

The role of Malaysian University-of-the-Future (UotF) in the Digital Era: Community Engagement in Improving the Wellbeing of the New Chinese Muslims in Malaysia through Humanizing Digital Entrepreneurship Education and Skills Development

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Abstract: This paper will investigate the problem faced new Chinese Muslim (convert Muslim). As we know issues involving the converts Muslim are varied and sophisticated. Among them are the challenges of understanding Islam as a faith, welfare and psychological pressure from their family, house and society in addition as psychological pressure to adapt to the new faith. This paper uses the design and system thinking approach which adapted to address the wellbeing issues and promote digital entrepreneurship skills for the new Chinese Muslims in Malaysia through understanding their need, issues they will face and then building up conceptual business models using modelling tools, i.e. Business model canvas (BMC) and Value proposition design canvas (VPC). The approach includes conducting literature review and interviews for understanding the needs, challenges and key problems; formulating and ideating initial business model options in solving the problems; and validation of the initial business model by interviewing the various customer segments. This paper offers a validated conceptual UotF business model with focus on the new Chinese Muslims community engagement programmes. The value proposition of the conceptual business model is to enhance the wellbeing of the new Chinese Muslims in Malaysia through humanizing digital entrepreneurship educational by harnessing the digital possibilities in today's world.

Keywords: Wellbeing, New Chinese Muslim, Al-Wasatiyyah, Islamic values, BMC, VPC, University of the Future, SDG8, Community engagement.

I. INTRODUCTION

The conversions to Islam among non-Muslims are usually seen nearly as good news by the Muslims. However, looking at it at a much bigger image, problems involving the Muslim converts are literally numerous and complicated. This is often as a result of the conversion of non-Muslims to Islam itself is jam-packed with challenges and obstacles (Sahad, 2013). Meanwhile, in an exceedingly broader context, problems on Muslim converts involve the aspects of education, law, social, politics, economics, modernization and different current challenges (Sahad, 2013). Islam is a universal faith that is embraced by varied ethnic teams, together with individuals from the Northeast Asia (Farahwahida Mohd, Yusof et al, 2008). In fact, the non-Muslim communities living in Muslim countries are fairly treated by the Muslim rulers supported their positions. Ever since the time of the Prophet Muhammad (Peace be upon him), there has been a listing of classes of the non-Muslims that explains the position of every non-Muslims (Sahad, 2013). Today there is a desperate need for a

holistic Islamic approach with environment assistance to address the problems faced by Muslim converts, which would also help to remove misunderstandings regarding Islam from Muslims and non-Muslims' minds. Faith and socioeconomic stability; and family and social stability among the converts could be built with their partner, family members and community. This paper focuses on building conceptual sustainable biz model of a Malaysian UotF for community engagement – Muslim converts in Malaysia. The business model is presented in the form of BMC and VPD (Osterwalder et al., 2010 & 2014). Briefly define 9 blocks of BMC. Key partner would include government departments and nongovernmental organizations located in Muslim countries. Customer relationship & channels using Digital Platform and face to face such as masjid to deliver value propositions to the converters (as one of the Customer segment).

II. PROBLEM STATEMENT

The Chinese Muslim community is outlined as a Malaysian Chinese which mean Chinese born in Malaysia to a non-Muslim parent however embrace Islam at a later stage of their life. In Malaya, conversion of Chinese to Muslim is completely different than alternative races admire Indian and Arab that are simply accepted by Malays and share constant faith. To Chinese, being Muslim is tough touching on the history of 13th May 1969 conflict and tragedy between Malay and Chinese. Therefore, the standard of their life when conversion is a necessary issue to explore (Adi Syahid, 2019). Apostasy cases because of various life challenges faced by converts Muslim and the lack of attention given to them by the concerned parties recognition and use of the Islamic name, misunderstanding over converting to Islam or being Melayu, ill-treatment by the Muslim group or ethnic conversion issues, lack of teachers who contributed to teach converts Muslim which occurs problems and complexities for them to understand Islam, youths of new converts will faced different difficulties in getting consent from their parents or guardians, difficulties of inviting new Muslims to attend Islamic classes which have been prepared for them. Islamic associations are out of control in ensuring the new Muslim converts apply all the pillars of Islam. (Sahad, 2013).

III. OBJECTIVES

The objective of this paper is to propose to provide decent work, balanced life and quality of education for converts Muslim in different fields especially in Islamic knowledge, values and ethics that helping them to understand Islam in proper way and reduce apostasy cases. Dealing with Malaysian University of the Future using new business model and business case to achieve the aim of practicing Al-Wasatiyyah which mean tolerance in the life of new Muslim who lives with non-Muslim family (Khadijah Mohd, 2017). Build up Islamic associations to solve different problem and difficulties that faced new Chinese Muslim in technical way.

IV. METHODOLOGY

In this study, we will provides a few business models on the local university in future. A number of the literature review by others towards the idea of University of the Future. Supported the time of data technology approach. This paper adopted the design and system thinking approach utilizing business modeling tools, namely the Business Model Canvas (BMC) and Value Proposition Design Canvas (VPD). These modeling tools are utilized in analyzing and later on to formulate and style business model alternatives for the University-of-the-Future (Cawood, 2018). This involves the variation in this approach involving crossfunctional teams to facilitate preparedness, sustainable development, quality improvement, quick response, sensitivity to any transition. It also guarantees customer cooperation as it is based unbeneficial input in innovative and adapted that directly involves the requirements. It helps the layout to be transparent and to function in the eyes and point of view of the customer. Interview is the tools used by the researchers to collect data and process parameters. The BMC and VPD will be checked by university's respective customer segments. The VPD is used to evaluate, plan, design and assess complex university-related problems (Guma & Dahlan, 2020).

V. LITERATURE REVIEW

University of the Future

Universities ought to be equipped for the future and promote this phenomenon's acceptance across all these rates. Besides this, it is also important for all universities to transform their leaders, who are also far from imbibing the shifting paradigm. Universities must carry out their own paths in this transformative transition, driven by principles such as resilience and adaptability that combine financial limitations, staff problems, local concerns, and socio-economic issues. In addition to exposing students to industrial environments by learning models, for collaborating on curriculum creation, universities

will need to create deeper symbiotic relationships with the industry. We may use technologies to build short-term training services aimed at expanding the learning targets to incorporate new-age skills such as problem solving, visualization, reasoning. Universities will concentrate on being a forum that encourages students to benefit from various outlets, such as professors, open source materials, business experts, alumni, and so on, and foster a culture of innovation and inquisitive attitude. Universities may use new technology such as AR and VR to model environments where learners with minimal resources will submit their skills and explore real-life job scenarios. Recognizing the increasing educational climate and helping universities in constantly evolving business and employer demands to be flexible and scalable would require regulatory structures across countries. Regulators can reduce their dependency on inputs, and build mechanisms for evaluation and accreditation based on performance. Business sector and society as a whole can need to embrace modern forms of learning and offer equitable opportunities to co-traditional learners who have taken up stackable programs in mixed or strictly online classroom models (Nur & Dahlan, 2019). The University of the Future should be known as the hub of social communication, engagement, partnership and diversion interfacing with the involving networks. It would also improve the learning output center, promote more influential contact and communication that can encourage market collaboration within the client framework. According to (Ernst & Young, 2012), university will select a strategic sector, consideration of advances in market need, emerging technology, distribution mechanisms, democratization of information and financing (Ernst & Young, 2012).

Megatrends

Megatrends that represent the future of global higher education and mobility. Megatrends are multinational macroeconomic powers, which have systemic economic, sector, society and person implications. Such megatrends are long-term in nature and entail labor market changes led by the growing speed of automation and shortage of expertise, culminating in shifting requirements for social and business-related skills and talent retraining as stated by (Choudaha & Van Rest, 2018). There are three megatrends in higher education that can be adjusted by higher learning institutes according to (Infosys Limited, 2019). These three megatrends, namely adaptive learning: technologies that enable the alteration of learning environments depending on the comprehension and skill of the students by utilizing machine learning elements; Makers paces: encourage a new wave of designers by putting together experts and novices from a broad variety of backgrounds to create, build and reinvent diverse products; and Open education resources (OER): everybody has the right to an education, OER provides high-quality tutoring, instruction and research resources that people everywhere can use and reuse. Such megatrends should enable universities to deliver more appropriate and versatile training services impacting learning outcomes. Through improving the retention rate in the educational college, the institute will feel the gains of these trends; as well, students effectively complete their courses (Guma & Dahlan, 2020).

Issue of new Chinese Muslim's life

The Chinese Muslim community felt the feeling of life unsatisfactory and unfulfilled while they are in a previous religion so that make them search for other religions and then convert to Islam. They believe that Islam will make their live much better. However, depending on the studies carried out on the New Chinese Muslim community, the reality is contradictory with respect to their initial perception, especially in the economic aspect. Previous research suggested that they had been prevented from inheriting the business and estate of the family after adopting Islam. The loss of social economic well-being was often triggered by isolation, marginalization and displacement from the home. However, many new Chinese Muslims were cut off from sources of financing and income. Nevertheless, the previous report did not examine the real condition of life affecting the populations of Chinese Muslim converts in Malaysia. These studies have shown that there is a serious problem in terms of the quality of life of Chinese Muslim, especially in terms of economic welfare (Adi Syahid, 2019). According to (Sahab et al., 2013), the categories of Muslim converts' issues include:

1. Shortage of qualified multiracial Islamic preachers willing to meet missionary needs.
2. Islamic teachers' shortfall of educating new converts leads to many difficulties and contradictions for current converts to recognize Islam.
3. Cases of handling the bodies of new converts who had died.
4. Youth converts face problems in securing acceptance from their parents or guardians.
5. Problems relating to new converts motivation.

6. Problems with encouraging new converts to join Islamic classes that were organized and designed for them.
7. Islamic institutions are out of balance when it comes to ensuring Muslim converts follow all Islamic foundations.
8. New converts were driven out from home by their own family.
9. New converts have been abused and forced to abandon Islam.
10. Hatred for Islam because of its biases.
11. Some new converts had difficulty finding an employment that is consistent with Islamic requirements.
12. New converts missed their parental property and legacy.
13. Shortage of books suitable to the desires of new converts.
14. Illiteracy for new converts.
15. Some Malays don't give an illustration of a positive role model that new converts would respect.
16. Inappropriate ways of teaching conducted by certain Muslim missionaries, muslim persons or religious bodies.
17. Prejudices among the Malays toward new converts.
18. Poverty of life where some new converts are facing.

Balanced life “Al-Wasatiyyah”

Islam provides generous domain to the individuals of various religions and cultures to debate in determination issues that happens daily, problems involving intellectual, beliefs et al. Relationships between Muslims and non-Muslims need to take place in decent and equitable conditions; even to parents who do not follow Islam, tolerance, support communities who do not yet believe in faith, and have healthy relationships. Nevertheless, the humility of Muslims must be upheld in the application of this wasatiyah, in the sense that societies should accept that Islam is the only true religion, and transcend other faiths (Khadijah Mohd, 2017).

Sustainable Development Goals (SDG3, SDG8, SDG11)

The Sustainable Development Goals (SDGs) contains 17 concrete goals that were implemented in 2019. This is designed to create a stronger and more prosperous life for all. Higher education also forms an important part to achieve SDGs. In this research we focus on SDG8 which is aim to provides economic growth in accordance with national circumstances and how it will provide job opportunities for new Chinese Muslim. Where 8.2 mentioned that higher rate of economic growth by diversification, technical modernization and creativity, particularly through focusing on high-value-added and labor-intensive industries. In 8.4 mentioned that Increase global resource productivity in consumption and development progressively by 2030, and aim to decouple economic growth from environmental deterioration. And (SDG3) health and wellbeing we focusing to achieve wellbeing of reverts through social justice, professional standards of conduct and adherence to ethical principles of practice in the field of education, ensures that education leaders will be more involved in ensuring that all individuals in higher education are treated humanely and fairly while upholding high expectations of academic excellence and intellectual rigor. However other goals are related to SDG8 such us: no poverty (SDG1); gender equality (SDG5) governance.

Fourth Industrial Revolution (4.0 IR)

The innovations in IR 4 are being developed for industry, society and culture. The need of revolution in education sector has raised due to the transformation and High-Scale Transformation 4.0 in Industry. The economies of any country cannot develop without a consistent system of education. Education 4.0 is a challenge for conventional teachers, as emerging technology do not ask people to modify the way they do things, but can transform people in any manner. A recent study called "Skill Shift Automation and the Future of Workforce" by McKinsey Global Institute (May,2018) highlighted the increasing need for higher cognitive abilities, social communication skills and technical expertise to succeed in the Artificial Intelligence and Automation period. However, as compared to 2016, it is estimated that by 2030 the potential workers would need to use additional 52 per cent engineering abilities, 22 per cent social emotional abilities and 7 per cent higher cognitive skills every day for their careers (Rana, n.d,2018).

Humanizing Digital Entrepreneurship Education

According to (Guma & Dahlan, 2020) humanizing education relies on educators' pedagogy to affect, maintain and coexist within the activities and actions of lecturers, teachers, administrators and representatives of community. The cultural and contextual realities and experiences of the learner focus on building beliefs and practices related to humanizing education. Prior research has reviewed pedagogical theories and concentrated on humanizing approaches that emphasize the pupil as a trusted partner and an integral part of the learning process. Humanization is a process of being more truly human as a mental, learning, talking, changing, imaginative being who contributes to the world around him. An education program that relies exclusively on research and does not pay attention to strong ethical and theological education issues can create generations of scientific knowledge and skills, but less emphasis on values and faith in their employment and their lives. Rather, the education system must strive to create a holistic person who is mentally, morally, emotionally and physically fulfilled and harmonious, based on a strong conviction in and commitment to Allah (Wan, Sirat, & Razak, 2018). With the rapid change in technology, universities need to adopt effective methodology and insure that the applicable expertise is compatible with the digital revolution and insure that its members become acquainted with it. Universities will play an important role in addressing the harmful applications of technology by concentrating on humanizing education for students and producing alumni who worship Allah.

In addition, entrepreneurship education is important in motivating students to become more autonomous and to build jobs, and therefore encourages the government to offer priority to small and medium-sized entrepreneurial enterprises as a main contributor to job growth

VI. THE PROPOSED INITIAL BUSINESS MODEL***1.1 Business Model Canvas (BMC)***

Business Model Canvas (BMC) is a strategic management and lean entrepreneurship framework in the context of future higher education is formulated (Dahlan et al, 2020), to build more efficient company models. and its describes a firm's values proposition, the customers to be served, the cost structure and how the program (business) makes money. The step-by-step business model including its provided value proposition is discussed in this paper. It divides in to nine BMC blocks which captured the company's master plan and rationale (Musleh & Dahlan, 2019).

1.2 Initial Value Proposition Design Canvas

Value Proposition Design Canvas (VPC) is used to understand the customer pains, gains, shows the products and services that the customer needs from the business model and it will be validated after conducting an interviews.

VII. VALIDATION OF INITIAL BUSINESS MODEL - INTERVIEWS

For the online interview, the researcher had conducted an online interview to validate the BMC and VPC for the Malaysian University-of-the-Future. The researcher conducted an online interview with 10 new Chinese Muslim converts, face to face interview with professional volunteers from IIUM sheikh Mahfuth Kahmis and discussed the various problems, challenges and issues that reverts will faced and pointed out. After collecting and analyzing the interview data finding shows that the researcher understand the real problem faced by the new Chinese Muslim converts in the initial business model canvas customer segments. The findings from the interview show that some parts of the initial business model canvas have to be updated to reflect the actual situation of reverts.

VIII. KEY FINDINGS FROM ONLINE INTERVIEW

The key findings from online interviews in part of the real problems and challenges which new Converts will be faced in this period of time compared with literatures are:

- Some converts family have negative idea of Islam and new converts will be kicked out from home after they confessed the plan of become Muslim which lead to lack of support financially and spiritually.
- Internal and psychological struggles due to renunciation of their previous religion and conversion to Islam.
- With new identity which they gained from Islam, they got rejected by employers because their culture have been changed to be unacceptable from the work environment which is dominating by non-Muslims habit

- Expectation of the Muslim community. Expectation and reality is never the same. Some of them will urge new converts to learn everything in Islam as soon as possible. While in reality they need time to digest and learn one by one at the time being.

- True knowledge about Islam and where they can find them.

- Who can guide them in peace.

IX. VALIDATED BUSINESS MODEL

Validated business model will help local university specially International Islamic University Malaysia to achieve their aim to be Rahmatan lil Alamin its mean helping mankind and support them with various knowledge especially Islamic knowledge to be ready to face and deal with world. IIUM can be one of the Malaysian UoTF and this project/programme is community engagement by IIUM to help new converts in there aspect of life through Regular gathering organized by SRC or other clubs, mutual understanding and helps to revert students to fit in the community better, provide special scholarship to revert students, to encourage them in studying in Islamic university, regular online survey with revert students and communicate about their needs, get updated when they have sort of needs, such as financial support , assign a mentor for each revert student to get personal assistance when needed, as every revert may face different issues, the more personalized the more beneficial the help is. NGOs, sponsors and Muslim welfare organization can provide sponsorship to get new converts enrolled into courses, ie, Islamic Banking, Shariah law or others. Because new converts wish to further study Islamic financial or Islamic law related courses because they interesting on that and it will be extra skill for them to secure a new job can profit back to NGOs. Islamic Institutions should be more actively involved themselves to correct the perception of the community that Islam is for all human mankind. After all, Islam does not belong to the race of Malay, where non-Muslim always take the concept as Islam equal Malay and vice versa.

TABLE I: VALIDATED BUSINESS MODEL CANVAS (BMC)

Key partner	Key Activities	Value Proposition	Customer Relationship	Customer Segments
<ul style="list-style-type: none"> -Government - NGOs, donors & sponsors. -Chinese new Muslim. -OIC. -Islamic university . -Hidayah Center Foundation In Malaysia. -Muslim welfare organization Malaysia. 	<ul style="list-style-type: none"> -Mentoring teaching and learning. -Community . -Website. - e-learning. 	<ul style="list-style-type: none"> -Free education . - Knowledge and skills. - SDG-based solutions globally relevant. -Mentoring, coaching & Workshops. -al-Wasatiyyah. -Islamic values creation. 	<ul style="list-style-type: none"> - Face to face communication. -Majid. - Online engagement and social media . -Consultant services. -Community building 	<ul style="list-style-type: none"> -New Muslim & non Muslim. -Government. - Donors and sponsors. -Industry. -NGOs , community. -Professional volunteers
	<p>Key Resources</p> <ul style="list-style-type: none"> -Digital platform. -University center for mentoring . -Staff and student. 		<p>Channels</p> <ul style="list-style-type: none"> -Electronic books. -Digital platform. -Printed materials (flyers). -Events, exhibitions, conference and workshops. -Networking. 	
<p>Cost Structure</p> <ul style="list-style-type: none"> -Cost of building. -Conferences, workshops & seminars. -Education . -IT infrastructure. - Maintenance. 		<ul style="list-style-type: none"> - Governmental tax . 	<p>Revenue Stream</p> <ul style="list-style-type: none"> - Fundraising campaigns. - Zakat/ Waqaf, Donation. - Sponsorship. - Government and NGOs funds. 	

Value Proposition

This is the central and concentrated part of this project, since the aim of this BMC is to deliver customer values. The aim is to provide free balanced education which related to Islamic values and knowledge for new converts Muslim, various

life skills helping them to enhance their life such as: cooking, farming, sewing, family care neighbor's rights and other value propositions include job opportunities, entrepreneurship and improving the Ummah. Support NGOs by professional Islamic teachers to addresses public misunderstandings about Islam and think about issues of multiculturalism. Achieve governance efficiency by providing special scholarship to revert students, to encourage them in studying in a Muslim university, regular online survey for revert students and communicate about their needs, get updated if they face some sort of needs such as financial support ; because revert student might not get support from anyone and assign a mentor for each revert student to get personal assistance when needed, as every revert may face different issues, the more personalized the more beneficial the help is high. Promote the positives of Islam to non-muslim through various media and provide Islamic events not only for da'wah but also to bring people together to get new knowledge and information about Islam when dealing with Muslims.

Customer segment

This segment describes the stakeholders to be represented for the development of a successful and profitable business model. This business model is built to serve new converts Chinese Muslim, non-Muslim, government, donors, NGOs and professional volunteers. These customer segments will cooperate with each other for the wellbeing of converts Chinese Muslim.

Customer relationship

Another essential component of the BMC is the relation. Luckily, there can be interactions for involved people from everywhere and at any point for the development of the technologies. There are different avenues to link the employees, sponsors, and consumers depending on the proposed BMC. Any of which are civic facilities face-to-face and internet. Through various digital platform such as software applications, eLearning, eCounselling and eMarketplace. UotF can provide visualization software to enhance eLearning as mentioned in (Sahab et al., 2013) where one of the issues which reverts will faced is inappropriate ways of teaching conducted by certain Muslim missionaries, Muslim persons or religious bodies. By improving eLearning in visualization way, new converts can understand properly all Islamic pillars with proper guidance by teachers. Hence, to support Masjids, Madrsas and Dar with technological devices to educate reverts on religious duties such us electronic pen reader, smart praying carpet and smart Wudu' basins all this will enable people to join and learn more about technology and keep up with society in order to achieve well-being.

Channels

The channels are used for customer segment understanding and coordination. There will be many physical as well as interactive channels used to offer the proposed values to the various_customer segments. In terms of physical networks, the values are transmitted by physical structures like Masjids. For the digital channel, will be digital platforms such as software application, e-learning , online marketing and e-Counselling .

Key Activities

There will be several main tasks to carry out and conduct in order to achieve the planned value propositions for the customers. The key activities include job creation, research & innovation, mentoring teaching, e-learning, counselling, community and website.

Key Resources

Key resources are the essential assets needed by the Malaysian UotF to deliver and provide the value propositions to its various customer segments. Online networks, digital platform resources, staff & students, student clubs, eLearning & eMarketplace, employees, Malaysian and international Alumni chapters are important resources.

Key Partners

Key Partners are the external collaborators with the strategic competencies and values - individuals or/and organizations who can work and collaborates with the Malaysian UotF to implement and deliver the value propositions to their customer segments. Key partners include government to support in funding and job creation, Donors, NGOs and sponsors. NGOs will support reverts with professional teachers and train reverts to practice various life skills specially in IT domain , donors will donate money (zakah ,Sadkah) to support new converts in real life while part of them will driven out from home by their own family. Government such as universities can provide foundation, clubs that spread special care for

reverts and regular gathering organized by SRC (Student Representative Council) or other clubs, just to get mutual understanding and to help the revert students to fit in the community better

Cost Structure

The Cost Structure describes all expenses incurred to implement and deliver the value propositions to its customer segments by the Malaysian UotF. It refers to the costs incurred in carrying out the key activities, key partnership and key resources identification, that will need for the digital platform which used to guide new Muslim such us mobile software, websites as well as books, government tax and staff salary.

Revenue Streams

The aim of this segment is to cover cost for providing balanced of life, quality of education and job opportunities for new Chinese Muslim. Revenue streams comes from customer segments to implement previous operations. It includes fundraising campaigns, zakat/waqaf/donation, sponsorship, fees, government and NGOs funds.

TABLE II: VALIDATED VALUE PROPOSITION CANVAS (VPC)

Customer Segment	Customer Profile			Value Map		
	Job to do	Gains	Pains	Product & Services	Gain Creators	Pain Relievers
New Muslim	-Free education. -Knowledge skills & Islamic values. -Job opportunities. - Care and attention.	-Academic qualifications. -High level skills. -Islamic awareness.	-High tuition fees. -Lack of knowledge. -Missing basic right. -Islamic teachers' shortfall. -Poverty of life. -Prejudices among the Malays toward new converts. -Illiteracy of reverts. - Driven out from home.	- Efficient of campus management. - Qualified certification. -Daily expenses.	- Qualification. -Resolving financial problem.	-Investment. -Low price of tuition fees. -Continues assessment. -Efficient guidelines.
Non Muslim	-Religious toleration. -Investment. -Interreligious contact. -Islamic events. - Recreational visits to the university.	-Flexible events and conferences schedule in investment. - Entrepreneurial programs.	- Misunderstanding between religions.	-Skilled entrepreneurs. -Free marketing	-Creating job prospects.	-Spend time and energy
Government	-Financial support	-Economic growth -Universities are creating more experts.	- Financial crises - Lock of subject experts	-Trustworthy & willing organization -Skilled graduates.	-Trained labor. - Improved Quality of Schooling.	- Misperception regarding new Muslim.

Donors and sponsors	-Provide financial assistance. -Advertisements & promotions. -observe the outcome/impact.	-Cooperation and trust.	-Weak platform for interactive education. -Poor finance system. -Dissatisfied result or outcome.	-Increase of an employment chance. - Sustainability success at universities -Support them with best services.	- More Job opportunities - Innovation & research. - Entrepreneurship programs.	-Plan the budget properly. -West time and effort.
Professional volunteers	-Sharing knowledge and information to new Muslim & non-Muslim. - Opportunity for jobs especially in Islamic domain.	-Get experience in teaching, mentoring and networking.	- Update the progress frequently.	-Referral service & quick substitution -Automated content portal & simple procedures -Figures & results reviews for students	-Performance syllabus & instructional resources.	-Update the progress of the task given for the new Muslim in online.

X. CONCLUSION AND FUTURE WORK

In conclusion, the researcher hope this paper will achieving the goals stated in the early stage. The initiative would support all new converts' Muslim especially Chinese community, donors, volunteers and key partnerships. This paper will improve awareness, skills and values through the business model of quality of education and provides economic growth. During implementing this program in collaboration with different communities and NGOs, quality education is implemented in terms of knowledge and skills, enhancing job opportunities for the new converts to face various life challenges and reach balanced life with their family and relatives. This strategy, which is proposed by BMC and VPC, suggests approaches to achieving the University of the Future and has interacted with and offered the way to help new converts Muslim through various material and platforms. This business model option, allows other universities to use it and adapt it according to their needs. Currently there is a desperate need for a holistic Islamic approach with environment assistance to address the challenges faced by Muslim converts, which would also serve to remove misunderstandings regarding Islam from Muslims and non-Muslims' minds. Faith and socioeconomic stability; and the peace of family and society with their partner, family members and society could be built among the converts. This paper focuses on creating a Malaysian UotF practical sustainable business model for community engagement - Muslim converts in Malaysia. The business model is presented in the form of BMC and VPD. The future work of this program includes to translate and turn the conceptual business model into actual projects implementation for the digital platform. Provide required facilities to decrease apostasy cases and increase the rate of new converts.

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