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**SULAM**  
SERVICE LEARNING MALAYSIA  
KEMAMPUAN BERKHIDMAT  
UNIVERSITY PUTRA MALAYSIA

# SULAM @ UPM

*Realising University Social Responsibility through Teaching and Community Empowerment*



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## **SULAM@UPM**

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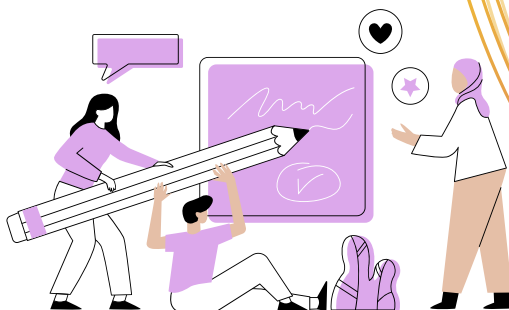
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# **SULAM@UPM**

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## **Chapter two**

SULAM in Doing offers practical guidance for implementing impactful service-learning, from planning to assessment. This chapter covers: student development; designing effective courses; types of SULAM; constructive alignment of learning outcomes; design thinking and critical reflection; creating reflective assignments; alternative assessment; building community partnerships; and sustaining those partnerships—concluding with key takeaways and next steps.

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SULAM in Showing, captures the outcomes, outreach, and institutionalisation of SULAM across Universiti Putra Malaysia (UPM). It consists of the following subchapters: Institutionalisation & Integration; SULAM by the Numbers: Semester 1 (2024/2025) Snapshot; 79 Snapshots of Impact: Showcasing Semester 1 (2024/2025) SULAM Projects Across UPM; Chapter 3 Key Takeaways & Way Forward.

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# Preface

In the rapidly evolving landscape of higher education, universities are increasingly called upon to transcend traditional academic boundaries and actively contribute to societal development. This transformation reflects a global shift in understanding the role of educational institutions—from isolated centers of knowledge creation to dynamic catalysts for positive social change. Within this context, Service Learning Malaysia (SULAM) emerges as a powerful pedagogical approach that bridges classroom learning with meaningful community engagement.

SULAM, launched by the Ministry of Education Malaysia on April 13, 2019, represents a strategic initiative to highlight the function of universities in society and to prepare students to become public intellectuals responsible for resolving society's issues. As one of the designated High Impact Educational Practices (HIEPs), SULAM embodies the aspirations articulated in the Malaysia Education Blueprint for Higher Education, which emphasizes holistic student development, industry-academia collaboration, and global prominence through innovation.

At Universiti Putra Malaysia (UPM), the implementation of SULAM resonates deeply with our institutional motto, "Berilmu Berbakti" (With Knowledge We Serve). This philosophy underscores our commitment to leveraging academic expertise for the betterment of society—a commitment that finds perfect expression through SULAM's framework. The SULAM-UPM initiative, organized by a dedicated working committee, has systematically integrated service-learning across faculties, enriching both educational experiences and community outcomes.

The SULAM approach aligns seamlessly with the United Nations Sustainable Development Goals (SDGs), particularly SDG 4 (Quality Education), SDG 17 (Partnerships for the Goals), and various other goals addressed through specific projects. By embedding these global objectives within our educational framework, UPM demonstrates its commitment to addressing pressing challenges while preparing students for responsible global citizenship.

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Director, Centre for Academic Development and  
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Universiti Putra Malaysia



This book, “SULAM @ UPM: Realising University Social Responsibility through Teaching and Community Empowerment,” serves as a comprehensive resource for understanding and implementing service-learning within higher education contexts. It is structured to provide readers with both theoretical foundations and practical insights, organized into four main sections:

### **Chapter 1: SULAM in Growing**

Explore how service learning took root and evolved—this section traces its historical foundations, philosophical influences, and the emergence of SULAM as Malaysia’s transformative community-engaged pedagogy.

### **Chapter 2: SULAM in Doing**

Get practical—this section guides educators through the process of planning, delivering, and assessing impactful SULAM experiences, complete with strategies for reflection, course design, and student development.

### **Chapter 3: SULAM in Showing**

See the results—this section presents how UPM implements SULAM across faculties, featuring project showcases, participation data, and visual evidence of its contributions to communities and SDG goals.

This book is designed to serve multiple audiences: educators seeking to incorporate service-learning into their teaching practices; students interested in understanding the pedagogical framework that shapes their SULAM experiences; policymakers exploring effective models of university social responsibility; and community partners looking to forge meaningful collaborations with higher education institutions.

Through rich content, visual elements, and practical examples, we aim to demystify service-learning and provide a roadmap for its effective implementation. The modular layout, infographics, and case studies are intentionally designed to enhance readability and facilitate application across diverse contexts.

As we present this comprehensive resource on SULAM @ UPM, we invite readers to explore the transformative potential of service-learning—not merely as an educational methodology, but as a powerful vehicle for realizing the social mission of universities in the 21st century. In doing so, we reaffirm our commitment to the principle that true education must extend beyond classroom walls to create meaningful impact in the communities we serve.



# Preface

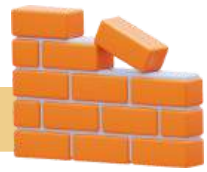


*Chapter*  
**ONE**

***SULAM in Growing***

# TIMELINE INFOGRAPHIC

## THE EVOLUTION OF SERVICE LEARNING



### Foundations Period

1890–1940

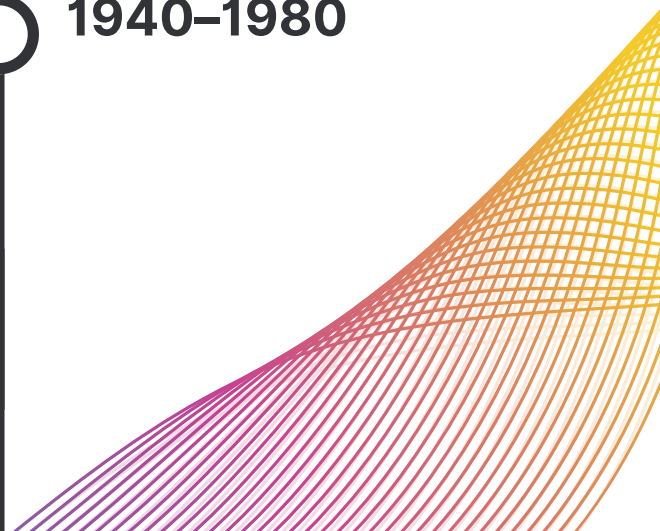
The intellectual underpinnings of service learning trace back to the educational philosophy of John Dewey, whose seminal works *Democracy and Education* (1916) and *Experience and Education* (1938) argued for experiential learning that connected academic study with real-world engagement and civic responsibility. Dewey's assertion that "education is not preparation for life; education is life itself" challenged prevailing notions of passive learning and underscored the democratic and transformative potential of education (Dewey, 1938). This vision found early realisation in the Cooperative Education Movement launched at the University of Cincinnati in 1906, which integrated classroom instruction with hands-on work experience (Kraft, 1996). During the Great Depression, the Civilian Conservation Corps (CCC), established under the New Deal, similarly combined community and environmental service with educational opportunities, foreshadowing future models of service-based learning (Kendall, 1990).

### Formalization Period



Following World War II, the linkage between service and education was reinforced by policy innovations such as the GI Bill of 1944, which expanded educational access for veterans. The formation of the Peace Corps in 1961 and Volunteers in Service to America (VISTA) in 1965 institutionalised the notion of civic service as an educational experience (Kenny & Gallagher, 2000). In 1967, educators Robert Sigmon and William Ramsey introduced the term "service-learning" to describe a project that united student learning with local development efforts in East Tennessee (Giles & Eyler, 1994), a critical step in defining the field. The 1969 Atlanta Service-Learning Conference and the 1971 founding of the National Center for Service-Learning helped to codify principles and build professional networks, positioning service learning as a distinct pedagogical strategy with structured methodologies (Kraft, 1996).

1940–1980





## Global Expansion Period

The decades from the 1980s onward saw rapid institutionalisation and global diffusion of service learning. The establishment of Campus Compact in 1985 by a consortium of university presidents underscored a growing commitment within higher education to civic responsibility and community engagement (Hollander & Hartley, 2000). This momentum was bolstered by government initiatives such as the National and Community Service Act of 1990 and the creation of the Corporation for National and Community Service in 1993, which launched Learn and Serve America to fund and promote service learning efforts. Academic validation arrived with the founding of the Michigan Journal of Community Service Learning in 1994 (Zlotkowski, 1998). Internationally, the United Nations Decade of Education for Sustainable Development (2005–2014) elevated the role of education in addressing global challenges, further aligning with the principles of service learning (Tapia, 2010). With the adoption of the Sustainable Development Goals (SDGs) in 2015, service learning gained a powerful new framework to connect local action with global sustainability targets (Bringle & Clayton, 2020).

## 2015–Present

## 1980–2015



## Malaysian SULAM Era

In Malaysia, the evolution of service learning took a significant leap forward with the formal launch of Service Learning Malaysia-University for Society (SULAM) by the Ministry of Education on April 13, 2019, reinforcing the nation's commitment to holistic student development through community engagement (Ministry of Education Malaysia, 2019). Embedded within the Malaysia Education Blueprint for Higher Education 2015–2025, SULAM supports national priorities such as innovation, global prominence, and university-industry-community collaboration (Malaysia Education Blueprint, 2015). Universiti Putra Malaysia (UPM) has emerged as a leader in this movement, establishing the SULAM-UPM committee in 2021 to coordinate and standardise initiatives across faculties. By 2023, SULAM had become deeply aligned with the Blueprint's objectives, and by 2025, it had achieved full-scale implementation across all UPM faculties, reflecting the university's commitment to meaningful, structured community engagement in higher education.

# SULAM

## AS COMMUNITY-ENGAGED PEDAGOGY



**Service Learning Malaysia-University for Society** or SULAM represents a transformative educational approach that bridges classroom learning with meaningful community engagement. As a designated High Impact Educational Practice (HIEP) by the Ministry of Education Malaysia, SULAM embodies the aspiration to highlight the function of universities in society and prepare students to become public intellectuals responsible for resolving societal issues.

To understand SULAM, consider this example: A group of engineering students at UPM learns about water filtration systems in their classroom. In a traditional educational model, their learning might be limited to theoretical knowledge and laboratory experiments. However, in a SULAM approach, these students partner with a rural community facing water quality challenges. They apply their technical knowledge to design and implement appropriate filtration systems while learning directly from community members about local needs, constraints, and indigenous knowledge. This reciprocal exchange enriches both the students' learning and the community's resources.



**DID YOU KNOW?**

The term "service-learning" was first coined in 1967 by Robert Sigmon and William Ramsey to describe a project in East Tennessee that tied community service to academic learning. Today, service-learning has been adopted in higher education institutions across more than 60 countries worldwide, with Malaysia's SULAM program representing one of the most comprehensive national-level implementations in Southeast Asia.



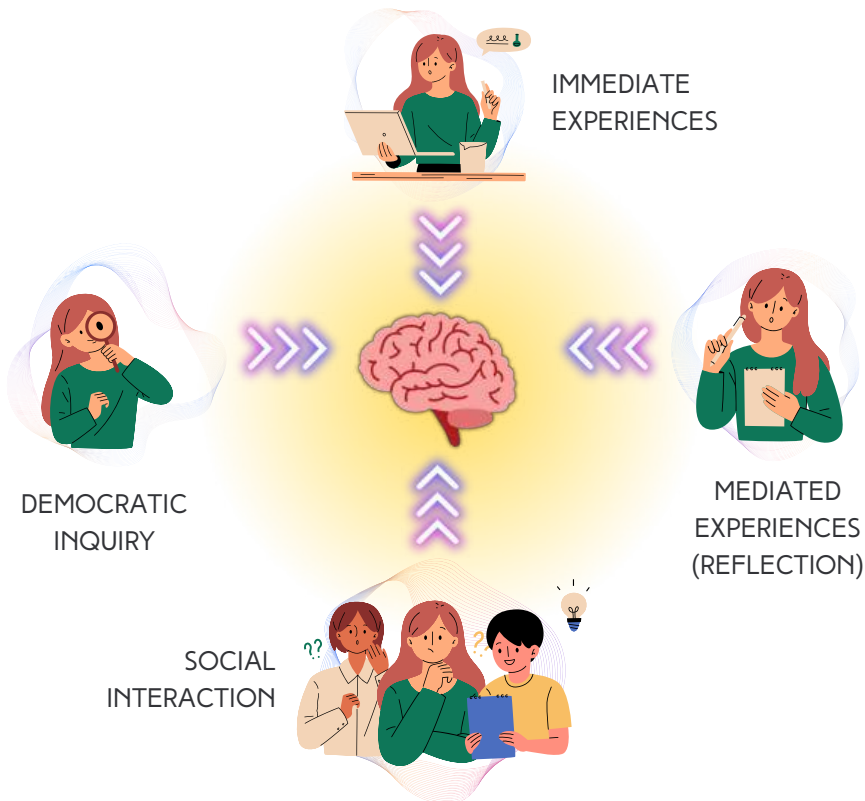
# THEORETICAL FOUNDATIONS

SULAM is rooted in several interconnected educational and philosophical theories that emphasize experiential learning, civic engagement, and reflective practice:

## I. John Dewey's *Experiential Learning Theory*

Dewey's philosophy emphasizes learning by doing and the importance of connecting education to real-world experiences. His work provides the foundational understanding that education should be an active, experiential process rather than passive knowledge acquisition.

For example, Dewey argued that when students engage with authentic problems in their communities, they develop not only subject knowledge but also the critical thinking skills and democratic dispositions necessary for civic participation. In a SULAM project where agriculture students help small-scale farmers implement sustainable practices, students learn agricultural science while simultaneously developing problem-solving abilities and understanding their role as citizens.

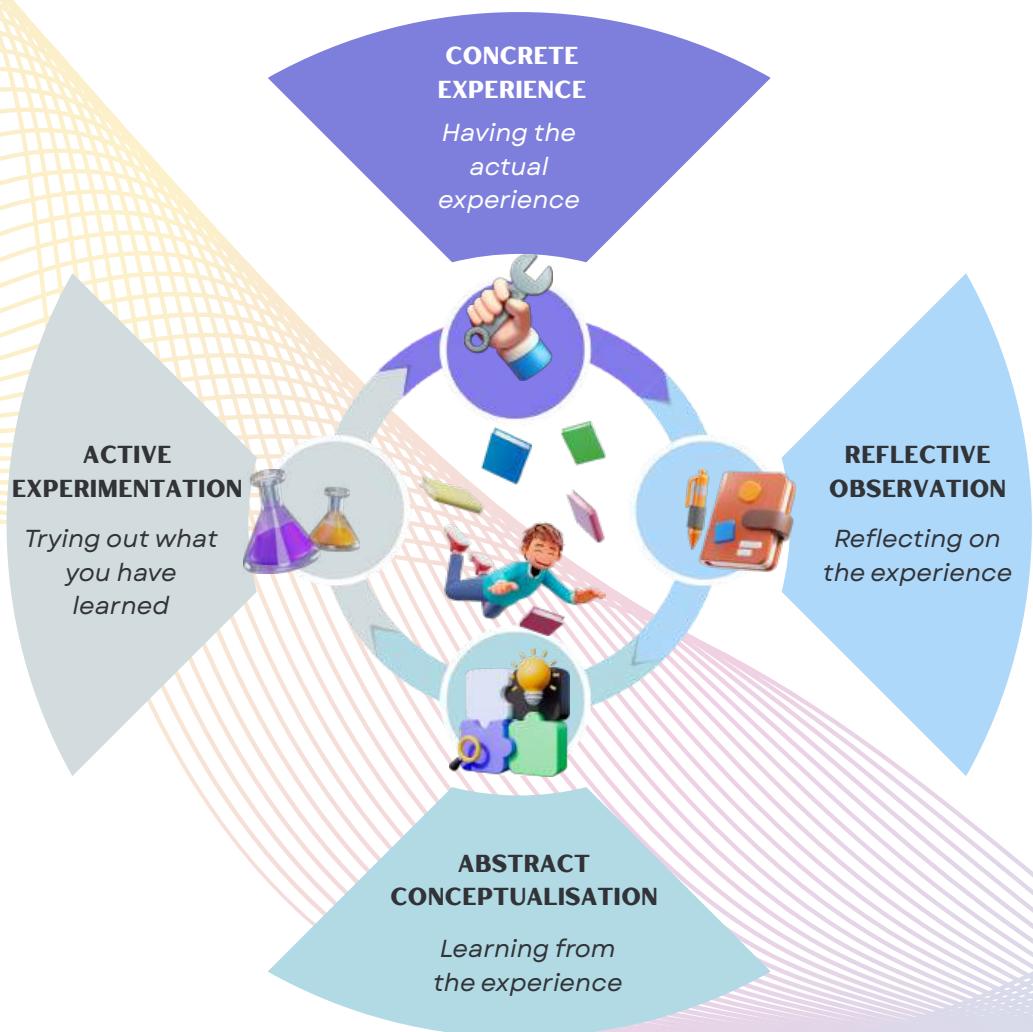


**Figure 1: Core Elements of Dewey's Experiential Learning Theory—A Framework for Meaningful Education**

*This diagram illustrates the key components of John Dewey's experiential learning theory: immediate experiences, mediated experiences (reflection), social interaction, and democratic inquiry. Together, these elements highlight the dynamic, participatory, and reflective nature of authentic learning, forming the pedagogical foundation for initiatives such as SULAM.*

## 2. David Kolb's Experiential Learning Cycle

Kolb's model describes learning as a four-stage cycle involving concrete experience, reflective observation, abstract conceptualization, and active experimentation. This cycle is fundamental to SULAM's approach, as students engage in community service (concrete experience), reflect on their experiences, conceptualize what they've learned, and apply this knowledge to future actions. To illustrate Kolb's experiential learning cycle in action, consider a SULAM project where nursing students conduct health screenings in an underserved community. In the Concrete Experience stage, students perform blood pressure readings and basic health assessments. During Reflective Observation, they journal about their interactions, noting challenges in communicating health information across cultural or educational differences. In the Abstract Conceptualisation phase, students connect these reflections to course concepts such as health literacy and the social determinants of health. Finally, through Active Experimentation, they apply their new understanding by developing simplified, culturally appropriate health education materials for future screenings.



**Figure 2: Kolb's Experiential Learning Cycle in Action – Understanding the Learning Process**

This diagram visualises the cyclical nature of Kolb's experiential learning model. Learners begin with a Concrete Experience, followed by Reflective Observation to make sense of what occurred. This reflection informs Abstract Conceptualisation, where insights are formed and generalised. Finally, through Active Experimentation, learners apply what they've learned in new contexts, continuing the learning cycle. This process is core to SULAM's hands-on, reflective, and transformative learning approach.

### 3. Paulo Freire's Critical Pedagogy:

Freire's work emphasizes education as a practice of freedom and the importance of dialogue between teachers and students. His concepts of problem-posing education and praxis (reflection and action) are central to SULAM's approach to community engagement. Freire rejected the "banking model" of education where teachers deposit knowledge into passive students. Instead, he advocated for a dialogical approach where teachers and students co-create knowledge through critical engagement with real-world problems. SULAM embodies this philosophy by positioning students and community members as co-educators and co-learners, challenging traditional hierarchies of knowledge.

What It Looks Like

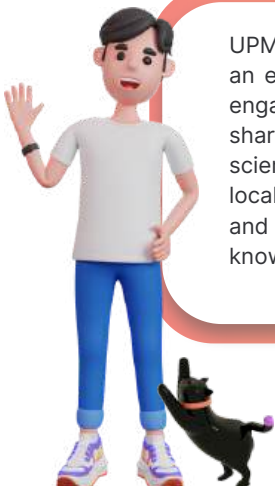
**SULAM**

UPM education students co-developed a literacy campaign with marginalised youth, allowing the community to shape both content and delivery. In another example, students from the Faculty of Human Ecology collaborated with women's advocacy groups to co-design family well-being workshops. Rather than imposing standardised content, students facilitated community-led discussions and reflected critically on power, voice, and lived experience—realising that knowledge is not given, but shared.



### 4. Constructivist Learning Theory

This theory posits that learners construct knowledge through experiences and reflection. In SULAM, students build understanding through their interactions with community partners and subsequent reflection on these experiences. When architecture students work with a community to design a public space, they don't simply apply textbook principles. They co-create understanding through lived context, dialogue, and ongoing reflection, making the knowledge personally and socially meaningful.



UPM landscape architecture students co-created an eco-tourism trail with an Orang Asli village by engaging in story walks, informal interviews, and shared site planning. In another course, food science students adapted nutrition plans with local cooks based on daily realities, dietary habits, and seasonal ingredients—constructing new knowledge together.

What It Looks Like

**SULAM**

### 5. Social Responsibility & Civic Engagement Theory

These theories emphasise education's role in cultivating social awareness and civic commitment—key goals of SULAM. By addressing real community challenges, students begin to see their academic disciplines as tools for change, not just assessment.

What It Looks Like

**SULAM**

UPM education students co-developed a literacy campaign with marginalised youth, allowing the community to shape both content and delivery. In another example, students from the Faculty of Human Ecology collaborated with women's advocacy groups to co-design family well-being workshops. Rather than imposing standardised content, students facilitated community-led discussions and reflected critically on power, voice, and lived experience—realising that knowledge is not given, but shared.



Consider how these theoretical foundations might manifest in your own teaching or learning context:

- Which of these theories resonates most strongly with your educational philosophy?
- How might your discipline's traditional teaching methods be enhanced by incorporating experiential learning principles?
- What tensions might arise when implementing these theories in your specific institutional or cultural context?
- How could you address potential challenges in balancing academic rigor with community responsiveness?
- In what ways might these theoretical approaches transform students' relationship to knowledge in your field?

# Reflection



# DEFINITION & CORE PRINCIPLES

Service learning can be defined as “a form of experiential education in which students engage in activities that address human and community needs together with structured opportunities intentionally designed to promote student learning and development” (Jacoby, 1996). The National Society for Experiential Education further describes it as “any carefully monitored service experience in which a student has intentional learning goals and reflects actively on what he or she is learning throughout the experience.”

SULAM (Service Learning Malaysia–University for Society), introduced by the Malaysian

Ministry of Education in 2019, adapts this global practice to the national context. It is defined as a high-impact educational practice that integrates meaningful community engagement with academic learning, guided by structured reflection and aimed at nurturing civic-minded, socially responsible graduates. SULAM is uniquely positioned within Malaysia’s higher education transformation agenda, aligning closely with the values of holistic student development, inclusivity, and community-university partnership.

To clarify what SULAM is—and isn’t—consider these distinctions:

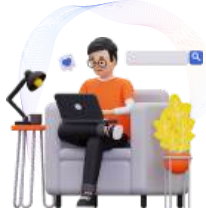
SULAM	Volunteerism	Internship	Field Education
Balances service and learning goals	Primary focus on service	Primary focus on learning	Primary focus on learning
Emphasis on reciprocity	Emphasis on charity	Emphasis on professional development	Emphasis on professional development
Structured reflection connects service to course content	Reflection may be informal or absent	Reflection focuses on professional skills	Reflection focuses on professional skills
Community partners co-educate	Community is recipient of service	Organization supervises learning	Organization supervises learning
Addresses community-identified needs	May address assumed needs	Addresses organizational needs	Addresses learning needs

Core principles of SULAM include:



## RECIPROCITY

Ensuring mutual benefit for both students and community partners



## REFLECTION

Incorporating structured opportunities for students to think critically about their experiences



## ACADEMIC INTEGRATION

Connecting service activities to course learning outcomes



## MEANINGFUL SERVICE

Addressing genuine community needs identified by the community itself



## CIVIC RESPONSIBILITY

Fostering students’ sense of social responsibility and civic engagement

# CHAPTER 1

## KEY TAKEAWAYS & WHAT COMES NEXT

Understanding the historical, philosophical, and theoretical roots of SULAM reveals its powerful role in transforming higher education. From John Dewey's call for experiential, democratic learning to Malaysia's national-scale implementation of SULAM, service learning has grown into a pedagogy that bridges classroom content with social action. This evolution underscores the value of integrating academic knowledge with civic engagement, reflection, and reciprocity. SULAM's foundations empower both educators and students to see learning not just as content mastery, but as a lifelong commitment to co-creating solutions for real-world challenges.

Next, we move from theory to action. Chapter 2: SULAM in Doing equips educators with the practical tools and strategies needed to design, deliver, and assess impactful SULAM experiences—from course planning and reflective practice to partnership building and student development.

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# *Chapter* **TWO**

***SULAM in Doing***

# SULAM & STUDENT DEVELOPMENT

SULAM plays a crucial role in student development across multiple dimensions:

## ACADEMIC DEVELOPMENT

Enhances understanding of course content through practical application



## PROFESSIONAL DEVELOPMENT

Builds career-relevant skills such as teamwork, problem-solving, and communication



## CIVIC DEVELOPMENT

Cultivates civic responsibility and community engagement



## INTERCULTURAL COMPETENCE

Develops understanding and appreciation of diverse perspectives and cultures



## PERSONAL GROWTH

Fosters self-awareness, empathy, and ethical reasoning



# DESIGNING EFFECTIVE SULAM COURSES

Research has consistently shown that service-learning experiences lead to improved academic performance, increased retention rates, enhanced critical thinking skills, and greater civic engagement among students (Eyler & Giles, 1999; Astin et al., 2000). Effective SULAM course design requires careful planning and alignment of academic goals with community needs. This section outlines key considerations for developing impactful service-learning experiences. The development of a SULAM course involves several key steps:

**1**

## **Identifying Course Goals and Learning Outcomes:**

- Clearly articulating what students should know, be able to do, and value as a result of the course
- Effective learning outcomes for SULAM courses are specific, measurable, and aligned with both disciplinary standards and service-learning principles.
  - For example, rather than a vague outcome like “Students will understand community health issues,” a more effective outcome might be “Students will analyze social determinants of health in a specific community context and develop evidence-based interventions that address community-identified priorities.”

**2**

## **Selecting Appropriate Community Partners:**

- Finding community organizations whose needs align with course objectives.
- The most successful SULAM partnerships match course content and student capabilities with genuine community priorities.
- A database systems course, for instance, might partner with a local nonprofit that needs help organizing client data, while an environmental science course might work with a conservation group on water quality monitoring.
- These matches create authentic learning contexts while providing valuable service.
  - Consider this example from UPM’s Faculty of Modern Languages and Communication: A technical writing course partnered with several small agricultural cooperatives that needed help creating user-friendly guides for their equipment and processes.
  - Students applied principles of clear communication, document design, and audience analysis while providing practical materials that improved safety and efficiency for the cooperatives.

## 3

**Designing Service Activities:**

- Creating meaningful experiences that address community needs while supporting learning outcomes.
- Service activities should be substantive enough to challenge students intellectually while remaining manageable within course timeframes.
  - For a sociology course studying social stratification, students might conduct oral history interviews with elderly community members about neighborhood changes, analyze the interviews using course concepts, and create a digital archive that preserves community stories while illuminating patterns of inequality.

## 4

**Developing Reflection Activities:**

- Incorporating structured opportunities for students to connect service experiences with academic content.
- Reflection transforms service into learning by helping students process experiences, connect them to course concepts, and consider broader implications.
  - In a public health course, students might keep weekly journals analyzing their community health education activities through the lens of behavior change theories, discuss challenges and insights in facilitated classroom sessions, and write a final paper connecting their experiences to course readings on health disparities.

## 5

**Planning Assessment Strategies:**

- Determining how student learning and community impact will be evaluated
- Assessment in SULAM courses should evaluate both academic learning and the quality of community engagement.
  - A marketing course helping small businesses develop social media strategies might assess students on their application of marketing principles (through a campaign analysis paper), their professional conduct (through community partner feedback), and their reflective capacity (through a portfolio documenting their learning process).

**DID YOU KNOW?**

The most effective SULAM courses often evolve over multiple semesters. Research by Zlotkowski (1998) found that first-time service-learning courses typically focus on logistics and basic implementation, while in subsequent iterations, instructors can refine reflection activities, deepen community partnerships, and more seamlessly integrate service with academic content. If you're new to SULAM, start with manageable projects and build complexity over time.



# TYPES OF SULAM

SULAM offers a range of experiential learning models that combine service with skill development:

## **Direct SULAMs:**

This type involves person-to-person, face-to-face engagement, where students directly interact with individuals or groups. Activities may include tutoring peers, leading creative sessions like music or art, or offering peer support in conflict resolution—fostering empathy, interpersonal skills, and community bonds.



## **Indirect SULAMs:**

Students contribute to broader community needs behind the scenes, often through environmental or structural initiatives. Examples include restoring ecosystems, compiling local histories, or improving public spaces—building teamwork, planning, and project execution skills.



## **Advocacy SULAM:**

This form centres on educating the public or raising awareness on community issues. Students may organise public forums, run civic campaigns, or train locals in safety preparedness—enhancing communication, critical thinking, and civic engagement.



## **Research-based SULAM:**

Students engage in data-driven activities that inform or support community development. Tasks such as conducting surveys, monitoring environmental quality, or creating public information materials help develop analytical thinking, research skills, and real-world application of knowledge.



# 2.4 LEARNING OUTCOMES: CONSTRUCTIVE ALIGNMENT

Constructive alignment, a concept developed by John Biggs, emphasizes the importance of aligning learning outcomes, teaching activities, and assessment methods. In SULAM courses, this means ensuring that:

- Learning outcomes clearly articulate the knowledge, skills, and attitudes students should develop
- Service activities provide opportunities for students to achieve these outcomes
- Assessment methods effectively measure student achievement of the outcomes

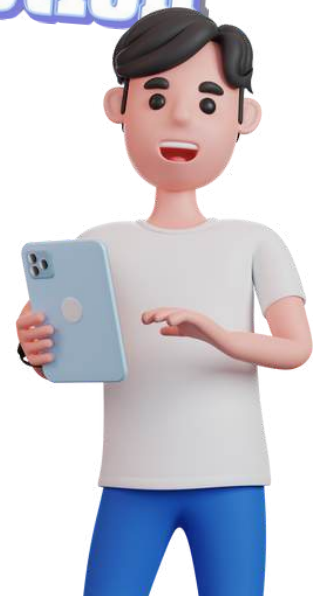
The following table illustrates constructive alignment in a SULAM course on environmental education:

Learning Outcome	Service Activity	Assessment Method
Students will design age-appropriate environmental education activities based on learning theories	Create and implement environmental education modules for local primary school	Lesson plans with theoretical justification; Peer and instructor feedback on implementation
Students will evaluate the effectiveness of environmental education interventions	Conduct pre/post assessments of children's environmental knowledge and attitudes	Data analysis report comparing results to literature on environmental education impacts
Students will reflect on their role as environmental educators in diverse community contexts	Facilitate activities with children from different socioeconomic backgrounds	Reflective journal analyzing how context influences environmental education approaches

As you consider designing or revising a SULAM course:

- How might you adapt existing course learning outcomes to incorporate service-learning dimensions?
- What community needs in your region align with your discipline's knowledge and skills? -
- What potential tensions might arise between academic requirements and community timelines or priorities?
- How could you assess civic learning alongside disciplinary content knowledge?
- What support structures (institutional, departmental, community) would you need to implement an effective SULAM course?

## Reflection



# DESIGN THINKING & CRITICAL REFLECTION

Design thinking is a creative, human-centred approach to solving real-world problems. In SULAM, it guides students through a structured yet flexible process—starting with empathy and ending with community-driven solutions. Rather than offering top-down fixes, students co-design with communities by understanding their needs, brainstorming ideas, prototyping solutions, and testing them for fit, feasibility, and cultural relevance.

## What It Looks Like

# SULAM



In a SULAM project, students applied the design thinking process to co-create a solution with the community. They:

- **Empathised** by observing daily life and listening to community voices
- **Defined** key needs based on insights from the ground
- **Ideated** creative solutions through sketches, storyboards, or co-creation sessions
- **Prototyped** using models or digital tools to visualise ideas
- **Tested** and refined concepts based on real user feedback

The final outcome reflected both academic input and lived community experience—achieved through true collaboration at every stage.

Critical reflection is what turns a good service-learning experience into deep personal and academic growth. It allows students to make sense of what they do, challenge their assumptions, and connect experience to learning outcomes. In SULAM, reflection happens continuously—before, during, and after service—and encourages students to view social issues through multiple lenses, linking theory to real-life action.

## DID YOU KNOW?

You can choose from four powerful reflection models to support deeper learning in SULAM. Kolb's Cycle guides learners through experience, reflection, conceptualisation, and application. Gibbs' Cycle encourages exploration of emotions, evaluation, and planning for improvement. Rolfe's Model offers a simple yet effective structure—What? So what? Now what?—to prompt critical thinking. The 4Cs model ensures that reflection remains continuous, connected, challenging, and contextualised within real-world contexts.



## 2.6 CREATING REFLECTIVE ASSIGNMENTS

Creating reflective assignments is essential in SULAM, as they turn service experiences into deeper academic and personal learning. Effective reflection tasks guide students to analyse their actions, connect experiences to course content, and develop empathy, critical thinking, and civic responsibility. To design impactful reflection, educators should provide clear prompts, scaffold reflection throughout the project, and offer models of quality responses. Varying formats—such as journals, discussions, or creative work—helps engage different learning styles. Feedback should be specific and developmental, with all activities clearly aligned to learning outcomes and assessments.



**Figure 3: Forms of Reflection in SULAM—Pathways to Deep Learning**

*This visual highlights the various reflective formats used in SULAM to support meaningful student learning: journals or blogs, discussion forums, formal papers or reports, creative expressions, and multimedia presentations. Each format provides a unique avenue for students to connect experience with academic content, foster critical thinking, and articulate personal and civic growth.*

# 2.7 RETHINKING ASSESSMENT

## ALTERNATIVE ASSESSMENT IN SULAM

Traditional exams may not reflect the full range of skills students develop through service-learning. Alternative assessment offers a more authentic way to evaluate knowledge, skills, attitudes, and growth. It focuses on what students can apply and create, not just what they can recall. This includes evaluating teamwork, civic engagement, creativity, and reflection—especially when students work directly with communities

### What It Looks Like

# SULAM

Alternative assessment in SULAM focuses on real-world application and student growth. Students plan and carry out projects with communities—developing solutions, creating materials, or collecting feedback. They are assessed not only on their final product, but also on how they collaborated, solved problems, applied knowledge, and reflected on their experience.



### DID YOU KNOW?

Alternative assessment in SULAM, also known as authentic assessment, mirrors real-life professional tasks and focuses on meaningful application of knowledge. Rather than relying solely on tests or exams, it captures learning through self-assessment, peer and group evaluations, performance-based tasks, and portfolio development—providing a more holistic view of student growth, teamwork, and impact in real-world community settings



## 2.8 BUILDING COMMUNITY PARTNERSHIPS

Strong community partnerships are the backbone of successful SULAM projects. These relationships go beyond logistics—they are built on mutual respect, shared goals, and reciprocal learning between universities and communities.

In SULAM, both academic and community partners collaborate from the start to co-design goals, define roles, and ensure that projects align with real needs. Students

are not just learners; they actively engage with local knowledge and contribute meaningfully to the process.

For instance, in one project, students worked with a farmers' cooperative to improve soil health by combining scientific analysis with traditional farming wisdom. Both sides benefited—students applied their knowledge in real-world settings, and farmers received valuable support.



**Figure 4: Common Pitfalls in Community Partnerships—Barriers to Effective SULAM Implementation**

*This visual identifies five key reasons why SULAM community partnerships may fail: communication breakdown due to unclear expectations or weak feedback loops; unclear or mismatched goals between academic intentions and community needs; top-down engagement where communities are not involved in planning or decision-making; unprepared students who lack the training or mindset for respectful, meaningful engagement; and unsustainable activities that lack proper planning, fail to address actual community needs, or are impractical to maintain—resulting in minimal long-term value or continuity for the community.*

Successful SULAM initiatives thrive on authentic, respectful partnerships between universities and communities. These partnerships should be grounded in shared goals, ongoing dialogue, and an appreciation of each other's strengths. Rather than viewing the community as recipients, universities must engage them as co-creators—valuing local knowledge and aligning projects with real priorities. Effective partnerships begin with identifying needs that align with course outcomes, ensuring feasibility, and fostering long-term collaboration. Initial steps may include tapping into existing networks, connecting through outreach units, or responding to community-initiated requests. The key lies in building trust and ensuring mutual benefit for all.



Think about a time when you worked with others to achieve a shared goal. What made the collaboration effective—or challenging? In SULAM, success often depends on how well partners listen to each other, clarify expectations early, and stay flexible throughout the journey. What strategies would you use to build trust and ensure mutual benefit in a future partnership?

# Reflection

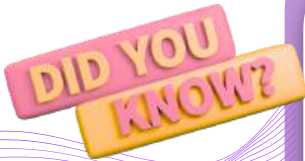


## 2.9 SUSTAINING & STRUCTURING PARTNERSHIPS



For partnerships to flourish beyond a semester, universities must be proactive in sustaining communication, recognising contributions, and planning future engagements. This includes setting clear roles, timelines, and protocols at the outset, while also developing written agreements when needed to formalise commitments and expectations. Sustainability grows when faculty and students remain engaged across semesters, institutions provide recognition and logistical support, and evaluation is built into every stage to track outcomes and inform improvements.

Long-term partnerships benefit from continuity—when the same partners collaborate across different courses or cohorts—allowing for deeper trust and more meaningful outcomes. These enduring relationships create opportunities for co-developed projects, collaborative research, joint grant applications, and the building of shared knowledge systems. Ultimately, they help ensure that the transformative impact of SULAM continues to evolve and ripple outward, strengthening both academic learning and community resilience.



A written partnership agreement can significantly enhance clarity, trust, and accountability in SULAM collaborations. It serves as a mutual reference point that outlines the project's shared goals, clearly defines each partner's roles and responsibilities, and establishes agreed communication protocols, timelines, and decision-making processes. Importantly, it can also address practical elements such as resource contributions, risk management, and supervision arrangements. Including plans for sustainability, continuation, or exit ensures that expectations are managed on both sides and that the partnership remains respectful, transparent, and purpose-driven throughout the engagement.



Through thoughtful application of the concepts presented in this section, Malaysian higher education can continue to advance SULAM as a powerful approach to preparing graduates who are not only academically competent but also socially responsible and civically engaged.

# CHAPTER 2

## KEY TAKEAWAYS & WHAT COMES NEXT

SULAM is not just an activity—it is a transformative approach to education that deepens student learning through meaningful community engagement. This chapter highlighted how SULAM enhances academic understanding, professional skills, personal growth, civic awareness, and intercultural competence. Effective course design starts with aligning learning outcomes to service activities and assessment methods through constructive alignment. Educators are encouraged to build reciprocal partnerships, integrate reflection models, apply design thinking, and adopt alternative assessments to capture the depth of student learning. Reflection, in particular, should be continuous, contextual, and challenging, helping students connect theory to practice while examining social implications. Moving forward, instructors should begin with manageable projects, adapt existing courses to embed SULAM elements, and collaborate with community partners for sustainable impact. As we transition to Chapter 3, we shift from designing and delivering SULAM to demonstrating its impact—exploring how faculties at UPM have implemented these principles in real settings through diverse, evidence-rich projects.



# Chapter *Three*

SULAM IN SHOWING

## 3.1 INSTITUTIONALISATION & INTEGRATION

**Universiti Putra Malaysia (UPM)** has institutionalized SULAM through a comprehensive structure that aligns with its motto "Berilmu Berbakti"—With Knowledge We Serve. At UPM, SULAM is more than a teaching method; it is embedded in university operations, linking knowledge creation to community impact. From agriculture to computer science, faculties adapt SULAM to meet both academic and societal goals.

UPM's SULAM implementation is coordinated through a university-level committee dedicated to ensuring quality, consistency, and strategic alignment across all faculties. The SULAM-UPM committee plays a central governance role, guiding faculties, ensuring reporting to the Ministry of Higher Education, and offering implementation frameworks. A lecturer interested in starting a SULAM project works through their faculty's SULAM lead, who liaises with this committee. With support from the University Community Transformation Centre and the Putra SULAM reporting system, a project can move from idea to impactful community engagement smoothly and systematically. At the heart of UPM's success in SULAM is its coordinated yet flexible governance model.

The university committee develops guidelines, supports reporting, and offers training, while allowing each faculty the freedom to design context-specific projects. This balance of structure and autonomy supports creativity and relevance in every SULAM effort. Each faculty or school has a SULAM coordinator, ensuring consistent implementation across the university. These coordinators facilitate local projects while contributing to university-wide discussions. Through this cross-campus representation, UPM nurtures a culture where service learning is part of the academic identity. Projects often span disciplines, reflecting the complex nature of community issues—one initiative addressing food security might involve students from agriculture, nutrition, and engineering working together.



## 3.2 SULAM BY THE NUMBERS

### FIVE SEMESTERS OF IMPACT (2021–2025)

SULAM was officially introduced by the Ministry of Education Malaysia on 13 April 2019 as a national initiative to embed service learning within higher education. Since its inception, UPM has actively championed this agenda by embedding SULAM into its curriculum to promote meaningful university-community engagement. Over the past four academic years—spanning Semester 1 2021/2022 to Semester 1 2024/2025—UPM has demonstrated consistent commitment to impactful SULAM implementation. In these five semesters, students have gone beyond the classroom to address real-world issues while forging collaborations with diverse sectors. With strong faculty support and active community involvement, SULAM continues to exemplify how universities can uplift society—one project at a time.



**8,762+**

**Students Involved**



**18,660+**

**Community Members Reached**



**179**

**Programmes Implementing SULAM**



**RM1,074,535.+**

**Total Cost Used**



**RM516,011+**

**External Funding & Sponsorship**



**239**

**Organisational Partners (Government, Industry, and NGOs)**

From 2022 to 2025, UPM's SULAM projects have consistently demonstrated a strong foundation in community engagement while being deliberately aligned with the global Sustainable Development Goals (SDGs). By integrating these goals into teaching and learning activities, the university has empowered students with both civic responsibility and global awareness.

The most prominent alignments were with SDG 4 (Quality Education) at 27%, SDG 11 (Sustainable Cities and Communities) at 15%, and SDG 3 (Good Health and Well-being) also at 15%. These priorities reflect UPM's commitment to improving community wellbeing through knowledge, education, and inclusive development. Other notable contributions include SDG 10 (Reduced Inequalities) at 10%, SDG 9 (Industry, Innovation and Infrastructure) at 7%, and SDG 8 (Decent Work and Economic Growth) at 6%. Meanwhile, contributions to SDGs such as 1, 2, 6, 14, 15, and 17 were present but at lower percentages, with SDG 5, 7, and 16 currently unrepresented.

This sustained alignment with the SDGs highlights UPM's role in nurturing globally minded citizens ready to contribute meaningfully across local and international contexts.



**Figure 5: SDG Priorities Reflected in SULAM Projects (2022–2025)**

A breakdown of project alignment by percentage across the Sustainable Development Goals, showing UPM's strong focus on SDG 4 (27%), SDG 11 (15%), and SDG 3 (15%)—demonstrating a clear emphasis on inclusive, quality education and healthier, more sustainable communities.

# 79 SNAPSHOTS OF IMPACT SHOWCASING (2023-2025) SULAM PROJECTS ACROSS UPM

From 2023 to 2025, UPM's faculties and programmes brought SULAM values to life through meaningful engagement with diverse communities. This poster gallery highlights 79 student-led initiatives that bridged academic learning with real-world impact—from enhancing composting practices to promoting health literacy and digital empowerment. Each project embodies UPM's commitment to cultivating civic-minded graduates while fostering community wellbeing.



**1** 2023/2024

**GROWING GREENER FOR FUTURE (GGFF)**

Komuniti: SMK Seri Serdang, Selangor  
 Program: Bachelo Sains Pertanian dengan Keujian  
 Fakulti: Fakulti Pertanian, UPM  
 Pensyarah: Dr. Nur Bahiah Mohamed Haris

**2** 2023/2024

**TERAPI AUTISTIK MELALUI HORTIKULTUR**

Komuniti: Kanak-Kanak Autistik Lembah Klang  
 Program: Bachelo Sains Pertanian dengan Keujian  
 Fakulti: Fakulti Pertanian, UPM  
 Pensyarah: Dr. Juju Nakasha Jaafar

**3** 2023/2024

**MEMBINA MASA DEPAN DENGAN PERTANIAN 3.0**

Komuniti: Institut Pertanian Serdang (IPS), Selangor  
 Program: Bachelo Sains Perladangan dengan Keujian  
 Fakulti: Fakulti Pertanian, UPM  
 Pensyarah: Dr. Jasmin Arif Shah

**4** 2023/2024

**HOOVES UP ! EQUINE VOLUNTEERING DAY 2024**

Komuniti: Benua Equestrian Stable, Pusat Ekuin UPM  
 Program: Bachelo Sains Perladangan dengan Keujian  
 Fakulti: Fakulti Pertanian, UPM  
 Pensyarah: Dr. Nur Bahiah Mohamed Haris



**5** 2023/2024

**KENALI ORKID 2024**

Komuniti: Masyarakat Tempatan di Lembah Klang  
 Program: Bachelor Sains Hortikultur dengan Kejujangan  
 Fakulti: Fakulti Pertanian, UPM  
 Pensyarah: Dr. Shairul Izan Ramlee




**6** 2023/2024

**PENDIDIKAN ORGANIK KANAK-KANAK 2024**

Komuniti: Kanak-Kanak (4-12 tahun)  
 Program: Bachelor Sains Pertanian dengan Kejujangan  
 Bachelor Sains Hortikultur dengan Kejujangan  
 Fakulti: Fakulti Pertanian, UPM  
 Pensyarah: Dr. Noraini Md Jaafar




**7** 2023/2024

**PENGENALAN KEPADA PERAKAUNAN PERTANIAN**

Komuniti: SMK Jeram, Kuala Selangor  
 Program: Bachelor Sains Perniagaantani dengan Kejujangan  
 Bachelor Sains Pengurusan Perladangan dengan Kejujangan  
 Fakulti: Fakulti Pertanian, UPM  
 Pensyarah: Dr. Shazrul Ekhmar Abdul Razak



**8** 2023/2024

**DEVELOPMENT OF AQUACULTURE WATER QUALITY SENSOR FOR AQUACULTURE FARMER AT KAMPUNG PARIT ABDUL HADI, BATU PAHAT, JOHOR**

Komuniti: Kampung Parit Abdul Hadi, Batu Pahat, Johor  
 Program: Bachelor Kejuruteraan Pertanian dan Biosistem dengan Kejujangan  
 Fakulti: Fakulti Kejuruteraan, UPM  
 Pensyarah: Profesor Ir. Dr. Hasfalina Che Man




**9** 2023/2024

**PROGRAM KHIDMAT KOMUNITI AQUA LESTARI**


Komuniti: Pangsapuri Kos Rendah Taman Sri Serdang, Selangor  
 Program: Bachelor Kejuruteraan Pertanian dan Biosistem dengan Kejujangan  
 Fakulti: Fakulti Kejuruteraan, UPM  
 Pensyarah: Profesor Ir. Dr. Hasfalina Che Man




**10** 2023/2024

**ZERO PLASTIC WITH CHEM-E**

Komuniti: SMK Convent Kajang, Selangor  
 Program: Bachelor Kejuruteraan Kimia dengan Kejujangan  
 Fakulti: Fakulti Kejuruteraan, UPM  
 Pensyarah: Profesor Ir. Dr. Wan Azlina Wan Abdul Karim Ghani




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2023/2024



## PROGRAM FRANCAIS FACILE

Komuniti: SMK Seri Serdang, Selangor  
 Program: Bacelor Sastra Pengajian Bahasa Perancis dengan Keujian  
 Fakulti: Fakulti Bahasa Moden dan Komunikasi, UPM  
 Pensyarah: Prof. Madya Dr. Omrah Hassan @ Hussin



13

2023/2024



## PERKONGSIAN ILMU TULISAN KUNO BAHASA CINA-ORACLE BONE INSCRIPTION

Komuniti: SJKC Perak dan SJKC Selangor  
 Program: Bacelor Sastra Pengajian Bahasa Cina dengan Keujian  
 Fakulti: Fakulti Bahasa Moden dan Komunikasi, UPM  
 Pensyarah: Dr. Ng Boon Sim



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2023/2024



## PEMBELAJARAN BERTERASKAN KHIDMAT (SERVICE LEARNING), PROGRAM MUTIARA KASIH 2024

Komuniti: Kanak-Kanak Asnaf di Seksyen 1, Bandar Baru Bangi, Selangor  
 Program: Bacelor Sains Pembangunan Manusia Teknologi Maklumat  
 Fakulti: Fakulti Ekologi Manusia, UPM  
 Pensyarah: Prof. Madya Dr. Ratna Roshida Ab Razak



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2023/2024



## PROJEK PENGHASILAN VIDEO KESEDARAN "DIFFERENT BUT NEVER LESS"

Komuniti: SMK Bandar Seri Putra, Selangor  
 Program: Bacelor Komunikasi dengan Keujian  
 Fakulti: Fakulti Bahasa Moden dan Komunikasi, UPM  
 Pensyarah: Dr. Mohamad Noor Salehuddin Sharipudin



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2023/2024



## REVITALISATION OF KAMPONG BHARU, KUALA LUMPUR

Komuniti: Komuniti Kampung Baru, Kuala Lumpur  
 Program: Bacelor Seni Landskap dengan Keujian  
 Fakulti: Fakulti Reka Bentuk dan Seni Bina, UPM  
 Pensyarah: Dr. Faziawati Abdul Aziz



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2023/2024



## PROJEK SEKOLAH "ANTIMICROBIAL RESISTANCE AWARENESS"

Komuniti: SKJC Serdang Baru 2, Selangor  
 Program: Bacelor Sains mikrobiologi dengan Keujian  
 Fakulti: Fakulti Bioteknologi dan Sains Biomolekul, UPM  
 Pensyarah: Dr. Wan Nur Ismah Wan Ahmad Kamil  
 Dr. Adelene Song Ai Lian



17

2023/2024



## MEREKA BENTUK ANTARA MUKA BERDASARKAN PERMASALAHAN DARIPADA AKADEMI BAKAT ABS

Komuniti: Akademi Bakat ABS, Sg. Merab, Selangor  
 Program: Bacelor Kejuruteraan Perisian dengan Keujian  
 Fakulti: Fakulti Sains Komputer dan Teknologi  
 Maklumat, UPM  
 Pensyarah: Dr. Azrina Kamaruddin  
 Prof. Madya Dr. Sa'adah Hassan



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2023/2024



## WILDLIFE 2 LIFE

Komuniti: Zoo Negara, Ampang, Selangor  
 Program: Bacelor Ekonomi dengan Keujian  
 Fakulti: Sekolah Perniagaan dan Ekonomi, UPM  
 Pensyarah: Dr. Chakrin Utit



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2023/2024



## PROGRAM SINAR HARAPAN

Komuniti: Pusat Anak Yatim Kajang Perdana, Selangor  
 Program: Bacelor Ekonomi dengan Keujian  
 Fakulti: Sekolah Perniagaan dan Ekonomi, UPM  
 Pensyarah: Dr. Chakrin Utit



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2023/2024



## KESELAMATAN DI ALAM SIBER

Komuniti: SMKA Maahad Hamidah Kajang, Selangor  
 Program: Bacelor Sains Komputer dengan Keujian  
 Fakulti: Fakulti Sains Komputer dan Teknologi  
 Maklumat, UPM  
 Pensyarah: Dr. Muhammad Daniel Hafiz Abdullah  
 Dr. Mohd Izuan Hafiz



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2023/2024



## AFTER SCHOOL: WHERE ARE YOU

Komuniti: SMK Kajang Utama, Selangor  
 Program: Bacelor Ekonomi dengan Keujian  
 Fakulti: Sekolah Perniagaan dan Ekonomi, UPM  
 Pensyarah: Dr. Wan Norhidayah W Mohamad



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2023/2024



## DREAM BIG FOR AMBITION

Komuniti: Tadika Sang Kancil, Flat Sri Labuan, Kuala Lumpur  
 Program: Bacelor Ekonomi dengan Keujian  
 Fakulti: Sekolah Perniagaan dan Ekonomi, UPM  
 Pensyarah: Dr. Nor Yasmin Mhd Bani




**23** 2023/2024




## SERVE AND CONNECT WITH TASK

Komuniti: The Assembly Soup Kitchen, Shah Alam  
 The Assembly Learning Centre, Subang Jaya  
 Program: Bacelor Ekonomi dengan Kepujian  
 Fakulti: Sekolah Perniagaan dan Ekonomi, UPM  
 Pensyarah: Dr. Wan Norhidayah W Mohamad






**24** 2023/2024



## ENDLESS PAWSIBILITIES

Komuniti: Taman Kucing Cyberjaya  
 Program: Bacelor Ekonomi dengan Kepujian  
 Fakulti: Sekolah Perniagaan dan Ekonomi, UPM  
 Pensyarah: Dr. Wency Bui Kher Thinnig

**25** 2023/2024




## RUMAH BAKTI COMMUNITY PROGRAMME

Komuniti: Rumah Bakti Al-Kausar, Bandar Baru Bangi, Selangor  
 Program: Bacelor Ekonomi dengan Kepujian  
 Fakulti: Sekolah Perniagaan dan Ekonomi, UPM  
 Pensyarah: Dr. Chakrin Utir




**26** 2023/2024



## KECIL - KECIL CELIK DUIT

Komuniti: Tadika ABS Sri Serdang, Selangor  
 Program: Bacelor Ekonomi dengan Kepujian  
 Fakulti: Sekolah Perniagaan dan Ekonomi, UPM  
 Pensyarah: Dr. Muhammad Daaniyall



**27** 2023/2024

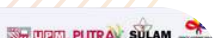


## PELAN AKTIVITI CELIK KEWANGAN (PACK)

Komuniti: Rumah Bakti Al-Kausar, Bandar Baru Bangi, Selangor  
 Program: Bacelor Ekonomi dengan Kepujian  
 Fakulti: Sekolah Perniagaan dan Ekonomi, UPM  
 Pensyarah: Dr. Chakrin Utir




**28** 2023/2024



## MONEY MATTERS: FINANCIAL EDUCATION FOR CHILDREN

Komuniti: Tadika KUPUTRA, UPM  
 Program: Bacelor Ekonomi dengan Kepujian  
 Fakulti: Sekolah Perniagaan dan Ekonomi, UPM  
 Pensyarah: Dr. Muhammad Daaniyall






**29** 2023/2024

**GREEN GUARDIAN: EMPOWERING COMMUNITIES THROUGH ENVIRONMENTAL VOLUNTEERISM**

Komuniti: Sukarelawan dan Komuniti Tempatan Bangsar, Kuala Lumpur  
 Program: Bacelor Ekonomi dengan Keupujian  
 Fakulti: Sekolah Perniagaan dan Ekonomi, UPM  
 Pensyarah: Dr. Suryati Ishak

**30** 2023/2024

**FINANCIAL WORKSHOP LITERACY**

Komuniti: Golongan Remaja  
 Program: Bacelor Ekonomi dengan Keupujian  
 Fakulti: Sekolah Perniagaan dan Ekonomi, UPM  
 Pensyarah: Dr. Muhammad Daaniyall

**31** 2023/2024

**BUILDING YOUNG SAVERS**

Komuniti: Tadika KUPUTRA, UPM  
 Program: Bacelor Perakaunan dengan Keupujian  
 Fakulti: Sekolah Perniagaan dan Ekonomi  
 Pensyarah: Prof. Madya Dr. Ridzwana Mahd Said

**32** 2023/2024

**A WARM HEART FOR ELDERLY**

Komuniti: Pelajar Tadika Insan Genius Sri Serdang dan Warga Tua di Laman Khaira, Putrajaya  
 Program: Bacelor Perakaunan dengan Keupujian  
 Fakulti: Sekolah Perniagaan dan Ekonomi, UPM  
 Pensyarah: Profesor Dr. Ong Tze San

**33** 2023/2024

**ECO-DIY: MONEY BUILDER**

Komuniti: Sekolah Rendah Integrasi Teras Islam (SRITI) As-Sabirin, Serdang Jaya, Selangor  
 Program: Bacelor Perakaunan dengan Keupujian  
 Fakulti: Sekolah Perniagaan dan Ekonomi, UPM  
 Pensyarah: Prof. Madya Dr. Ridzwana Mahd Said

**34** 2023/2024

**FINANCIAL MANAGEMENT EXPOSURE PROGRAMME**

Komuniti: SMK Taman Desa 2, Rawang, Selangor  
 Program: Bacelor Perakaunan dengan Keupujian  
 Fakulti: Sekolah Perniagaan dan Ekonomi, UPM  
 Pensyarah: Profesor Dr. Ong Tze San



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2023/2024



## NAVIGATING THE ROAD TO FUTURE: SPM EDITION

Komuniti: SMK Taman Desa 2, Rawang Selangor  
 Program: Bacelor Perakaunan dengan Keujian  
 Fakulti: Sekolah Perniagaan dan Ekonomi, UPM  
 Pensyarah: Profesor Dr. Ong Tze San



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2023/2024



## TRASH TO CASH

Komuniti: Penduduk Kampung Sg. Sireh, Selangor  
 Program: Bacelor Perakaunan dengan Keujian  
 Fakulti: Sekolah Perniagaan dan Ekonomi, UPM  
 Pensyarah: Profesor Dr. Ong Tze San



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2023/2024



## FOSTERING KINDERGARTEN SAVING HABITS

Komuniti: Pra-Sekolah SK Seri Sekamat, Kajang, Selangor  
 Program: Bacelor Perakaunan dengan Keujian  
 Fakulti: Sekolah Perniagaan dan Ekonomi, UPM  
 Pensyarah: Dr. Haslinah Muhamad



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2023/2024



## ORPHANAGE ECO-ART & FUNDRAISING PROJECT "BLOOMING FUTURE"

Komuniti: Rumah Kebajikan SVP Klang, Selangor  
 Program: Bacelor Perakaunan dengan Keujian  
 Fakulti: Sekolah Perniagaan dan Ekonomi, UPM  
 Pensyarah: Profesor Dr. Ong Tze San



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2023/2024



## SHARE THE JOY

Komuniti: Pelajar OKU, Sekolah Khas Klang, Selangor  
 Program: Bacelor Perakaunan dengan Keujian  
 Fakulti: Sekolah Perniagaan dan Ekonomi, UPM  
 Pensyarah: Profesor Dr. Ong Tze San



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2023/2024




## MONEY MATTERS

Komuniti: Pelajar International Modern Arabic School (IMAS), Putrajaya  
 Program: Bacelor Perakaunan dengan Keujian  
 Fakulti: Sekolah Perniagaan dan Ekonomi, UPM  
 Pensyarah: Dr. Haslinah Muhamad




**41** 2023/2024



### PATHWAY TO PROFESSIONAL ACCOUNTANCY

**Komuniti:** As-Sofa Islamic High School, Chengkau Ulu, Negeri Sembilan  
**Program:** Bacelor Perakaunan dengan Kepujian Sekolah Perniagaan dan Ekonomi, UPM  
**Pensyarah:** Dr. Haslinah Muhamad




**42** 2023/2024



### TERAPI PEMAKANAN PERUBATAN DALAM AMALAN MEMBELI-BELAH PINTAR BERSAMA DIETITIAN

**Komuniti:** KRT Taman Sri Serdang, Selangor  
**Program:** Bacelor Sains Dietetik dengan Kepujian  
**Fakulti:** Fakulti Perubatan dan Sains Kesihatan, UPM  
**Pensyarah:** Dr. Noraida Omar



**43** 2023/2024




### TINJAUAN KESIHATAN KOMUNITI: MENILAI TARAF PEMAKANAN DAN KESIHATAN

**Komuniti:** Komuniti Pangsapuri Villa Tropika, Kajang, Selangor  
**Program:** Bacelor Sains Pemakanan dan Kesihatan Komuniti dengan Kepujian  
**Fakulti:** Fakulti Perubatan dan Sains Kesihatan, UPM  
**Pensyarah:** Dr. Nurzalinda Zalbahar




**44** 2023/2024



### AKUAPONIK UPMKB

**Komuniti:** SK Sg. Bagiau serta Komuniti Rumah Panjang di Sekitar Kawasan Tatau, Sarawak  
**Program:** Bacelor Sains Akuakultur  
**Fakulti:** Fakulti Sains Pertanian dan Perhutanan, UPMKB  
**Pensyarah:** Ts. Dr. Tan Toh Hii




**45** 2023/2024




### TUMBINA IN ACTION !

**Komuniti:** Penduduk Sekitar Bintulu dan Taman Tumbina Bintulu Sarawak  
**Program:** Diploma Kesihatan Haiwan dan Peternakan  
**Fakulti:** Fakulti Sains Pertanian dan Perhutanan, UPMKB  
**Pensyarah:** Prof. Madya Dr. Jariah Kamaludeen




**46** 2023/2024



### CREATURE OF THE SEA

**Komuniti:** Pelajar Tadika Hikmah Bintulu Sarawak  
**Program:** Diploma Pertanian  
**Fakulti:** Fakulti Sains Pertanian dan Perhutanan, UPMKB  
**Pensyarah:** Dr. Hadi Hamli




**47** 2023/2024

**PROJEK VERMICOMPOSTING DI GLORIA PRESCHOOL, BINTULU SARAWAK**

Komuniti: Gloria Pre-school, Bintulu Sarawak  
 Program: Diploma Perniagaantani  
 Fakulti: Fakulti Kemanusiaan, Pengurusan dan Sains, UPMKB  
 Pensyarah: Dr. Sharon Ong Yong Yee

**48** 2023/2024

**PENGURUSAN LADANG RUMINAN KE ARAH PENSIJILAN MALYSIAN GOOD AGRICULTURAL PRACTICES (MyGAP)**

Komuniti: Penternak Ruminan di Sekitar Selangor  
 Program: Doktor Perubatan Veterinar  
 Fakulti: Fakulti Perubatan Veterinar, UPM  
 Pensyarah: Profesor Dr. Faez Firdaus Jesse Abdullah  
 Prof. Madya Dr. Rohaizan Mansor  
 Dr. Siti Zubaidah Raminooon  
 Dr. Sharifah Salmah Syed Hussain  
 Dr. Mark Hiew Wen Han  
 Prof. Madya Dr. Nurhusein Yimer Degu  
 Dr. Wan Nor Fitri Wan Jaafar

**1** Sem 1 2024/2025

**PENDAYAAN KOMUNITI : PEMINDAHAN ILMU KAEDAH BIOTEKNOLOGI PENGKOMPOSAN @ UNIMADANI 2024, KEMENTERIAN EKONOMI**

Komuniti: Komuniti setempat, Sg. Pelek , Sepang , Selangor  
 Program: Bacelor Sains Bioteknologi dengan Keupujian  
 Fakulti: Fakulti Bioteknologi dan Sains Biomolekul, UPM

**2** Sem 1 2024/2025

**PROJEK SULAM BERSAMA WARGA EMAS SELANGOR**

Komuniti: Warga Emas di Kg. Kenanga , Rawang  
 Program: Bacelor Sains Pembangunan Manusia dengan Pengurusan (Keupujian)  
 Fakulti: Fakulti Ekologi Manusia, UPM

**3** Sem 1 2024/2025

**JSKPCARE @ COMMUNITY KAMPUNG RANTAU PANJANG, KLANG SELANGOR**

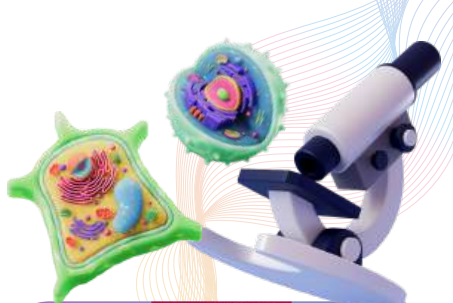
Komuniti: Penduduk Kampung Rantau Panjang, Klang, Selangor  
 Program: Bacelor Sains Pembangunan Manusia dengan Keupujian  
 Fakulti: Fakulti Ekologi Manusia, UPM

**4** Sem 1 2024/2025

**TUNE UP TOGETHER MUSIC THERAPY PROGRAM**

Komuniti: BRDB Rotary Children's Residence  
 Program: Bacelor Muzik dengan Keupujian  
 Fakulti: Fakulti Ekologi Manusia, UPM





**5** Sem 1 2024/2025

**MENINGKATKAN DAYA TAHAN IKLIM KOMUNITI NELAYAN TANJUNG TUALANG MELALUI PENDEKATAN MAMPAN UNTUK KAWALAN DAN VALORISASI KELADI BUNTING**

Komuniti: Masyarakat Tempatan di Lembah Klang  
 Program: Bachelo Sains Hortikultur dengan Kejujian  
 Fakulti: Fakulti Pertanian, UPM

**6** Sem 1 2024/2025

**IQRA' BAGI MENGGALAKKAN MINAT DALAM STEM DIKALANGAN MURID SEKOLAH ANAK ORANG ASLI BATEQ DI KUALA TAHAN**

Komuniti: Masyarakat Orang Asli Bateq di Kg. Atuk Kuala Tahan  
 Program: Bachelo Kejuruteraan Sistem Komputer dan Komunikasi dengan Kejujian  
 Fakulti: Fakulti Kejuruteraan, UPM

**7** Sem 1 2024/2025

**MICROSOFT EXCEL DALAM EKONOMI PERNIAGAANTANI**

Komuniti: KRT JPNIN  
 Program: Bachelo Sains Perniagaantani dengan Kejujian  
 Fakulti: Fakulti Pertanian, UPM

**8** Sem 1 2024/2025

**PLANT HEALTH HEROES : DIAGNOSING, MANAGING, AND BATTLING PLANT PATHOGENS !**

Komuniti: KRT JPNIN  
 Program: Bachelo Sains Hortikultur dengan Kejujian  
 Bachelo Sains Pertanian dengan Kejujian  
 Fakulti: Fakulti Pertanian, UPM

**9** Sem 1 2024/2025

**PROGRAM KOMUNITI MEMBACA**

Komuniti: Sekolah Menengah Kebangsaan Seri Indah, Serdang  
 Program: Bachelo Pendidikan Bahasa Melayu dengan Kejujian  
 Fakulti: Fakulti Pengajian Pendidikan, UPM

**10** Sem 1 2024/2025

**PROGRAM MISI MAKANAN SELAMAT : HINDARI KERACUNAN, KEKAL SIHAT**

Komuniti: Sekolah Rendah Agama Integrasi Sg. Manggis, Banting, Selangor  
 Program: Bachelo Kejururawatan dengan Kejujian  
 Fakulti: Fakulti Perubatan dan Sains Kesihatan, UPM





**11** Sem 1 2024/2025

### KEMPEN KESEDARAN STEM DALAM SAINS KESIHATAN

Komuniti: SK Bandar Baru Kuala Selangor  
 Program: Bacelor Sains Bioperubatan dengan Keupujian  
 Fakulti: Fakulti Perubatan dan Sains Kesihatan, UPM

**12** Sem 1 2024/2025

### PROGRAM PEMIDAHAN ILMU PERSAMPELAN, PENGAWETAN, PENGECAMAN DAN DOKUMENTASI DIVERSITI SERANGGA KEPADA KOMUNITI SEKOLAH

Komuniti: SMK Bandar Seri Putra, Kajang  
 Program: Bacelor Sains Biologi dengan Pendidikan (Kepujian)  
 Bacelor Sains Biologi dengan Keupujian  
 Fakulti: Fakulti Sains, UPM

**13** Sem 1 2024/2025

### FRIEND OF BUKIT DINDING

Komuniti: Komuniti Wangsa Maju dan Setiawangsa  
 Program: Bacelor Reka Bentuk Perindustrian dengan Keupujian  
 Fakulti: Fakulti Rekabentuk dan Senibina, UPM

**14** Sem 1 2024/2025

### PENGATURCARAAN SELAMAT DAN BERETIKA MENGGUNA PHYTON DENGAN KOMUNITI SEKOLAH

Komuniti: SMK Damansara Damai 1, Petaling Jaya, Selangor  
 Program: Bacelor Kejuruteraan Perisian dengan Keupujian  
 Fakulti: Fakulti Sains Komputer dan Teknologi Maklumat, UPM

**15** Sem 1 2024/2025

### BENKEL PENDEDAHAN KECERDASAN BUATAN (AI)

Komuniti: SMK King George V, Seremban  
 Program: Bacelor Sains Komputer (Pengkomputeran Multimedia) dengan Keupujian  
 Fakulti: Fakulti Sains Komputer dan Teknologi Maklumat, UPM

**16** Sem 1 2024/2025

### PROGRAM TINJAUAN ORBITAL OUTREACH

Komuniti: Pelajar Asasi UPM  
 Program: Bacelor Kejuruteraan Aeroangkasa dengan Keupujian  
 Fakulti: Fakulti Kejuruteraan, UPM



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Sem 1 2024/2025



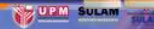
## SCIENCE SPARK : IGNITING YOUNG MINDS 2024

**Komuniti:** Pertubuhan Rumah Anak Yatim dan Asnaf Kampung Sijangkang  
**Program:** Bacelor Sains Biologi Sel dan Molekul dengan Kepujian  
**Fakulti:** Fakulti Bioteknologi dan Sains Biomolekul, UPM



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Sem 1 2024/2025



## PROGRAM CERDAS DAN KONGSI : ETIKA DALAM KECERDASAN BUATAN

**Komuniti:** SMK Sultan Alauddin Melaka, SMK Kuala Kubu Baharu, Selangor Rumah HOPE, Petaling Jaya  
**Program:** Bacelor Sains Komputer (Rangkaian Komputer) dengan Kepujian  
**Fakulti:** Fakulti Sains Komputer dan Teknologi Maklumat



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Sem 1 2024/2025



## MEMPERKASA ORANG ASLI – KESEDARAN ANCAMAN PENYAKIT ZONOTIK

**Komuniti:** Penduduk Orang Asli Desa Temuan  
**Program:** Doktor Perubatan Veterinar  
**Fakulti:** Fakulti Perubatan Veterinar, UPM



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Sem 1 2024/2025



## KEMPEN KESEDARAN ALAM SEKITAR

**Komuniti:** Penduduk Kampung Rasau Hillir, Puchong Selangor  
**Program:** Bacelor Pengurusan Alam Sekitar dengan Kepujian  
**Fakulti:** Fakulti Perhutanan dan Alam Sekitar, UPM



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Sem 1 2024/2025



## KAJIAN GAYA HIDUP, TABIAT PEMAKANAN DAN KESEDARAN BMI DALAM KALANGAN KOMUTER MRT DI LEMBAH KLANG

**Komuniti:** MRT Lembah Klang  
**Program:** Bacelor Sains Pengurusan Perkhidmatan Makanan dengan Kepujian  
**Fakulti:** Fakulti Sains dan Teknologi Makanan, UPM



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Sem 1 2024/2025



## JELAJAH KESEHATAN REMAJA

**Komuniti:** SMK Sains Tuanku Jaafar, Kuala Pilah  
**Program:** Bacelor Sains Pemakanan dan Kesihatan Komuniti dengan Kepujian  
**Fakulti:** Fakulti Perubatan dan Sains Kesihatan, UPM





**23** Sem 1 2024/2025

**PROGRAM ARAM KITAI  
NGETAU UNTUNG**

Komuniti: Rumah Panjang Tual Rumah Tr Justin Utik, Nanga Drau, Kaki Wong, Saratok  
 Program: Diploma Perniagaantani  
 Fakulti: Fakulti Kemanusiaan, Pengurusan dan Sains, UPMKB

**24** Sem 1 2024/2025

**SULAM @ HEARTS &  
HOPES**

Komuniti: Kompleks Kebajikan Anak-Anak Yatim (PERYATIM) Bintulu, Sarawak  
 Program: Diploma Pembangunan Manusia  
 Fakulti: Fakulti Kemanusiaan, Pengurusan dan Sains, UPMKB

**25** Sem 1 2024/2025

**PROGRAM 3R "ECO-MAKERS :  
KITAR SEMULA DENGAN GAYA"**

Komuniti: Kg. Long Latei, Miri  
 Program: Diploma Pengurusan Perniagaan  
 Fakulti: Fakulti Kemanusiaan, Pengurusan dan Sains, UPMKB

**26** Sem 1 2024/2025

**SULAM @ AGRISMART**

Komuniti: SMK Bintulu  
 Program: Diploma Kejuruteraan Teknologi Pertanian  
 Fakulti: Fakulti Kemanusiaan, Pengurusan dan Sains, UPMKB

**27** Sem 1 2024/2025

**PROGRAM REVOLUSI MINDA :  
CABARAN DADAH DALAM  
KALANGAN REMAJA**

Komuniti: SMK Kemena, SMK Bintulu dan SK Agama Bintulu  
 Program: Bacelor Sains Pembangunan Manusia dengan Pengurusan (Kepujian)  
 Fakulti: Fakulti Kemanusiaan, Pengurusan dan Sains, UPMKB

**28** Sem 1 2024/2025

**SULAM @ YOUTHGEN**

Komuniti: SMK Tatau, Bintulu  
 Program: Diploma Sains Komputer  
 Fakulti: Fakulti Kemanusiaan, Pengurusan dan Sains, UPMKB





**30** Sem 1 2024/2025

**SERANCAK GREEN ENVIROMENT "FOR A GREENER FUTURE"**

Komuniti: SK Rancangan Sepupok, Niah, Sarawak  
 Program: Diploma Perhutanan  
 Fakulti: Fakulti Sains Pertanian dan Perhutanan, UPMKB

**29** Sem 1 2024/2025

**PROGRAM PEMERKASAAN KOMUNITI 3.0 DI SG. ASAP BELAGA : INTERVENSI BERSEPADU BAGI PEMBANGUNAN KOMUNITI TERJEBAK ISU SOSIAL**

Komuniti: Lepo' Badeng, Apau Koyan Sg. Asap Belaga, Sarawak  
 Program: Bachelo Sains Pembangunan Manusia dengan Pengurusan (Kepujian)  
 Fakulti: Fakulti Kemanusiaan, Pengurusan dan Sains, UPMKB

**31** Sem 1 2024/2025

**AMALI SULAM : TUNJUKAJAR ANATOMI IKAN MARIN DAN AIR TAWAR**

Komuniti: Tadika Gloria, Bintulu Sarawak  
 Program: Diploma Perikanan  
 Fakulti: Fakulti Sains Pertanian dan Perhutanan, UPMKB

These snapshots offer more than just a record of past efforts—they showcase the creativity, relevance, and impact of SULAM projects at UPM. Each initiative reflects a unique blend of academic knowledge and community need, demonstrating how student engagement through SULAM (Service Learning Malaysia – University for Society) can drive meaningful change. Together, they serve as inspiration for future educators and learners, sparking new ideas for how SULAM can be integrated into your own course or programme. **Join us**—and be part of the next wave of transformative SULAM learning!



# CHAPTER 3

## KEY TAKEAWAYS & WAY FORWARD

Since the term SULAM was officially introduced in 2019, Universiti Putra Malaysia has positioned it as a transformative pedagogy that connects academic learning with meaningful community engagement. Through strategic efforts such as the introduction of Dana SULAM—a structured funding mechanism supporting up to RM1,000 per course—UPM has enabled faculties to implement impactful service-learning projects with clear accountability and reflective components. Moving forward, sustaining SULAM’s momentum calls for regular best practices sharing among faculties, with the university-level SULAM committee playing a dual role as both mentor and platform for addressing implementation challenges. Expanding SULAM beyond Malaysian communities can also enrich students’ global perspectives, cultivating intercultural competence and nurturing their development as responsible global citizens.

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# HONOURING OUR SULAM EDUCATORS

The 79 SULAM projects featured in **Chapter 3** were made possible through the dedication and guidance of educators from across UPM's faculties. Among them are Nur Bahiah Mohamed Haris, Mohamad Azani Alias, Juju Nakasha Jaafar, Wan Nor Fitri Wan Jaafar, Jasmin Arif Shah, Faizal Mustapha, Raizal Saifulnaz Muhammad Rashid, Shairul Izan Ramlee, Norhashila Hashim, Noraini Md Jaafar, Wan Zuha Wan Hasan, Faez Firdaus Jesse Abdullah, Wan Azlina Wan Ab Karim Ghani, Rozaihan Mansor, Mohd Sapuan Salit @ Sinon, Siti Zubaidah Ramanoon, Mohammad Effendy Yaacob, Sharifah Salmah Syed Hussain, Mohd Norizan Mokhtar, Mark Hiew Wen Han, Enio Kang Mohd Sufian Kang, Nurhusien Yimer Degu, Anis Zakaria, Azhar Yaacob, Nor Azwady Abd Aziz, Marzni Mohamed Mokhtar, Hasfalina Che Man, Siti Nadhirah Abd Rahman, Nurul Afiqah Zulkifly, Siti Nur Syuhada Musa, Aduwati Sali, Dharatun Nissa Puad Mohd Kari, Muhammad Hazwan, Wan Norhayati Wan Othman, Nur 'Atirah Muhadi, Mashitah Shikh Maidin, Noorellimia Mat Toridi, Nor Khaizura Mahmud @ Ab Rashid, Muhammad Adib Mohd Nasir, Mohd Zulhafiz Said, Sharence Nai Sowat, Zulhamri Abdullah, Mohd Hazwan Mohd Puad, Halimah Jamil, Fazlin Ali, Nor Afizah Mustapha, Faziawati Abdul Aziz, Farinazleen Mohamad Ghazali, Wan Srihani Wan Mohamed, Omrah Hassan @ Hussin, Narcisse MS Joseph, Ramiza Darmi, Hng Siew Hong, Mohamad Noor Salehuddin Sharipudin, Noraida Omar, Ng Boon Sim, Nurzalinda Zalbahar @ Zabaha, Nor Azura Husin, Meor Mohammad Fared Meor Razali, Mohd Ezuan Khayat, Ratna Roshida Ab Razak, Fairalniza Mohd Shariff, Tan Toh Hii, Noor Azmi Shaharuddin, Owen Yeo Thian Seng, Wan Nur Ismah Wan Ahmad Kamil, Shiamala Devi Ramaiya, Syahida Ahmad, Fauziah Abu Bakar, Adelene Song Ai Lian, Ahmad Mustapha Mohamad Pazi, Azrina Kamaruddin, Hadi Hamli, Sa'adah Hassan, Juriah Kamaludeen, Muhammad Daniel Hafiz Abdullah, Ong Tze San, Mohd Izuan Hafez, Wency Bui Kher Thing, Muhammad Daaniyall, Chakrin Utit, Suryati Ishak, Ridzwana Mohd Said, and Sharon Ong Yong Yee.



# SULAM UPM



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