

Abstract Book of **3rd International Conference on SULAM 2025: ICSL2025**

Organized by
Universiti Sultan Zainal Abidin, Terengganu, Malaysia

25–26 November 2025

Editors

Dr. Wan Mohamad Asyraf Wan Afthanorhan
Dr. Mohd Fauzi Abdul Hamid
Dr. Juliana Arifin

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Wan Mohamad Asyraf Wan Afthanorhan

Mohd Fauzi Abdul Hamid

Juliana Arifin

(Editors)

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ICSL 2025

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ICSL 2025

About the Conference

The 3rd International Conference on Service-Learning Malaysia – University for Society 2025 (ICSL2025) serves as a premier platform for academics, researchers, practitioners, policymakers, community leaders, industry partners, and students to exchange knowledge, share best practices, and explore innovative approaches in service-learning education. At the heart of the conference is Service-Learning Malaysia – University for Society (SULAM), a high-impact educational practice that integrates academic learning with meaningful community engagement, enabling students to apply disciplinary knowledge and skills to address real-world societal challenges. Recognised as an important pedagogical approach in Malaysian higher education, SULAM contributes to the development of holistic and socially responsible graduates while fostering sustainable university-community partnerships, knowledge transfer, and collaborative solutions that support community empowerment and sustainable development.

ICSL2025 aims to advance understanding of SULAM as a transformative teaching and learning approach that promotes MADANI values and sustainable community development. By bringing together diverse stakeholders from academia, industry, government, and communities, the conference seeks to stimulate interdisciplinary dialogue, strengthen strategic partnerships, and facilitate the dissemination of innovative practices, scholarly research, and impactful service-learning experiences. Through these engagements, ICSL2025 aspires to serve as a catalyst for innovation, collaboration, and knowledge exchange, advancing the reach and impact of service-learning initiatives at both national and international levels.

The theme of ICSL2025, “Fostering MADANI Values Through Service Learning: Empowering Communities, Advancing Nations,” highlights the integration of core MADANI values including compassion, social justice, integrity, inclusivity, and responsibility within service-learning practices. The conference explores how these values can be embedded into SULAM course design and implementation to enrich student learning experiences, strengthen civic engagement, and address contemporary community challenges. Emphasis is also placed on innovative and sustainable SULAM initiatives that generate meaningful impact for learners, communities, and institutions alike.

ICSL2025 welcomes scholarly and practice-based contributions under the following sub-themes:

- SULAM Pedagogy and MADANI Values Integration
- SULAM for Empowering Communities
- SULAM Global Partnerships and Collaboration
- SULAM Innovations and Best Practices
- SULAM Impact on Learners and Society
- SULAM for Social Entrepreneurship and Sustainable Impact
- SULAM Leadership for Sustainable Community Development

Through the collective exchange of ideas, research, and experiences, ICSL2025 reaffirms the transformative potential of service learning in bridging academia and society. The conference aspires to strengthen partnerships, inspire innovation, and advance meaningful community engagement, contributing to sustainable development and the creation of resilient, inclusive, and future-ready societies.

CLUSTER 1

Integrating MADANI Values in Service-learning Pedagogy

Sustainability and Well-Being: Student Engagement in Enhancing Nationhood Literacy Among Rural Youth through the Integration of Malaysia Madani Values in Service-Learning

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ABSTRACT

Service-Learning Malaysia University for Society (SULAM) has increasingly been acknowledged as a high-impact educational practice that integrates academic instruction with structured community engagement. Unlike volunteerism or apprenticeship, service-learning is embedded within the curriculum and designed to address identified community needs through student-led initiatives. This paper examines the capacity of SULAM to enhance nationhood literacy and civic awareness among rural youth, while simultaneously embedding the core values of Malaysia MADANI, namely Sustainability (Kemampanan), Well-being (Kesejahteraan), Compassion (Ihsan), and Justice (Keadilan). The study underscores the significance of inter-institutional collaboration, particularly between universities and government agencies, as a strategic mechanism for strengthening civic education and promoting youth empowerment. Such collaborations not only provide institutional legitimacy and resources but also ensure that service-learning projects align with broader national development objectives. Guided by academic supervision, students engage with rural communities through initiatives that cultivate civic activism, strengthen national identity and foster a deeper sense of belonging to the Malaysian nation-state. Preliminary findings suggest that SULAM initiatives, when reinforced by governmental collaboration, yield dual outcomes: enhancing community well-being while simultaneously developing students' competencies in leadership, empathy, problem-solving, and resilience. The integration of MADANI values further positions service-learning as a sustainable model of experiential pedagogy, advancing both higher education objectives and national resilience. This paper argues that a values-driven and collaborative service-learning framework provides a transformative pathway for cultivating civic-minded graduates and reinforcing Malaysia's nation-building agenda.

Keywords: Service-Learning (SULAM), Malaysia MADANI, Nationhood Literacy, Rural Youth, Government Collaboration



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