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THE IMPORTANCE OF GLOBAL COLLABORATION IN
EMPOWERING HIGHER EDUCATION AND CULTIVATING
HOLISTIC GRADUATE LEADERSHIP

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Abstract:

In a progressive society, strategic collaboration in higher education is crucial for developing versatile graduates who can increase their marketability and broaden the skill set of working individuals. This study's primary purpose is to assess the empowerment of higher education through global collaboration in an effort to produce a new generation of graduates who are well-rounded. This study employs the document analysis approach by referencing prior research on global collaboration in the empowerment of higher education and the implications for graduate leadership based on the culture of Eastern nations like Japan. There are three primary topics discussed: 1. The Importance of Collaboration with Overseas Educational Institutions; 2. Learning Concepts Based on Japanese Culture at Malaysia-Japan International Institute of Technology (MJIT) KL; and 3. Holistic and Creative Graduates as a Result of Collaboration with Overseas Educational Institutions. The study found that the significance of overseas education partnership in the education sector plays a vital role in the chronology of the development of human civilisation, where it is not confined to academic success but rather encompasses the development of the full person. The purpose of this study is to examine the essence of Malaysia as a balanced country from the perspectives of national development, character development, and noble values; in fact, the country aspires to provide a high standard of living for its citizens through a balanced economy and the application of advanced technology.

This work is licensed under [CC BY 4.0](https://creativecommons.org/licenses/by/4.0/)**Keywords:**

Global Collaboration, Higher Education, Holistic Graduates, Leadership

Introduction

The significance of international education collaboration is based on the importance of the education sector in the evolution of human civilisation, which is not limited to academic performance but encompasses the development of the individual as a whole. Recent years, discussion focuses on the operation of the national education system to be implemented in stages which highlighted through the issues, rationale and challenges of Malaysia facing the post-pandemic norms of Covid-19 (Othman, Mokhtar and Esa, 2022a). In the context of this study, education perceived as the foundation of a country's social growth; consequently, a better education system should be able to generate graduates who are imaginative, productive, and multitasking to meet the country's needs in numerous industries and sectors. Globalization has made it possible for international students to pursue their studies overseas whereby Malaysia is one of the leading destinations for these students to continue their studies, and this aligns with our vision to achieve the internationalization of higher education by the year 2025. This intense initiative has made our educational institutions recognized globally towards world prestigious educational hub (Othman, Rahim and Abu Bakar, 2022b).

In Malaysia's effort to strengthen the education system in order to create a quality and competitive society, the National Education Philosophy was carefully formulated and established as the foundation for an education system that promotes human development by educating the people in a balanced and holistic manner (Yusoff, Othman, Mohd Shah, Esa, Abang Muis, Marinsah and Ramlie, 2021). The National Education Philosophy patterns holistic growth based on the following components, namely intellectual, spiritual, physical and emotional (Rosli, Mahmud and Azmi, 2022). Malaysia's educational partnership with foreign nations is one of the measures employed by numerous nations to attain this goal. From this point of view, international education collaboration becomes an essential component of efforts to promote complete human development (Othman, Mohd Shah, Yusoff, Norazah, Awang and Jupiter, 2017a). This effort particularly crucial in ensuring that both students and graduates have access to a more strategic and conducive learning environment (Othman, Mohd Shah, Yusoff, Mohd Suki, Awang and Juitier, 2017b) and have high self-marketability even on an international scale (Ismail, Mohamad and Mohd Faiz, 2018). Taking the experience of applying the concept of learning based on Japanese culture at MJJIT KL, which is based on the cooperation relationship between the education sector and foreign countries, has proven to have an impact on other sectors, including the economic, social, and political sectors (Subroto, 2014). Nonetheless, this also placed political literacy education as a symbiosis of youths in facing the change of national leadership landscape and the justification of the leadership of the politically literate youths as a necessity to shoulder responsibility for the survival of the beloved country (Othman, Yusoff, Mohd Shah, Esa, Ationg, Ibrahim and Raymond Majumah, 2021a).

After Malaya's independence in 1957, the relationship between Malaysia and Japan remained interdependent, although the partnership was viewed as more advantageous to Japan, particularly in terms of business and trade (Ationg, Raymond Majumah, Abu Bakar, Zulhaimi, Muda, Othman and Abang Muis, 2021). In the 1980s, Malaysia began replicating Japanese work culture as part of the Look East Policy, which attempted to make Japan a growth model.

Students and trainees are sent to Japan to study and receive training in order to gain exposure to the Japanese working culture (Othman, Yusoff, Mohd Shah, Mokhtar, Abang Muis, Marinsah and Marzuki, 2021b). It seeks to inspire youth to participate to National Transformation 2050 (TN50) by thinking more creatively and innovatively, while preserving identity, tradition, national and religious culture.

Consequently, activities like these are in line with the TN50 objectives since they increase students' knowledge and confidence in their ability to achieve these objectives. Specialized international language studies, for instance, are no longer a novel concept. Since the 1960s, when international language lessons were established in higher education institutions and at the elementary school level, the Malaysian government has had a distinct agenda addressing the benefits of foreign language proficiency among university students (Yaacob, Ali and Abd Wahab, 2017). The ability to speak Malay as the national language (Othman, Esa, Ationg and Muda, 2021b), and preserving the mother tongue, yet at the same time mastering other language such English, as well as projected language abilities from high-tech countries such as Japan, Korea, and China, could give Malaysia resources it needs to become a developed and globally competitive nation (Yalani and Bakar, 2017).

From this perspective, Malaysia emulates and shares Japan's success as one of the world's developed countries. For instance, by using advanced technology and Japanese work ethics to industrialise Malaysia. The government's efforts to promote the economy of Malaysia by promoting foreign investment have resulted in the establishment and growth of Japanese businesses. It is claimed that global education partnership produces comprehensive graduates that bloom the significance of entrepreneurship literacy in the era of digital transformation (Othman, Mokhtar, Tham and Yong, 2021). This programme is administered by the Malaysia-Japan International Institute of Technology (MJIIT). Among MJIIT's goals is to provide engineering education based on a blend of Eastern culture and the pure values of Malaysia and Japan, in accordance with the Japanese community's desire to control the global economy via diligence, discipline, and perseverance.

By pursuing this purpose, this institution demonstrates its commitment to the Look East Policy. Tun Dr. Mahathir Bin Mohammad introduced the Look East Policy at the "5th Joint Annual Conference of MAJECA/JAMECA" on 8 February 1982 at the Hilton Kuala Lumpur (Musa, 2004). The Look East policy is a policy that emulates the management and economic development of East Asian nations such as Japan and Korea. Positive traits such as craftsmanship and discipline exemplified by Eastern nations will be employed in the workplace to achieve successful outcomes (Razak, Othman, Yusoff and Mohd Suki, 2016). In this understanding, as saying, we toss away what is not suitable, but we take what is suitable for Malaysia and try to benefit from the wave of development observed in the countries concerned, especially Japan. Therefore, this policy is related to MJIIT's goal of implementing global education collaboration in order to produce graduates with a holistic perspective.

In the context of holistic and creative graduates as a result of collaboration with foreign educational institutions, this paper examines the importance and benefits of HEIs being more holistic and creative when the country's educational needs a shift towards an integrated and progressive system as a whole, rather than just focusing on specific aspects. As a result of collaboration with Foreign Education Institutions, holistic and imaginative graduates are able to produce more capable female and male students in terms of ways of thinking, such as the

way outsiders think, the ability to adapt abroad to facilitate the search for diverse jobs and law literate especially on their rights as employee (Othman, Ibrahim, Esa, Ationg, Mokhtar, Mohd Tamring and Sharif Adam, 2021e). Consequently, HEIs Malaysia do not wish to lag behind in the academic field or student curriculum, various skills, and to remain competitive domestically and internationally so as to produce high-quality and excellent IPTA output in various skills, particularly in their respective fields. Due to the students' outstanding achievements in a variety of fields, this initiative is not only capable of bringing the country's name to the international stage, but it is also capable of bringing the student's name to the international stage.

Literature Review

Education is the most valuable asset in growing a nation's economic sector and a crucial human capital development platform (Haron, 2015). In this perspective, education does improve the economic output of a nation, such as technological advancement and increased technical efficiency. The economic development of modern nations depends not just on physical infrastructure. In particular, the relevance of the entrepreneurship policy (NEP) 2030 shows the critical needs for Malaysia to strengthen the country's entrepreneurial ecosystem for efficient, innovative, competent, and with high level of awareness human capital (Othman, Mokhtar, Maidin and Moharam, 2021f). International strategic cooperation in education with agencies or businesses is essential for producing and assisting graduates in enhancing their marketability and broadening their range of work capabilities. Academic collaboration with agencies and companies is a proactive measure to address the shortage of qualified graduates who are otherwise able to develop a workforce that is prepared for the working world and able to fulfil the most current needs of employers (Mohd Shah, Othman, Yusoff, Ationg, Abu Bakar, Esa and Abang Muis, 2021).

At higher levels, such as universities, international collaboration is significant and more distinctive. This is due to the fact that, at this stage, the institution has the potential to expand the capacity for collaboration with stakeholders through offering professional development. Next, it is anticipated that the joint venture will have the skills to help the education-community sector realise its goals (Othman et al., 2021b). While collaboration between universities is independent, it can choose to focus on (i) the relationship between the universities involved, (ii) involving local communities and communities, or (iii) joint ventures from the same country or different countries. As described by Othman (2021g), educational cooperation at the university level with other institutions, whether educational or not, is an excellent opportunity to foster a conducive learning environment.

The university is a hub of scholars with expertise in a variety of subjects, making it the ideal platform in these fields to build cooperation between universities, industry, and numerous organisations, according to Othman, Mokhtar and Esa (2022a), who provided more support for this assertion. Universities and other higher education institutions able to give many organizations, including the technology industry, excellent opportunity to exchange knowledge and technology, with effects that can be felt both internationally and locally (Othman et al., 2017b). The graduates involved have a fantastic opportunity to participate and develop experience in the collaboration. Through this type of collaboration, the nation can develop an interest in the translation and application of cutting-edge technological know-how where community members can benefit from the findings of research.

Shifting the national higher education landscape in facing current challenges and marketability strategies of Covid-19 pandemic era graduates, universities are a great venue for the public and commercial sectors to find new talent, but they are also a great place for businesses to sell their brands, new products, and services using the knowledge of academic scholars (Othman, 2021g). The collaboration between universities and industry or external organisations is consistent with initiatives to equip institutions of higher learning to meet the challenges of Revolution 4.0 (Othman, Mokhtar and Esa, 2022a). This further explains the significance of educational cooperation for the nation in dealing with the global revolution in a variety of fields, particularly in the field of industry and technology, which has a significant impact on the development of the country's human resources and the economic sector.

According to Ismail, Khalid and Ramli (2021), Japan rose to power and effectively established a social culture that led to its scientific and economic development. The Japanese culture and work ethic, which serve as the foundation for the implementation of Tun Mahathir Mohamad's Look East Policy in Malaysia, are the result of the history of Japanese civilization, which produced a society that is optimistic, foresighted, disciplined, and conscientious in completing assigned tasks. Malaysia has made Japan a "role model" in its development efforts since launching the Look East Policy (DPT) in 1982. To comprehend how Japan is able to construct a society with a strong culture and work ethic, it is necessary to study the history of the Japanese regiment. The regimentation of Japanese work culture has been grounded for 400 years to develop an identity that does not disappear in the time of modernization and globalisation (Othman, 2019a).

In addition, Mohammad Nor, Hassan and Paidi (2018), discovered that there are three primary factors that influence the decision of respondents to study in Japan. The selection of Japan as a destination for higher education is influenced by factors such as (i) being attracted to the uniqueness of Japanese culture, (ii) utilising and benefiting from high-quality technology, and (iii) understanding the Japanese language, which provides technologists with the advantage of adapting to the culture of the people with whom the Japanese work. In addition, the study identified at least six factors of sociocultural adaptation, including (i) social environment, (ii) time management, (iii) personal transformation, (iv) social interaction, (v) cultural differences, and (vi) communication. The presence of abroad academic expatriates in institutions of higher education has an effect on foreign language skills which makes students more competitive for international careers.

The benefits of studying in Japan include personal development, intercultural comprehension, awareness of one's own culture, intercultural engagement and communication, and information acquisition that relate closely to the acculturation and outcome of cross-cultural (Othman, Yusoff, Marinsah, Mokhtar, Ramlie and Mohd Shah, 2020a). Furthermore, a study by Mohd and Musaev (2017), demonstrates that there are similarities and differences among students' motivational factors when learning Japanese, such as the nature, conditions, content, and goals of the Japanese language class being directly related to the motivational factors of university students. Aspects of student motivation identified as a result of studying Japanese are reported to have contributed significantly to their increased enthusiasm. It can also be utilised as a guide to enhance the teaching and learning process in countries that employ Japanese-style teaching and learning methods. According to Liz and Azizan (2017), the leadership style and mission of former Malaysian Prime Minister Tun Dr. Mahathir Mohamad have influenced the nation's higher education policies and sector.

It is believed that Tun Dr. Mahathir Mohamad was inspired by Japan's success in converting its economy from one of the most backward in the world to one of the most advanced and technologically competitive in the world. Under this plan, the government's Look East programme seeks to study, evaluate, and select the best examples and role models from across the nation by adapting it to the context of Malaysia. The approach has been misconstrued, as the Look East Policy is characterised as absorbing everything from Japan and Korea, then blindly implementing it in Malaysia, and being accused of neglecting models from Western nations. In the meantime, Kaizen has emerged as the most prevalent culture and form of community organisation in the Japanese educational system, according to Syed Sopi, (2015). The Japanese people's thought is based on the idea that organisations should be established from the beginning of education, according to the notion of Kaizen. In reality, Kaizen is a learning strategy based on the "Lesson Study" method, which permits learning to occur in a more conducive environment. This is because when a community of instructors conducts continuous learning and follows to the ideal of learning from each other and sharing ideas, it indirectly improves their teaching quality.

The need that all HEIs generate graduates who are well-rounded and innovative, consequence of partnership with foreign educational institutions contributes to the country's development by fostering the existence of high-quality, competitive students (Othman, Yusoff, Awang and Jupiter, 2016a). According to recent developments, one of the benefits of holistic education for HEI students is that it is able to provide a more attractive alternative to the previous education system (Saleh and Rosli, 2019). It is believed that this holistic education focuses not only on academics, but also on the skills and abilities of students in other areas. This is something that should be ingrained in all students, because with the existence of holistic advantages, that is, high academics and strong skills in each student, the student can be competitive not only in the country, but also overseas. Unlike the former education system, which only emphasised students' academics, the new system focused on students' overall development.

From this perspective, it is likely to produce students that perform academically. However, the involved students will lack proficiency in communication, negotiation, and teamwork abilities. Employers have expressed worry in the setting of the 21st century when graduates fail to understand the working world due to an overemphasis on academic accomplishment. However, when confronted with the real nature of the working world, graduates' inability to master numerous skills has left them behind. This is proven by the fact that every job available today considers not only a student's academic achievements, but also their extracurricular accomplishments. In addition, the establishment of HEI Polytechnic and Vocational College, which focuses not only on academics but also on skills, lends credibility to this argument. This polytechnic is capable of producing graduates who succeed in leading certain domains of engineering and technology, who are of high quality and entrepreneurial spirit, and who are very marketable and competitive.

In addition, it is able to enhance the relevance and responsiveness of the Polytechnic's study programme to the needs of the country's economic development, namely by enhancing its role in the sphere of education and training (Ali, Che' Rus, Haron and Mohammad Hussain, 2018). As for the Vocational College, it provides skill-based training as opposed to academic education, with a concentration on low-achieving students. According to the new strategy, the government has lifted vocational education to a higher level, and it is no longer considered a second-rate education, with a low-level and high-level offering (Ali et al., 2018). Therefore, it

is evident that the holistic education system is the foundation of '21st Century Education,' which is an educational approach that meets the individual needs and skills of each student while preparing them for the 21st century (Saleh and Rosli, 2019). Meanwhile, for HEI, global education partnership in generating holistic graduates usually refers to the ambition for graduates to be holistic and successful at the global level by producing an intelligent and exemplary society in all aspects. But what distinguishes an institution is its mission to produce graduates who excel in particular fields.

In the field of agriculture, for instance, prioritise technological institutes with the objective of creating graduates who are bright and innovative in agricultural technology. There are numerous faculties or programmes at an institution that offer various instruction based on student achievement. Malaysia-Japan International Institute of Technology (MJIT) is one of University Technology Malaysia's faculties (UTM). MJIT was established on 26 May 2010 to achieve the objectives of the Look East Policy (Nakanishi, Othman, Igusa and Komaki, 2018). With the aim of delivering engineering education based on a combination of Eastern culture and the noble ideals of both countries, and of encouraging achievement in conquering the global economy through hard work, discipline, and perseverance. Eventually, MJIT became the Global Leader in Japan-Oriented Engineering Education with the support of a consortium of 30 Japanese universities. This programme aims to produce cognitively well-rounded graduates through international education collaboration (Nakanishi et al., 2018).

Methodology

The qualitative approach utilises secondary data content analysis methods that are the results of research journals, reports, books and online news sources (Babbie, 2017; Creswell, 2014; Flick, 2014; Eriksson and Kovalainen, 2016). Furthermore, the researcher conducted research of secondary sources, both online and offline, that refer to articles, books, papers, forums, and government policies related to various parties' efforts and initiatives to assess the empowerment of higher education through global collaboration in an effort to produce a new generation of graduates who are well-rounded. In the context of this study, the method produces research data that shows the importance the efforts and initiatives of various parties towards the significance of overseas education partnership in the education sector plays a vital role in the chronology of the development of human civilisation, where it is not confined to academic success but rather encompasses the development of the full person. This study utilised document analysis by referencing prior research on global collaboration in higher education empowerment and initiatives to cultivate holistic graduate leadership.

In this context, past suggestions and findings will be reviewed and incorporated in the context of discussing the significance of overseas education collaboration and arguing how the education sector plays a significant role in the chronology of the development of human civilization, where it is not limited to academic achievement but rather encompasses the development of the whole person. This is done based on clear information from document analysis placing the manifestation on the culture of Eastern nations like Japan. Three primary topics discovered as, 1. The Importance of Collaboration with Overseas Educational Institutions; 2. Learning Concepts Based on Japanese Culture at Malaysia-Japan International Institute of Technology (MJIT) KL; and 3. Holistic and Creative Graduates as a Result of Collaboration with Overseas Educational Institutions.

Discussion Of Issues

In the context of this paper's discussion, the author raises a number of arguments pertaining to issues such as 1. The Importance of Overseas Education Collaboration; 2. Concept of Learning Based on Japanese Culture at MJJIT KL; and 3. Holistic and Creative Graduates Due to Collaboration with Overseas Educational Institutions.

The Importance of Overseas Education Collaboration

As previously said, collaboration is a cooperation or partnership between several parties with the objective of achieving a common goal. Collaboration necessitates the participation of two or more parties. There are number of reasons why the topic of educational collaboration with other national educational institutions, businesses, and organisations is deemed crucial in a national education system. According to Anne et al., (2006), collaboration is established to develop a cooperative connection that demands the participation of numerous parties. For instance, the global scenario, which frequently endures significant changes, necessitates the workforce to plan and conduct research more effectively and fully. This is due to the fact through collaboration between higher education institutions in particular, research and studies may be conducted on a large scale and the exchange of knowledge across nations, including the sharing of technology and information technology, is encouraged.

Referring to the significance of educational collaboration, it is believed that the occurrence of networking between two countries will lead to the development and enhancement of human capital talent (Saleh and Rosli, 2019). The topic of educational collaboration also refers to the variety of social identities and educational foundations present in each country. The diversity of ideas and perspectives on a topic can also explain the fact that higher education institutions have their own vision and mission, as well as the fact that individuals have their own ideologies and perspectives (Othman et al., 2016a). In this educational collaboration, a variety of backgrounds can facilitate the development of novel approaches. For instance, the Look East Policy declared by Tun Dr. Mahathir in the early 1980s is one of the best examples of background diversity in a collaboration (Daud and Awang Besar, 2016).

Today, the Look East Policy (DPT) is still seen relevant and is regarded to be able to assist the nation in enhancing its economic sector, particularly in the areas of industry and technology. Malaysia has for a long time sent local students to universities in Japan to pursue programmes in the fields of science, technology, and the humanities (Ismail, Khalid and Ramli, 2021). This is due to the fact that Malaysians can imitate Japanese practises such as being hardworking, dedicated, generous, courteous, punctual, and disciplined. In addition to students, public and private sector employees are also sent to Japan and South Korea to attend various courses and workshops, which demonstrates the rapid growth of its economy. The courses and workshops include industrial and technical fields, academic studies, executive advancement, and interinstitutional relations. In addition, the notion of cultural variety is one of the components of educational partnership.

Cultural diversity is a concept or belief relating to the belief, acknowledgement, and acceptance of the diversity and components of cultural and ethnic diversity that exist and influence the way of life, social experience, and personal identity of a nation (Othman, Ationg, Esa, Hajimin & Abang Muis, 2021h). Differences in understanding, respect, and evaluation of a person and their ethnic community are indicative of cultural diversity. In the context of education, cultural diversity is viewed as a chance for all students with diverse ethnicity, descent, language,

customs, and culture to receive an education. Cultural variety in the concept of educational collaboration can develop graduates who are forward-thinking and able to make reasonable decisions while confronting a problem in a calm, wise, and courageous manner (Othman, Mokhtar and Esa, 2022a).

This educational relationship is significant because it aligns with the 21st Century Education Implementation Guide (2017), which outlines four specific skills that must be mastered: critical thinking, communication, collaboration, and creativity (4C; critical thinking, communication, collaboration, and creativity) (Saleh and Rosli, 2019). The purpose of the educational partnership is to produce graduates and academicians who are internationally competitive, where the development of global citizens and a strong national identity must be balanced (Othman, Mohd Suki & Yusoff, 2012). Education partnership is focused on academic collaboration, encouraging local students to continue their studies abroad and fostering a globally conscious community. In other words, educational collaboration is essential for the establishment of a progressive society in keeping with the current of global development, focusing not only on information technology but also on education from all perspectives.

Next, the sustainability of educational collaboration is viewed as a prudent and rational activity in the formation of a society that engages in mutual cooperation. This is because international educational partnership often affords local graduates the chance to interact actively with overseas students (Othman, Yusoff, Abdul Hamid, Awang & Jupiter, 2018a). Moreover, the exposure provided by the experience might help graduates develop leadership abilities. Diplomatic and commercial ties are crucial for international collaboration; nevertheless, education and cultural exchanges are also a crucial means of fostering more durable and long-lasting bilateral ties (Ismail, 2021). The spirit of cooperation can be encouraged to develop graduates with a high level of commitment; this can also produce graduates with global leadership authority (Othman, Yusoff, Lukin, Ationg, Abang Muis and Mohd Shah, 2020). Therefore, collaboration in the higher education sector can improve the authority of graduates on a global scale, which is ultimately an excellent opportunity for the nation to shape its future leaders.

The purpose of educational partnership with foreign nations is to promote the nation internationally. According to Abdul Manan and Wan Alwi (2019), participating national universities have the possibility to build bilateral or multilateral relationships with hundreds of universities and institutes from around the world based on course interests. Hence, both partners can leverage the network to promote business, sales, and marketing of items and services from their respective institutions or nations. Based on the objective of the education sector to provide expertise for the benefit of all, it is anticipated that the strong interaction between universities, industry, and society will expand knowledge in processing, thereby empowering the industrial sector of the country. In this context, the university serves as a platform for developing fresh talent, but it also promotes their brands, products, and services.

As was previously said, the Malaysian-Japan International Institute of Technology (MJIT) Faculty at University Technology Malaysia (UTM) is the result of the Look East Policy initiated by Tun Dr. Mahathir. One of the other instances is the collaboration between University Malaysia Sabah (UMS) and University Wako Japan, which has boosted the reputation and international engagement of UMS. This conveys the idea that our country has productive educational partnerships with other nations. Referring to Othman et al., (2017b),

one of the challenges in implementing educational collaboration with foreign graduates is selecting qualified graduates to participate in this collaborative programme, where the compatibility of studies with the personality and interests, values, and true potential of a graduate must be considered.

The discrepancy of these criteria has negative long-term effects on a university's reputation. Next, the participation of recently founded universities, which is viewed as immature in terms of collaboration with corporations, agencies, or other higher education institutions. In order to overcome this obstacle, new university needs create strategic relationships with these stakeholders. The empowerment of higher education, which requires high development funds, is also a challenge in education collaboration, where the country must provide more conducive facilities and improvements in terms of teaching resources to meet its aspirations of becoming an international education hub (Othman et al., 2017b). In addition to these efforts, there are a number of other obstacles that must be properly addressed, such as the problem of student visa abuse, which includes prostitution, money laundering, and other illegal activities. This also includes the HEI's duty in assisting with the administration of international student visas for return to the place of origin to prevent student visa abuse (Othman, Yusoff, Awang and Jupiter, 2016b).

Learning Concept Based on Japanese Culture

The mission of the Malaysian Ministry of Education (KPM) is to produce graduates who are skilled, capable, and possess human values to adapt to the accelerating pace of technological change. Consequently, the Malaysia-Japan International Institute of Technology (MJIT) is well aligned with Industrial Revolution 4.0, which aims to generate graduates who are inventive and highly trained. Since the colonial era, education has been undergoing change and revolution, which continues to this day. Japan is one of the countries that collaborate in carrying out student exchange programmes, and it has constructed two educational institutions and developed human resource capacity in Malaysia. The Malaysia-Japan International Institute of Technology (MJIT) was founded as a faculty at University Technology Malaysia in 2011, and the Japan-Malaysia Institute of Technology (JMIT) was founded in 1998.

Under the Look East Policy, it is a significant programme pertaining to education and human resource development. In principle, Universiti Teknologi Malaysia (UTM) has a network of collaborations with institutions and agencies from the land of the rising sun, Japan; the agreement in these collaborations is accomplished by Memorandums of Understanding and Memoranda of Agreement. Various collaborative endeavours, including as mobility programmes, student and staff exchange, research collaboration, commercialization endeavours, and technology transfer, have been carried out. UTM's introduction of the MJIT programme employs a Japanese-style approach in which the ambiance and setting are identical to those in Japan. Students are given the opportunity to experience what it is like to be in Japan without really travelling there (Nakanishi et al., 2018).

Additionally, the programme offered by University Technology Malaysia (UTM) collaborates with around 30 universities in Japan. The university contributes its full support to the success of the inter-university student exchange programme. Those who are accepted into an inter-university student exchange programme that receives sponsorship do so on their own expense. A bachelor's degree in precision mechanical engineering, a master's degree in process chemical engineering, a master's degree in electrical electronics engineering, and a master's degree in

software engineering are among the available master's degrees. The MIIJT institution offers technical-focused courses in the Japanese manner to Malaysian students since the development of human resource capabilities, particularly vocational and technical training, is crucial to the growth of business and employment.

Therefore, additional efforts are being made to increase the scope of this initiative that is already in operation. For instance, the article describes the Japanese University of Tsukuba's intention to create a branch campus in Malaysia. It is one of the earliest campuses to be constructed in Japan and construction is well underway. It will likely be operational by 2023. This approach was successful since MIIJT generated graduates who were able to secure employment in the extremely competitive employment market. Consequently, this new institution will provide greater success and possibilities to other students. If our nation becomes a hub for partnership programmes amongst colleges involving foreign education, more and more benefits will be realised. Several reasonable justifications offer this program's implementation the utmost importance, as they provide support for the elements that improve the program's intended purpose.

Those who actively participate in the programme provided by MJIIT will be exposed to and have a deeper understanding of the learning lifestyle. The concept of junior and senior employees learning from senior employees in semesters 2, 3, and 4. In addition, while entering the industry in the employment sector, they adopt the same method of working through more experienced individuals. This has become a part of their culture. Since many of the offered programmes require the use of laboratories in Japanese industry, students who are accepted into the exchange programme have the opportunity to feel the experience and atmosphere of being in Japan, where MJIIT has prepared a laboratory with a concept of applied Japanese culture. This effort is made so that students do not need to travel to Japan to experience a true laboratory environment (Zaki, Damiaty, Rijal, Hagishima and Abd Razak, 2017). The facilities and Japanese culture fostered here support the establishment's original objectives.

This collaborative programme's innovation in the education sector will undoubtedly create more room and chances for future collaboration (Padfield, Papargyropoulou, Baharun, Noor and Kinoshita, 2012). It is a standard practise in Japanese society to ensure that each individual has strong self-discipline and a positive attitude. Japan is one of the countries whose education and job sectors have cultivated self-discipline. The feudal systems adopted by the Japanese government attempted to foster the spirit of bushido, which led to the development of a strong work ethic among the Japanese people. The Japanese are educated with positive traits that contribute to the construction of a good work culture and self-identity, hence fostering economic development initiatives. In the past 400 years ago, the regimentation of Japanese labour culture has formed an identity that has not diminished in the modernization and globalisation era (Ismail, Khalid and Ramli, 2021).

Recent graduates face difficulties with the availability of jobs or insufficient employment options. However, at MIIJT they not only develop links between institutions, but also with a number of well-known Japanese firms. Even more intriguing is that they are offered a year of employment prior to graduation. This has a good effect on the graduates and provides them the option to expand their employment experience. There are numerous enterprises in Japan that were founded and are managed in the country, utilising human effort and knowledge to manage operations and technical aspects of a field. Without qualified personnel working or interacting

with the business or machine, the investment will not bear results. This is a real attempt to improve the link between the education and business sectors. The scholarship offers to Japan inspired the urge to continue engineering studies (Kasim, 2015).

The establishment of a solid foundation in educational collaboration between these two nations provides Japan with the room and opportunity to accept Malaysia's request to establish a university campus on Malaysian soil. Bringing Japanese engineering education to Malaysia and being able to implement effective and great learning methods is one of the primary and most essential goals. MJIT also employs nine Japanese lecturers and one hundred Malaysian faculty members to instruct more than one thousand Malaysian undergraduate and graduate students (Nakanishi et al., 2018). Cooperation between two foreign nations in establishing an effective collaboration network would inevitably provide challenges to their communication skills and abilities. To ensure the success of the collaboration process between these two countries, it is crucial to have a mutual understanding and to be able to interact effectively so that learning and teaching may be carried out effectively.

A two-way learning process that emphasises communication between students and teaching staff has been used as part of the transformation and innovation programme that many parties in our country's education sector have carried out. This innovation has given space for students to give ideas or act as pre-teaching staff in learning sessions. The MIIT University Technology Malaysia (UTM) requires the students involved to be fluent in Japanese so that the culture and environment of Japan can be implemented. If we look at it today, perhaps English is used as a comprehensive language and is used in many educational sectors even throughout the country and has become an international language. This makes communication easier so that the ambiance of being in Japan may be felt more accurately (Nakanishi et al., 2018).

Collaboration with Foreign Educational Institutions Produces Holistic and Innovative Graduates

It has been proven that worldwide educational partnership can produce graduates that are well-rounded. The output of holistic graduates is considered to be a group of high-quality students in terms of academics, diversified talents, competitiveness, excellent behaviour, and the ability to think at a high level that encompasses all areas. To build a well-rounded student, the HEI in the country is responsible for fostering more collaboration between domestic and international educational institutions. Nonetheless, this is a problem for HEI as it prepares a holistic learning system that is fit for the current student population to develop a holistic student body. HEI must be more holistic and innovative in delivering a comprehensive academic and skill-based learning approach for these students. This is intended to bring undiscovered student skills to their maximum potential.

Future success in the workforce may be contingent upon the presence of competent students. Job hunting is not as straightforward as it once was. Therefore, students must have a high level of competitiveness to ensure jobs and a brighter future in the future, based on their respective academic and student skills. Without a doubt, HEIs is and has been exerting significant effort to become more comprehensive and innovative to interact with other educational institutions. Thus, HEI professors and academics must have previously acquired education from Foreign Institutions, such as a PhD from Europe (EU), the United Kingdom (UK), the United States of America (USA), or Japan (Othman et al., 2016). With the results of education from outside, the HEI faculty sees the benefits and desires to partner with internationally renowned

universities. Furthermore, the Ministry of Higher Education under the Department of Higher Education has 12 special Malaysian Education offices abroad, some of which are located in Chicago, Los Angeles (LA), Washington, D.C., London (UK), Dubai (UAE), Egypt, Jordan, Australia, Beijing (China), Ho Chi Minh City (Vietnam), Indonesia, and New Zealand, which facilitate collaboration (Munusamy and Azirah Hashim, 2019).

In addition, the purpose of the Malaysian Education Office abroad is to ensure the methodical conduct of ties between Malaysia and foreign nations through the presence of Malaysian officials abroad. This subject is meant to ensure that, if there is new information or collaboration across institutions in the country, it can be carried out more efficiently and methodically. In addition, the Malaysian Education Office situated outside the country can take care of our students who are studying in the 12 countries listed above, ensuring that the student's identity and self-development can be established and applied to the self. Under Malaysian higher education, it is evident that the Malaysian Education Office implements the construction of student personalities both domestically and internationally (Farina, Koo and Yahya, 2015). Despite the absence of a Japanese Education Embassy in Malaysia, the management of students was initially the duty of the Beijing Education Embassy.

Similar to the Dubai Embassy, which oversees education and students throughout the Middle East (Munusamy and Azirah Hashim, 2019). There are also numerous international students continuing their education at HEI. Not only did student exchange occur practically every semester, but also academic expatriate exchange, notably before the formation of Covid-19. Following the introduction of the Covid-19 virus, the virtual exchange of students and teachers as expatriate academics also occurred (Othman, Rahim and Abu Bakar, 2022b). Here, we can see that one of the obstacles in the collaboration between education in the country and abroad is the presence of the Covid-19 virus, which has caused this learning process to be slightly disrupted, namely the lack of face-to-face education and, concurrently, the inability to conduct face-to-face skills education or training. However, every problem must have a solution, and nowadays, if skill work or training cannot be done face-to-face, the educator can display the activity to the students through a virtual video, which is typically done through an online programme such as Cisco Webex, Microsoft Teams, and Google Meet (Othman, Rahim and Abu Bakar, 2022b).

Rationally, it is evident that this combination with global education can produce students with a holistic perspective. One of the primary goals of collaboration between Educational Institutions in the country and abroad is to produce well-rounded students who are competent in a variety of fields and able to deal with a variety of problems with the best possible solutions, in addition to the many other benefits that students can find (Othman, Yusoff, Abdul Hamid, Jupiter and Awang, 2018b). Malaysian graduates are able to continue their education at the international level, as well as adapt to a foreign environment. This is the benefit of the student's comprehensive thinking and skills. Well-known youth icon, Dr. Amalina Che Bakri, for instance, is one of the Malaysians born in Batu Pahat, Johor, who continued her study at the world level and is now regarded as the top surgical trainee specialist in the United Kingdom (UK) (Sinar Harian, 2021). Not only was she the greatest surgical trainee specialist in the United Kingdom, but she also won the 'UK Women of the Future Award 2021' for her profession in the United Kingdom (Sinar Harian, 2021).

This matter not only bring her name and Malaysia's name to the forefront of the global stage it can also highlighted Malaysia's name to the forefront. This is evidence that holistic learners is capable of competing, live and thrive even in a foreign nation or at a different job, based on their own inherent advantages. Next, if we look at Japan's technological development from a favourable perspective overall, we cannot dispute that it is a development that has the potential to create a good country for the nation's economy in numerous ways. The components and ideals of Japanese culture are thus things that our people can adopt, especially for the students who will one day become national leaders, given the evident and clear benefits, specifically with the rise of Japanese technology at the same time. The learning approach for students at UTM MJIIT has been infused with Japanese cultural concepts, commonly known as the principle of looking to the east.

This is due to the excellent qualities of this Japanese culture, which places a great value on knowledge and discipline in its students' academic performance and skills. It is stated here that UTM MJIIT has collaborated with 30 Educational Institutions in Japan together with Malaysia under JICA, which is the Japan International Cooperation Agency with Japanese Institutional Education and the Japanese Government itself. MJIIT UTM has stated that they offer a different learning environment from others, which is a learning environment with Japanese lecturers and exchange of students from Japanese Educational Institutions. Learning based on Japanese culture has been used in the early studying phases at MJIIT UTM, including learning with students from Japan, Japanese lecturers, and Japanese industry as well (Nakanish et al., 2018). Additionally, UTM MJIIT has worked with Japanese educational institutions to effectively send 30 to 60 students there each semester for a student mobility programme that lasts for three to one months of study (Nakanish et al., 2018).

Stimulusly, MJIIT UTM provides the "Sakura Science Programme," which entails studying for two to three weeks in Japan with full sponsorship from a Japanese university that also works with MJIIT UTM. Students that have holistic advantages can receive many more benefits from both parties, specifically from UTM MJIIT and the Japanese educational institutions themselves. Even if the students of UTM MJIIT are not originating from Japan, the Japanese cultural learning method can still be felt there. Just by continuing their studies at a higher level at UTM MJIIT, students still don't miss out on the way Japanese culture functions, just like learning there. In addition to emphasising and caring about students' academic performance, UTM MJIIT also targets the development of the co-curriculum, which includes the construction of the students' personalities in terms of student leadership, service to the community, and individual identity.

Additionally, it aspires to produce outstanding graduates who will excel anywhere in the world, not only at homeland. This co-emphasis curricular's extends beyond only one field to include society, the local community, and other areas (Esa, Othman, Abu Bakar and Mokhtar, 2021). As a result, it is evident that this issue has a very sound foundation and has the potential to enhance student development in terms of co-curricular and academic skills as well as the educational institution the student attends. The Covid-19 pandemic, which is currently sweeping the globe, has created some additional difficulties, but they will continue to exist, and there will always be a solution for the holistic development of students and the long-term economic growth of the nation.

Recommendation And Summary

It is undeniable that Malaysia and other nations collaborate actively on a global scale. In fact, similar to the preceding argument, certain colleges engage in bilateral interactions with outside parties. Certainly, international educational cooperation with external parties must be expanded and strengthened for the development of our nation. To further strengthen the development of high-quality and better-trained human capital, educational collaboration should ideally be encouraged to be applied at the elementary education level, such as at the primary school level. To ensure that the experience can be channelled and applied to university students and local HEI administration, it is also necessary to hold a national alumni organisation for graduates of this educational collaboration. In addition, the alumni association can be a crucial source for recently founded institutions of higher learning that are currently weak in experience, particularly for gathering information resources linked to educational partnership with foreign countries. Expanding educational collaboration is also necessary so that it transcends the confines of the teaching profession.

As this study has mentioned, international educational cooperation provides a viable framework for the country to advance in other areas, particularly the industrial and economic sectors. Therefore, the government must offer strong assistance in assisting national educational institutions to become stronger through partnerships with overseas universities. Therefore, collaborating with other parties on national education can benefit the growth of the nation from a variety of angles. To support this effort, the government should keep developing and implementing new programmes. This enhances the government's proactive initiatives to expose students to academic collaboration as early as elementary school. In effort to realise the advantages and benefits of the young generation continuing their education to a higher degree, the Ministry of Education should place joint responsibility by involving parents. This in turn offers literacy-based educational programmes that include students in educational partnership projects with organisations, businesses, or institutions within the nation. Once more, proactive initiatives can benefit students by giving them experience, particularly when they are exposed to the collaboration's goals so they can form an early opinion.

Education is a lifelong process that enables individuals to reach their full academic and skill potential in a comprehensive and integrated manner. The government's objective of producing a new generation that is globally competitive and skilled is consistent with its mission and vision. Together, they align with the nation's desire to raise a generation that will stand out and be respected internationally. Industry 4.0's flexible technology development and Malaysia's educational system improvement go hand in hand. As a result, excellent and organised adjustments will be made to communal life. In addition, students must have the tenacity to study without getting bored, keep self-respect, be patient, be appreciative for the benefits received, and be imaginative and creative. Additionally, students ought to develop the quality of self-controlled independence and the trait of independent perspective. A person who consistently and efficiently manages himself or herself will always feel energised and prepared to take on problems in daily life. Success will eventually be waiting for you. When success is attained, life can be better enjoyed.

One who has charisma, can maintain themselves as a student, and is persistent will be respected and trusted. The struggle of chasing aspirations as a student will undoubtedly be made easier if you have a personality that is disciplined in taking care of yourself and managing yourself wisely. However, as Malaysians, we already understand that learning more than three

languages is preferable to mastering just one. Given the circumstances, Malaysians place a high value on effective communication skills in order for these benefits to translate into collaboration with outside parties. In addition to being valuable in many different professions, studying Japanese can help Japan become a fully developed nation by 2025. Because of the relationship between Malaysia and Japan, understanding of the language from the East should not be taken for granted. It is the foundation for our people to absorb as much information as they can about Japanese science and technology.

The nation requires highly qualified personnel in the fields of science and technology if it is to achieve its goal of becoming a developed nation. Japan's success is one that should be studied and adopted. Therefore, it is anticipated that by implementing Japanese language learning in educational institutions in Malaysia, it will contribute to the development of multilingual human capital and enable students to realise the aim of studying foreign languages in general, and Japanese in particular. Therefore, it is undeniable that international collaboration in education can result in graduates that are well-rounded, especially when it comes to developing young people into high-calibre leaders. We all know that education is a key component of human growth since it helps people become well-rounded, knowledgeable individuals. Results from higher education today that are purely focused on academic credentials are insufficient, especially in light of globalisation.

In truth, the problem experienced by graduates with degree certificates who are unable to find employment in a subject related to their own. This problem may not only negatively affect the lives of the graduates but may also have longer-term effects on HEI's standing as a centre for higher learning that meets the needs of the job market. The effects of the Covid-19 pandemic on the nation's economic and development sectors exacerbate the problem. Thus, to prepare graduates for the struggles and challenges of the working world, HEI Malaysia is responsible for producing graduates who excel in numerous academic and co-curricular courses. Theoretically, the advantages of holistic graduates will increase competition on the job market, especially since high-quality graduates aid nations that are attempting to restore their economies to pre-recession levels. In conclusion, it should be emphasised that the primary objective of international educational cooperation is to produce graduates with a holistic outlook, hence help the nation advance.

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