

Chapter 7

Nurturing Digital Natives’ UMS Industrial Relations Programme Experience

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ABSTRACT

This chapter is about the experience of the authors in nurturing the development of digital natives through the subject during a teaching and learning process. Learning practices are explained based on the subject of Labour History in Malaysia, which becomes a fundamental subject and offered during the second semester from six semesters within three years. Through those courses, authors explain the alignment of the weekly topic of the course, course learning outcome (CLO), and student learning activity (SLT) based on Table 4. After that, authors explain the implication of that learning process by focusing on the element of IR4.0, the adjustment from students during movement control order (MCO) and the implication for the development of digital natives. Based on that experience, finally authors provide the conclusion which emphasizes the adaptation process to achieve the goal of “humans with the ability of technology and at the same time trying to humanize the technology” to enhance the relevance and sustainability of IRP UMS.

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INTRODUCTION

Notably, when there are changes to the economic climate, the political system and social belief of any nation, education will be the most affected sector. In this context, the higher education system in Malaysia particularly in terms of teaching and learning has become important as the catalyst of change; therefore, these endeavours became diverse and challenging. This paper discusses on the changes and adaptations taken by the Industrial Relations Programme (IRP UMS) to elevate graduates' knowledge and skills in facing the impact of IR 4.0 in the Malaysian context and prepare them to be digital natives for the future. There are three objectives of this paper. The first objective is to explain the teaching and learning development process. Secondly, to address the changes that took place in the curriculum in line with the requirement set-forth by MQA and UMS. Lastly is to record the authors' actual teaching and learning experiences with the new changes to the curriculum that emphasizing on smart learning programmes. Based on that, the explanations in historical development begin with the concept of Industrial Relations and Industrial Revolution, the development of IRP UMS and followed by the practical experience by the program.

Industrial Relations Field Development (Industrial Relations Evolution)

Industrial Relations are an important field of study due to its capability to influence the society and workplaces. It is therefore many scholars, practitioners and management writers in the western countries continue to conduct studies and research that affect the life in every layer of employment and the trends can also be traced in other continents, such as Asia and Africa. According to Kaufman (2004:1):

“The phenomena of industrial relations are found in all countries where people work for others in paid employment. As a generic subject, therefore, industrial relations is ubiquitous. The field of industrial relations, on the other hand, is one approach to studying these phenomena and solving the problems that arise from them. It is only one of a variety of possible ways to produce and organize knowledge, and as such it has a unique frame of reference and its own theories and concepts, techniques and practices, and ideological commitments.”

The development of society can be traced back through the historical context of the industrial revolution. During this era, the discussion was centred to people's voice through trade union that possessed the industrial strength to undermine the power of employers. Subsequently, the discussion was focusing on balance power between employer and employee so called by 'win-win' situation. After a few decades the management has regained the power to control over the workers. And now, employer-employee relationship (Employment Relations) tends to vary due to the uncertainties brought by IR 4.0 that warrants organization to think and create new sustainable work relationship; thus the past is what the present is today for a better future as mentioned by Kimura, et. al (2019). This is not to predict what will happen in the future but to create a link or consequence from the past to the present and the future as mentioned by Kimura, et. al (2019:2):

“We cannot predict exactly what will happen by the year 2040: there is much uncertainty about the advancement of new technologies and its consequences. And we must realise that most of the AMS are

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