

# From The Chief Editor

## Integrating Universal Values in Personalizing Learning



This 2021 issue of Journal of Personalized Learning proposes to re-focus education towards integrating universal values in personalizing learning. This have always been the traditional aim of education and training for human resource's development. The theme of this issue proposes for schools, communities, organizations and universities to include formal, informal and non-formal education with community engagement programmes in their curricula. This includes support for religious communities through special programmes and promote values education at all levels through academic subjects, studies, research and development of real-life application of values and ethics at local and international levels. These themes adds value to existing research on ethics and value-based education and calls for further research in the field of education and training. It is also relevant to policy makers and researchers in public policy disciplines.

Most importantly for us at this moment in time is to prepare education for the new generation living in today's emerging Society 5.0 era to overcome many education crisis as Lewis (2017) refer to as "*excellence without a soul*". First, we need to define Society 5.0 where The Japan government coined the term. It is a technology-based human-centred society. The Cabinet Office of the Japanese Government (2021) define it as "*a human-centred society that balances economic advancement with the resolution of social problems by a system that highly integrates cyberspace and physical space*". Their allegation are that, in the Information Society (Society 4.0) deriving from the 4<sup>th</sup> Industry Revolution era where cross-sectional sharing of knowledge and information was not enough, and cooperation was difficult. They foresee that social reform in Society 5.0 will achieve a forward-looking society that breaks the existing sense of stagnation. The 5.0 society members will have mutual respect for each other, transcending the generations, and a society in which every person can lead an active and enjoyable life. Their hopes are in line with the values introduced by Bediuzzaman Said Nursi in the early 20<sup>th</sup> century as the remedy for social sickness (Nursi, 2012; Nursi, 2014).

Nursi (2012, 2014) elaborated on six important values, which are hope, courage, love, honesty, solidarity and sincerity. Six spiritual values emerged from thorough analysis of the Damascus Sermon as Nursi interpreted these values as the remedies for spiritual illness spreading amongst humanity to help foresee the future for education and modern development. The value of hope is the remedy for hopelessness, distress and despair. Courage is the cure for despair and selfishness while honesty is the treatment to cure moral and spiritual sickness, deceit and hypocrisy. The value of love is the essence of

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kindness and the cure for enmity. Solidarity heals hostility for unity while sincerity cure individualism and relieves the oppression extending amongst individuals within the community. These values are interpreted as fundamental to all humans elevating spiritual achievement as well as success in this world of modern technology with faith and good character as opposed to “*excellence without a soul*” (Lewis, 2007).

Lewis (2007) who was a former Dean of Harvard College wrote that modern educational system nurtures excellence, but destroys human soul. Besides the spiritual remedies mentioned, Nursi’s perspective from the Risale i-Nur aims to implant various character traits such as perseverance, patient, self-confident, hardworking, gratefulness, humility, fairness, compassion, sound judgement, self-control, self-worth, empathy and many other essential values (Nursi 2021, 2021a, 2020a, 2020b, 2014, 2013, 2012, 2011, 2000). Nursi’s approach is to integrate science, which unveils God’s laws in the universe with authentic divine messages, and to look at the universe as a book conveying Divine messages on how to be a better being through good character and values.

In line with these themes, JPL Volume 4 Issue (1) for 2021 accepted 11 articles. Seven are from the technology theme where the first article discusses about experience of transcribers using technology during the Covid-19 pandemic to make transcription. This personalized experience may be useful for principal investigators to determine when it is necessary to engage a transcriber and how to select them. The second article in this theme is about the use of Augmented Reality to increase reading words in Tamil language for Year 4 students. This is a commendable effort being a minority group of language use in Malaysia after Malay and English. The third article is about the curation of videos related to farming as a medium for self-learning modules to increase productivity of young farmers. The fourth article is about acceptance and use of Massive Open Online Courses using the UTAUT2 model. UTAUT2 is an extension from the well-known UTAUT model to study use and acceptance of a new system. This study further extend the two models to include the new variable, which is personal innovativeness as an output in relation to the use and acceptance of MOOC. The fifth article in this technology theme is about the conceptualization of measurement tools for Teaching 4.0 competencies among educators in Higher Education. The process of conceptualization is important to ensure subsequent processes in developing measurement tools are valid and reliable. The sixth article is about using YouTube as a resourceful tool to enhance learner autonomy in English language learning among university students. Finally, the last article in this technology theme is about enhancing English language teaching by implementing ICT as an educational tool.

Besides the technology themed articles, we also have one article related to leadership. In the article, the authors explain about authentic leadership style. They subsequently discuss how it relates to the transfer of knowledge among teachers. As mentioned earlier, a technology-based Society 5.0 will be able to raise our standard of living. Excellence in innovation and use of technology will be able to resolve social problems by a system that highly integrates cyberspace and physical space (Cabinet Office of the Japan Government, 2021). However without systematic effort and planning, other social problems may arise when excellence are without a soul (Lewis, 2007). The personalized education research group at *Universiti Kebangsaan Malaysia* is doing a research on Values from the perspective of Risale-I Nur, a magnum opus by Bediuzzaman Said Nursi (1877-1960) to create the Society 5.0 within communities in Malaysia. In relation, we have a paper on exploring the possibilities of exposing fuel cell technology through digital game to primary level children. Through this article, we hope to infuse interest in STEM particularly the fuel cell technology through digital game for personalizing learning environment. At the same time, we try to infuse knowledge about values in education and technology and STEM education in general. Two related articles are included in this issue. The first, about redefining sincerity from Risale-i Nur perspective in modern learning and the second article is about the enculturation of values from the perspective of Risale-I Nur.

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سُبْحَانَكَ لَا عِلْمَ لَنَا إِلَّا مَا عَلَّمْتَنَا إِنَّكَ أَنْتَ الْعَلِيمُ الْحَكِيمُ