recognising that poverty is not just an economic issue but a multifaceted problem that involves social, psychological, and skill-based factors (Yunus, 2007), this project initiated an intervention using an entrepreneurial model to drive change.



The first step in laying the foundation for this initiative was conducting thorough field research. By engaging with the local community, the project team gathered data on their daily lives, challenges, resources, and capabilities. This participatory approach ensured that the entrepreneurial solution would be tailored to the specific needs of Desa E Kasih Gemas. After consultations and discussions, it became evident that the women in the community, though marginalised, possessed skills in food preparation, which became the cornerstone for building a micro-enterprise around frozen food production (Peredo & Chrisman, 2006).

### **Entrepreneurial Model Implementation**

The entrepreneurial model that was employed is based on several key principles: empowerment through skills training, resource mobilisation, and creating a sustainable market. Central to this model was the belief that entrepreneurship is not just about profit-making, but also about community upliftment and long-term impact (Alvord et al., 2004).

- **Skills Training and Capacity Building**

The first stage of the project focused on equipping the women of Desa E Kasih Gemas with the necessary skills to run a successful micro-enterprise. The project team organised workshops that educated women on how to standardise food preparation, maintain hygiene, and package products to meet market standards. These training sessions also included basic business education—such as pricing strategies, cost management, and inventory control—so that the women could understand the economic aspects of their micro-enterprise.

Throughout this phase, mentorship was critical. Regular guidance was provided to ensure that the women were confident in their abilities. This empowerment shifted their mindset from dependence to self-reliance, where they saw themselves not as beneficiaries of aid but as active participants in generating their income (Yunus, 2007).

- **Resource Mobilisation**

Since capital is often a significant barrier to entrepreneurship, particularly in impoverished communities, resource mobilisation became a critical part of the model. This project facilitated connections between the community and local NGOs and government bodies that provided grants and fund options. With these resources, the community was able to purchase the necessary equipment such as freezers, food processing tools, and packaging materials to kickstart their frozen food enterprise (Prahalad, 2006).

In addition, this project encouraged the pooling of local resources. For example, the community had access to small plots of land where they could grow chilli and vegetables. This further reduced costs and ensured that the products were locally sourced, thus adding to the authenticity of their brand (Seelos & Mair, 2005).

- **Creating a Sustainable Market**

Beyond just producing frozen foods, the success of the enterprise hinged on establishing a reliable market. The entrepreneurial model included a marketing and distribution strategy, which involved both traditional and digital approaches. The project team collaborated with street vendors, and small businesses to sell the frozen products. In addition, the project utilised social media platforms to promote frozen food products to a wider audience, leveraging digital literacy programs provided as part of the training (Nicholls & Cho, 2006).

The products were branded as healthy, homemade frozen foods, which gave them a competitive edge in the market. This branding, combined with consistent quality, helped the enterprise gain a foothold in the local market, creating a sustainable source of income for the community members involved.



## **Outcomes and Impact**

The innovation in Desa E Kasih, Kg Londah Gemas was met with considerable success. Within a few months of operation, the frozen food micro-enterprise began generating income for the families involved. Not only did this provide financial relief, but it also improved the overall quality of life in the community. With the added income, 30% of participants were able to be lifted out from the category of “poor” in the eKasih data of Unit Penyelarasan Pelaksanaan, Jabatan Perdana Menteri (ICU JPM).

Furthermore, the success of the frozen food business had a ripple effect within the community. It inspired other groups to explore entrepreneurship as a viable path out of poverty. A culture of entrepreneurship began to take root, where individuals saw the possibility of creating change in their own lives rather than waiting for external assistance (Dees, 2001).

In terms of social impact, the project also fostered a greater sense of unity and collaboration among community members. The shared ownership of the micro-enterprise meant that women who had previously been isolated were now working together, exchanging ideas, and supporting each other. This strengthened social bonds and created a more resilient community capable of facing future challenges.

## **Challenges and Lessons Learned**

While the project was successful, it was not without its challenges. One of the significant hurdles was convincing the community to adopt an entrepreneurial mindset. Initially, there was scepticism, particularly because many of the members had never run a business before. Overcoming this required consistent engagement, reassurance, and the establishment of trust.

Another challenge was steering the complexities of supply chains, particularly during the early stages. Ensuring a steady supply of ingredients, maintaining product quality, and managing distribution were logistical issues that needed to be carefully monitored. These challenges underscored the importance of continuous training and adaptation, key elements of the entrepreneurial model (Alvord et al., 2004).

The success of the project taught several valuable lessons. First, it reinforced the idea that entrepreneurship is not just about individual gain but can be a powerful tool for community development. Second, it highlighted the need for a bottom-up approach, where solutions are co-created with the community, ensuring that they are relevant and sustainable. Finally, it demonstrated that with the right support, even the most marginalised communities can thrive (Prahalad, 2006).

## **Conclusion**

The frozen food micro-enterprise in Desa E Kasih, Kg Londah Gemas stands as a testament to the transformative power of entrepreneurship. By using an entrepreneurial model that focused on empowerment, resource mobilisation, and market sustainability, this innovation enabled a hard-core poor community to generate extra income and improve their overall quality of life. This project not only provided immediate economic relief but also laid the foundation for long-term community development. Moving forward, the success of this initiative serves as a blueprint for similar interventions in other impoverished rural areas, showcasing that entrepreneurship, when used effectively, can create lasting change.

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## APPENDIX



# **PROMOTING KNOWLEDGE SHARING: PEER-LED LEARNING IN THE CLASSROOM**

**ZANARIAH ABDUL RAHMAN, SYAIDATUL ZARINA MAT DIN, ZAIRA MOHD NOR,  
AKMAL AINI OTHMAN, NORASHIKIN ISMAIL**

## **Introduction**

In the ever-evolving landscape of education, fostering an environment that encourages knowledge sharing and collaborative learning is vital. The traditional model of education, characterized by communication that moves solely from the teacher to the student is gradually giving way to more interactive and participatory approaches. One such approach that has gained considerable attention and recognition is Peer-led learning in the classroom. This innovative pedagogical concept not only promotes the sharing of knowledge among students but also empowers them to take on active roles as both learners and educators. This method has the potential to enhance student engagement, deepen comprehension, and encourage valuable life skills.

## **Issue**

In today's education environment, it's important to deviate from the old way of teaching where teachers just give information to students. This traditional method often makes students less interested and fails to promote deep understanding because they are just listening. One main problem with the traditional approach is that it makes it hard for them to understand well on the benefits of students learning from each other. Peer-led learning solves this by allowing students to share what they know and take active roles, making them more engaged and improving their understanding. However, it can be challenging because students might not feel confident or ready to lead.

## **Output**

The project was conducted in 2024, involving students in the Degree in Digital Marketing program who were undertaking Personal Development subject. Students were given clear goals for what they were supposed to learn and chose content that fits their level of knowledge. They were then assigned to small groups and roles like presenters to lead their work. The lecturer provided clear instructions and allowed students time to prepare by researching or reviewing materials. Then, each group presented their topic to the class, keeping the presentations clear and engaging, with different groups presenting each week. Peer assessment was included, where students gave feedback on each other's work to build their critical thinking skills. After each presentation, a class discussion will be conducted to explore the topic further. Finally, feedback was gathered from students about their experience to improve future activities. The lecturer's role was to give support by answering questions and guiding discussions, helping students reflect and better understand the material. Most students liked this learning method because they felt comfortable discussing with their peers and are motivated by their classmates.

## **Knowledge Application on Innovation**

This project is unique and different than the traditional methods of learning. Peer-led learning contributes to a more dynamic and interactive classroom experience, aligning with contemporary educational theories and pedagogical practices that prioritize active learning, student engagement, and the development of critical thinking and communication skills. It requires students to be both organizers and presenters. Students study the topics, conduct their own research, and act as the main information provider of the topic. They choose topics relevant and related to the audience's needs and will deliver interesting experiences to audiences. All students will participate and will be given the chance to speak their ideas and opinions, thus, may successfully manage to get 100% involvement from them.



Peer-led learning changes the way we teach by encouraging students' involvement and helping them to understand better while building important skills like critical thinking, communication, teamwork, and leadership. This approach creates a positive and inclusive classroom where different ideas are presented and prepares students for active roles in the world. It also gives students the confidence to teach others, which is useful both while in study and later in their careers. By matching modern learning needs, peer-led learning encourages a love of learning and offers a valuable alternative to traditional teaching methods.

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## APPENDIX



### STUDENTS' RESPONSES



"the best activities in the class ever since my day 1 in UITM Johor"

"It feels good to share some knowledge with others"

"I feel great due to good lecturer and good surrounding"

"it is fun and full of lessons"

"I feels like my self-esteem has increased"



## **SWOP N SAVE**

**AMIRA FARISYA SAWAL, MEGAT MUHAMMAD FAIZ IRSYAD ZAINI,  
NUR ILYANA IZZATEE YUSRY, NURSARAH NABILAH MOHD RAZIFF,  
NORHASNIZA MOHD HASAN ABDULLAH**

### **Introduction**

Renting items to students provides a practical solution to their financial challenges and specific needs during their studies. This approach offers flexibility and cost-effectiveness, allowing students to access essential items like stationery and sports equipment without the burden of ownership. In a time of rising living costs and inflation, such as the reported 3.3% increase in April 2023, this model can alleviate some financial strain.

### **Issue**

Given the recent announcement by the Department of Statistics Malaysia that inflation in April 2023 increased to 3.3 percent, coupled with tight economic conditions and escalating education costs, students are facing significant challenges. Furthermore, the issue of waste management in Malaysia has become increasingly problematic, with daily waste generation reaching approximately 33,000 tonnes, or 1.17 kilograms per person per day.

### **Output**

To allay these concerns, an inventive software called Swop N Save is developed with an aim to help students rent and share preloved items. Swop N Save can therefore help students earn extra money and save money by renting products for a predetermined amount of time. This way, not only can it mitigate the financial effects of difficult economic times, but it can also encourage sustainable purchasing habits.

## Impact

In the long run, Swop N Save can provide a useful platform for students to access necessities without having to pay exorbitant prices for new purchases and earn money at the same time.

To view the resulting video, please copy and paste the following URL into your browser: <https://youtu.be/A828tZbOUN0>

## APPENDIX



GDIID 2023 | ID 4039: SWOP N SAVE

## **OIL DROP NASAL MASK TREATMENT VIRTUAL INNOVATION COMPETITION (2024)**

**NUR RIFHAN A. RAHIM, NUR HANISAH MOHAMAD RAZALI, FATEN ELINA  
KAMARUDDIN, SITI NOORHASLINA ABD HALIM, AINOL MARDHIYAH RAHMAT,  
MUHAMMAD HARIS NAQUIDDIN MUDA , HAFIZUDDIN MD DALI**

### **Introduction**

Innovation is present in everything, such as developing new products, services, designs, processes, business models, techniques, or methods for making products, and even in ways of thinking. Innovations make innovators “think outside the box” and follow different paths; from this, we innovate.

As we challenge ourselves to become more innovative, we have participated in the international event, the Virtual Innovation Competition 2024, organized by DIGIT360 and the Digital Information Interest Group (DIGIT) in collaboration with Information Science Studies, College of Computing, Informatics and Media, Universiti Teknologi MARA (UiTM) Kelantan Branch, Malaysia; Universitas Ngudi Waluyo, Indonesia; Camarines Sur Polytechnic Colleges, Philippines; Asia Research News; Indian Innovators Association, India; The Union of Arab Academics, Yemen; Indonesian Young Scientist Association, Indonesia; Nusantara Training and Research, Indonesia; Academica Press Solutions; and Laman Teknologi.

The purpose of this competition is to foster a culture of innovation and design in the fields of teaching and learning, as well as other related areas, among educators, students, and the public. In addition, this competition serves as a prestigious platform for innovators to participate and showcase their innovations and designs through an online medium.

We have proposed an Oil Drop Nasal Mask Treatment as our innovative product for sinus problem relief, and we won a gold medal in the competition.

### **Issue**

Sinus disease is a common ailment among Malaysians. According to the Ministry of Health (MOH) Malaysia, sinus disease is regarded as a common health problem caused by the inflammation of the paranasal sinus mucosa. In other words, sinus disease occurs when a person's nasal cavity suffers from inflammation, leading to nasal congestion and mucus buildup. A study by Ramiza (2022) reported that chronic rhinosinusitis affects 14% of the general population. The inflammation causes discomfort for those who suffer and can, to some extent, interfere with their daily lives.

### **Output**

The Oil Drop Nasal Mask Treatment is an innovative product that provides convenience and relief for those who suffer from sinusitis. The natural ingredients in this oil, including cinnamon, garlic, turmeric, ginger, and cloves, each serve their own functions as anti-inflammatory, antioxidant, and antiviral agents that help relieve sinus problems and respiratory tract issues (Ajanaku, 2020; Prasad & Aggarwal, 2022). The addition of lemongrass acts as aromatherapy.

This innovative product, the Oil Drop Nasal Mask Treatment, is developed with consideration for existing sinus treatments, such as pain medications, decongestants, and nasal sprays (Khalil et al., 2011; Columbia Asia, 2020). According to the Detroit Sinus Center, inhaling steam can be another natural therapy that provides relief from sinus symptoms. A few drops of oil can enhance these soothing benefits (Patricia, 2024).

## **Impact**

The Oil Drop Nasal Mask Treatment offers new insight for those suffering from sinusitis and allergies by providing an alternative and innovative solution. Instead of relying solely on drugs or pharmaceutical options, the existence of oil drop nasal masks presents a refreshing alternative. By gently diffusing essential oils directly into the nasal mask patch, it extends a holistic approach to wellness, offering relaxation, reducing discomfort, and improving overall well-being.

## **Knowledge Application on Innovation**

The Oil Drop Nasal Mask Treatment serves as a beacon of hope for those seeking to minimize their dependence on pharmaceuticals and embrace a more natural path to recovery.

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## APPENDIX



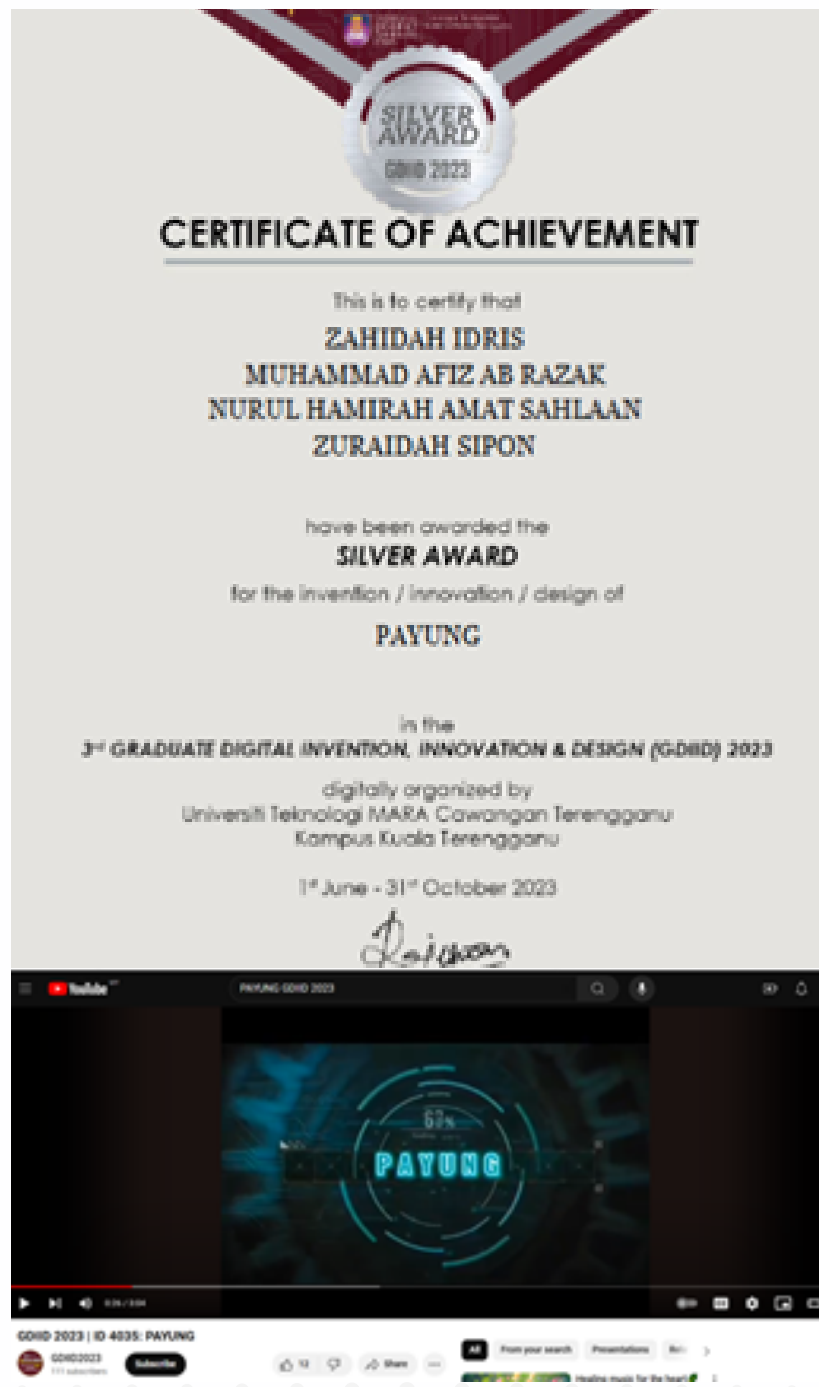
## **PAYUNG**

**ZAHIDAH IDRIS, MUHAMMAD AFIZ AB RAZAK,  
NURUL HAMIRAH AMAT SAHLAAN, ZURAIDAH SIPON**

As the government allows an early EPF withdrawal, a large number of Malaysians may have withdrawn their EPF before retirement age. As a result, Malaysians faced with limited retirement funds face the risk of insufficient retirement savings. To provide an alternative to topping up their retirement savings, a mobile application named Payung has been created. Payung provides investment alternatives that match an individual's income. Payung also plays a role as a medium for users to market their products. Payung will also be suitable for low-income micro-entrepreneurs to enhance their business knowledge and financial management skills. Additionally, Payung provides a medium for users to market their products and indirectly support other entrepreneurs within the same community. Payung mobile application has the function of finding a side job like a freelancer to generate extra income. The push notification feature will enable the application to notify if the price drops or increases. It also serves as a reminder for the user either to enter a new investment or exit the current investment. Meanwhile, the withdrawal feature will help the user to cash out their investments or capital gains into their bank accounts as they can link their bank account with the application. Concisely, Payung is an initiative for low-income groups to take part in investment activities while marketing their products on the same platform. To watch the resulting video, please copy the URL: <https://www.youtube.com/watch?v=6ocRAjvuJaY>



## APPENDIX



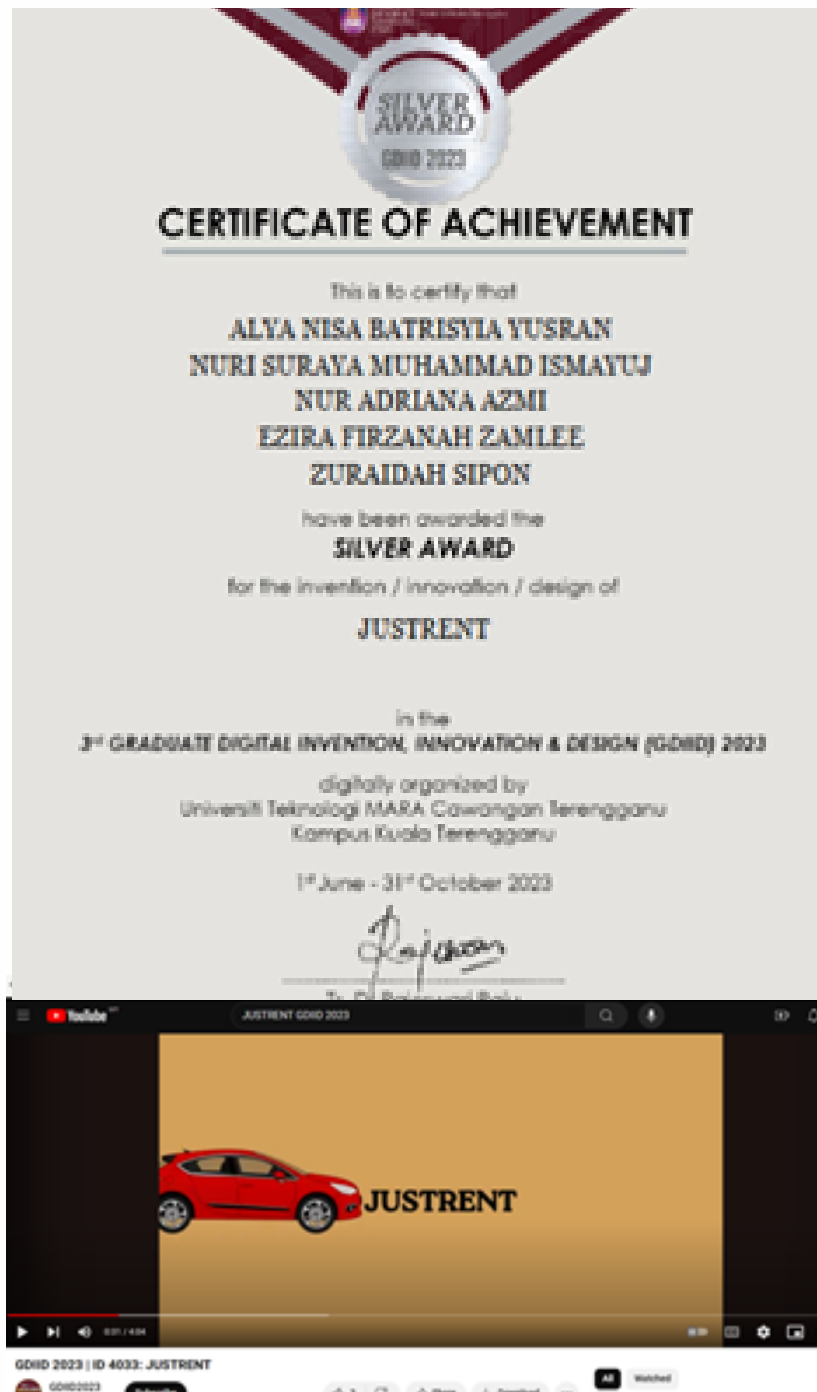


## JUSTRENT

**ALYA NISA BATRISYIA YUSRAN, NURI SURAYA MUHAMMAD ISMAYUJA,  
NUR ADRIANA AZMI, EZIRA FIRZANAH ZAMLEE, ZURAIDAH SIPON**

In Malaysia, campuses located in isolated areas do not have many choices for public transportation. The need for more transit options for students attending campus activities directly results from this. Meanwhile, car rentals can be a time-consuming and irritating process due to the long queues, unnecessary documentation, and hidden fees. Due to this, university or college students became discouraged from using car rental services. However, fellow students who have cars can take advantage of this situation. Through the JustRent mobile application, students with cars can help solve this issue while generating their own pocket money. Whether the students need transportation for a quick excursion or a more extended trip, they can simply select and rent a car that meets their needs by utilizing the JustRent platform. Simply put, JustRent makes life easier and offers more affordable charges for university or college students who do not have transportation. JustRent mobile application will be able to help in addressing the issue of the unavailability of public transport in specific universities or colleges located in isolated areas. JustRent is a user-friendly mobile application with a reasonable range of cars, student-friendly rental terms, affordable charges, convenient pickup and drop-off locations, GPS tracking and around-the-clock customer service. All things considered, JustRent is a simple and user-friendly concept, especially for university and college students in areas with limited public transportation accessibility. To watch the resulting video, please copy the URL: <https://www.youtube.com/watch?v=CQIf9sDzcnY>

## APPENDIX



## **STUDENTRADE'S APP-INTERNATIONAL STUDENT INVENTION INNOVATION DEVELOPMENT EXHIBITION COMPETITION (ISIIDEC) 2024**

**MUHD AIMY SHAZWAN OTHMAN, NURUL FAHANA AINI HARUN, AMMAR HAZIQ  
SA'AIDON, MOHAMAD HAZIM MOHD RAHIM, HAZIQ AFANDI ROSLI, MUHAMMAD  
AMZAL HAZIQ MOHAMMAD HAZRY, IMAN SYAHMI SAHARUN NIZAM**

STUDENTRADE's app is a pioneering mobile application designed exclusively for students at UiTM Pasir Gudang and similar institutions, aiming to revolutionise how essential goods and services are accessed and exchanged within campus communities. Technology plays a crucial role in daily life today, especially for students who often struggle with acquiring textbooks, study materials, and other necessities due to cost constraints and a lack of centralised platforms.

This innovative platform offers various functionalities tailored to address these challenges. Students can seamlessly buy and sell textbooks, electronics, and dormitory essentials and exchange skills or share rides through STUDENTRADE's app. What sets it apart is its focus on enabling direct negotiations between student buyers and sellers, fostering a sense of community and trust among users while expediting transactions. By leveraging the close-knit campus environment, STUDENTRADE's app enhances accessibility, ensuring swift and convenient peer exchanges. It not only promotes significant cost savings by selling second-hand items but also facilitates skill development in business and service exchange, empowering students with entrepreneurial and resource management skills.

Moreover, STUDENTRADE's app encourages the reuse of items, thereby contributing to waste reduction efforts and promotes sustainability. In terms of commercialisation, this app sustains itself through a small fee per transaction. It offers additional premium features like highlighted listings and advanced search filters through a subscription model, enhancing user experience and functionality.

In conclusion, STUDENTRADE represents a transformative initiative that addresses the critical needs of students by leveraging technology to create a student-centric marketplace. It not only improves convenience and affordability but also fosters a culture of resourcefulness and community engagement within university campuses, ultimately enhancing the overall student experience.

## APPENDIX





# **GENERAL ARTICLES ABOUT INNOVATION**



## **COMMUNITY@UNIMADANI: PIKSS UITM JOHOR COLLABORATES WITH PDK SEGAMAT FOR EMPOWERMENT INITIATIVE**

**CHE FARIDAH CHE MAHMOOD, JANNAH MUNIRAH MOHD NOOR**

UiTM Johor's Pusat Inkubator Spa & Sauna (PIKSS) has consistently undertaken initiatives to support students and the local community by offering short courses and training in Beauty and Health. These efforts are intended to help participants develop skills that can provide additional sources of income. In the second half of 2024, PIKSS successfully secured a grant fully funded by the Ministry of Finance under the "Public University Community Empowerment Program (Komuniti@UniMADANI) Phase 2".

Building on the success of CosMos 1.0, where 'CosMos' stands for 'Kampus' and 'Mobiliti', PIKSS is advancing its mission with CosMos 2.0 under the slogan "Everybody Feels Spa at Home". This new phase continues to prioritise community empowerment for the same target groups while introducing innovative treatments in Beauty & Health to stay aligned with the latest advancements in cosmetology. Additionally, twenty participants will be selected for the Sijil Kemahiran Malaysia examination. This certification will enable their PKPDK centres to establish spa facilities to train additional individuals with disabilities and B40 communities. These centres will also provide beauty and health treatments to the local community, creating a sustainable income stream and delivering valuable services to the surrounding area. Thus, the program is aptly named "Cosmetology Specialist Training for Persons with Disabilities (PWD) & B40 Teenagers in Johor (CosMos 2.0)".

The initial phase of CosMos 2.0, which ran from mid-July to the first week of August 2024, began with preliminary discussions with the selected industry partner, the Jabatan Kebajikan Masyarakat Segamat District. This agency oversees the Pusat Kebajikan Pemulihan Dalam Komuniti (PKPDK), where the target groups for CosMos 2.0 are based. Two meetings were held to identify and select six PDK centres according to specific criteria: 1) PDK centres with disabled individuals who can listen to and follow instructions, 2) B40 community single parents, and 3) teenagers. As a result, PIKSS successfully recruited 100 participants from the following PDK centres: PKPDK Bukit Siput, Felda Kemelah, Felda Redong, Bandar Segamat, Chaah, and Taman Yayasan.

The second phase of the program, which ran from the second week of August to the first week of September, focused on intensive training across three distinct modules: 1) Bio Electric System (BES) Massage using the Genqi Machine; 2) Guasa and Alponia Massage; and 3) Facial Treatment. All PDK centres were provided with the necessary machines, tools, and massage/treatment kits for this training. A notable new initiative in CosMos 2.0 was the introduction of facial treatment kits specially formulated by a grant member specialising in chemistry. Furthermore, the trainers, also grant members, have over a decade of experience in therapeutic massage and facial treatments. UiTM students trained in CosMos 1.0 also participated as facilitators during the training sessions.

Despite the varying durations and details of the modules, many participants successfully acquired the massage techniques and beauty treatments, demonstrating strong engagement throughout the training. This was evident in the survey conducted, which revealed that B40 women and teenage participants expressed immense gratitude for the opportunity to receive such training.



The final phase of the program, running from September to November, focuses on monitoring the PKPDK centres as they utilise the provided machines and tools to generate income. Each participant is expected to earn a weekly income, with a portion of their earnings allocated to the PKPDK's Trust Fund based on an agreement with the centres. Monitoring will be conducted through face-to-face and online methods, including Google Forms, to ensure that all provided facilities are effectively utilised and well-maintained. The final report for this grant program will be submitted to the Ministry of Finance in December 2024.

Overall, CosMos 2.0 aims to add value to the participants by enhancing their ability to generate income and strengthening the local community's economy. This initiative is aligned with the "UiTM Strategic Plan 2025: Strategic Theme 2 – Entrepreneurial & Well-Balanced Graduates" and strive to make a significant impact on the local community, consistent with UiTM's goals. Additionally, it supports Malaysia's Sustainable Development Goals (SDGs), particularly Community Advancement (Goal 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all) and Prosperity (Goal 8: Promote sustained, inclusive, and sustainable economic growth, full and productive employment, and decent work for all).

Undoubtedly, CosMos 2.0 has successfully engaged a wide range of stakeholders to achieve its objectives. The collaboration between grant members with expertise across various fields and UiTM students who are trained to contribute to society has created a powerful synergy that has driven the success of the grant. Additionally, the implementation of targeted training modules for motivated participants has further enhanced the program's effectiveness. As the program transitions into the monitoring phase, it is anticipated that these efforts will be validated, and the positive impact of the initiative will be clearly demonstrated.



## APPENDIX



## **SHAPE YOUR BUSINESS: LET'S INNOVATE THROUGH ENTREPRENEURSHIP**

**ROHANIZAN MD LAZAN, DIANA MAZAN, ROHA MOHAMED NOAH,  
HUSNIZAM HOSIN, MOHD HAKIMI HARMAN, YUSLIZAWATI MOHD YUSOF**

Innovation is not just an advantage in today's rapidly evolving business landscape. It's a necessity. Social media platforms like Facebook, TikTok, and Instagram have revolutionized how businesses engage with customers, market their products, and build their brands. These platforms offer entrepreneurs unique opportunities to grow their businesses and reach a global audience. Harnessing the power of these digital tools through innovation can unlock significant business potential and sustainability.

The "Let's Innovate Through Entrepreneurship" program is designed with this in mind. Its primary goal is to guide graduates to become competitive and successful entrepreneurs in online and offline business environments. This hands-on program offers a highly interactive experience where participants immediately apply what they learn in real-world scenarios.

The "Let's Innovate Through Entrepreneurship" program is structured to provide an immersive, practical learning experience. Unlike traditional classroom settings, this program ensures that participants apply their new found knowledge the same day they learn it. Each session is designed as a hands-on class where theory is immediately translated into action. For example, after learning how to establish an online presence, participants discussed strategies and actively create interactive and engaging marketing content tailored to their business. They design and launch targeted advertisements across platforms like Facebook, Instagram, and TikTok, leveraging creative tools to produce eye-catching visuals, videos, and promotional campaigns.

Participants learnt how to create short-form video content and utilize platform-specific features such as Instagram Stories, Facebook Ads, and TikTok challenges to engage their audience. By experimenting with real-time marketing techniques, participants can immediately test the effectiveness of their advertisements, track engagement through likes, shares, and comments, and fine-tune their campaigns to maximize reach and conversion rates.

This hands-on, practical approach aims to build a new generation of entrepreneurs who are not only skilled but also resilient and innovative, equipped to thrive in the modern business world. By fostering a continuous learning and innovation culture, the program ensures participants can adapt to changing business environments and digital trends.

## APPENDIX





## **EXPLORATION OF INNOVATION: CAKE AND PASTRY**

**ROHA MOHAMED NOAH, ROHANIZAN MD LAZAN**

Nazariah binti Nasir, aged 39 and from Kedah, has created her own business in the food line for cakes and pastries since 2019. She was born in Johor-Batu Pahat, where she did her primary and secondary education up to the Form 5 level. She has developed a close affinity towards this sector, and right now, she is being reputed as a hardworking businesswoman with a passionate feeling towards the cake & pastry sector. This legal and delicious eater is fondly welcomed among her loyal customer base, as is Nazariah, who has been in the food industry for five years. Having experience in operating and managing her own eating establishment, she plans to establish a cake and pastry shop in the future. Interestingly, while conducting the business, she never offered any loans; she used her own money to expand the business.

Ms. Nazariah, as a businesswoman, was also involved in social service activities for needy people in her local area after many days of conducting her own business. She provides employment opportunities and extra opportunities for her employees in the form of yearly bonuses. This cake and pastry enterprise was born from her ideas and deep passion for cake making, with more than 30 types of cakes and pastries with creativity and innovative ideas and a range of bread to boot.

A major strength that has been observed to be the backbone of the success of Ms. Nazariah's business is her husband and children, who are the foundation of his success story. She also underscored the four formulae for success: hard work, interest, attention, tenacity, and honesty in business. This aspect showed that she was determined when confronting problems in his tenacity as an entrepreneur.

Nevertheless, the challenges do not deter Ms. Nazariah, and she never ceases to improve her business to reach out to more people. She achieved several things during her tenure and things she will remember most, for instance, commendations from the clients concerning the quality of the meals offered by the products. Moreover, she created and maintained close relationships with new contacts through social networking sites. Thus, Ms. Nazariah is rather pleased with her business's effectiveness and smooth running at Parit Sulong, Batu Pahat, Johor.

## APPENDIX





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