

PRODUCTIVITY OF MALAYSIAN LEGAL EDUCATIONAL SYSTEM: ITS EFFECTIVE RESOURCES TO MATCH A CHANGING JOB MARKET

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Abstract

The law schools in Malaysia are dedicated in giving the students' skills and tools both on secular laws and Islamic legal studies, and also provide confidence they need to succeed in future. In preparation, these educational institutions must have means to achieve their purposes. This is where proper management on law courses, legal research, legal clinic and industrial trainings come in to broaden the students academic objectives and career possibilities in an exciting business world. For this particular paper, our attention will be devoted towards discussing the effective resources to have a high-quality legal education in order for law graduates to possess the ability to gain an advantage not only in promoting justice in the country but also in building their careers in an increasingly competitive marketplace. This is in accordance with the Malaysian National Higher Education Strategic Plan for educational transformation to create high skilled workforce and researchers as well as innovator in enhancing academic excellence as well as talent management and succession planning. This study will also investigate some notable challenges for law schools' teaching methodology and teaching materials which can produce students of a more enquiring mind and capability to meet the demands of the 21st century lawyer.

Keywords: Malaysian Higher Education, Law Schools, Legal Education Management, Productive Resources

I. Introduction

The significant development of the legal education in Malaysia has been done in recognition of the rapidly changing nature of the legal profession and the necessity to find an effective resources to match the changing job market. The national government and the universities have been working together in making the law students to be fully equipped with the requisite skills that will make them survived in the real world of a legal profession after having their studies. The law schools are not only concerned of providing a lucrative profession but also to produce lawyers who are receptive to the ideas of justice and fair play as well as to see the conflict between law and justice and also the existing gap between "law in books and law in action".¹ Issues on this problem has been addressed by the Malaysian Government through the Higher Education Leadership Academy (AKEPT)² by working closely with the universities to enhance the academic excellence and skills management of the students by offering various programmes in the law school's syllabus. To produce a high quality law graduates, the students are train to acquire the necessary actual practical skills to progress through industrial trainings, legal clinical education, community services, conducting researches and other innovative programmes organise by the law faculty.

With the growing awareness of the importance of Islamic laws, some universities initiated the integration of Islamic law courses in the law curriculum. It is a program design to the current needs of the private and public companies dealing with Islamic businesses. Integrating those Islamic law subject makes them unique from other universities. This program is design to introduce to law students the subjects on Islamic laws, particularly on family laws, finance, banking, insurance, economics, accounting and halal (permissible) laws. They are expected to develop a comprehensive knowledge on Islamic laws and jurisprudence. Law graduates from these universities acquired the

¹ Syed Khalid et.al, Legal Education in Malaysia. 2013, p.3.

² The AKEPT was organized in accordance with the National Higher Education Strategic Plan to transform the Malaysian higher education system to produce proficient and efficient human capital to meet the global demands and challenges of educational development. It provides relevant and pragmatic training programs, advice and facilitation to higher education institutions and it also helps the students to find jobs depends on their skills, knowledge and experience they acquired during the duration of their studies in the university

necessary skills to progress not only in applying the Malaysian secular legal system but earned a law degree with knowledge on Islamic laws. Knowledge on Islamic laws is an effective tools for law graduates to work globally. The Ministry of Higher Education expects them to demonstrate competence on both systems through successful planning. Therefore, law graduates are given the privilege to work both in Islamic and conventional financial institutions. Creativity and innovation of students in handling their studies bring them to succeed in getting postgraduate scholarships in Europe, America and Middle East countries.

Some students' activities help to clarify their ideas and stimulates their thinking as much as presenting papers in local and international conferences. As a participant, student views will be challenged and broadened as well as deepened his understanding of his legal knowledge. It has been a privilege for every law student to be trained for one to three months in the legal firms as well as in civil courts and shariah courts. Law schools in Malaysia have been offering a broad range of elective subjects rarely offered at undergraduate level in the neighbouring countries. The main purpose of offering new courses such as, environmental laws, cyber laws, Islamic law of transactions is to give an opportunity for students to learn every aspect of the law. Law graduates are guaranteed to pursue their postgraduate studies either on diploma courses or masteral degree for those who have meet the requirements for admission.

II. Historical Development of Legal Education in Malaysia

The legal educational institutions in Malaysia can be traced in the establishment of the first Faculty of Law in the University of Malaya (UM). The Faculty is located in the capital city of Kuala Lumpur and has been engaged in legal education and research since 1972.³ Legal education was introduced formally based on the demand of Ahmad Ibrahim⁴ in emphasizing its necessity to the country. According to him, the domestication of legal education in Malaya was based on the following:⁵

1. Legal education is needed for the purpose of the legal profession and this can be realized through an organized law school in Malaya.
2. Legal education is necessary, as an academic subject, for learning and research in Malaya particular for law reforms and the making of Federal Constitution of Malaya. In addition, the development of Malay, Hindu and Chinese customary law could only be achieved through formal legal education.
3. Qualified lawyers would have invaluable influence on the development of law in Malaysia as experienced in England
4. Legal education will enhance personal investigation of laws which is considered as useful training that will engender law reforms.
5. Legal education will generally be beneficial to the legal profession in Malaya particularly in aspects of law reforms and its administration.

Dreams became a reality when the Faculty of Social Studies and Law in University of Malaya was divided into two in order to create the full-pledged faculty of law in 1972. Early batches of law graduates in Malaysia were primarily employed in the legal profession and judicial and some of them rendered legal services to the government administrative offices for economic, social, cultural and politics. Having known the successful products of the first established law school in Malaysia, other local universities in the country started to offer legal studies programme. Some of the universities offering Bachelor of Laws programme are the Universiti Kebangsaan Malaysia (UKM), Universiti Utara Malaysia (UUM), Multimedia University, University Sultan Zainal Abidin, International Islamic University of Malaysia (IIUM) and Universiti Sains Islam Malaysia (USIM). There was also a gradual increase of numbers of foreign law schools in the country. However, among these law schools only IIUM, USIM and UKM of which the study of Islamic laws have been integrated within their respective academic curriculum.

³ See "Faculty of Law," University of Malaya at (<http://law.um.edu.my/?modul=Home&pilihan=Home>)

⁴ Singapore's first State Advocate General in 1959 and Singapore's first Attorney-General in 1966. expert on Muslim law, he drafted the Administration of Muslim Law Act which revamped the Syariah Court's jurisdiction, and established the Islamic Religious Council of Singapore. From 1969 he worked in Malaysia as Professor of Legal Studies at the Faculty of Economics and Administration, University of Malaya, next as Dean of the Faculty of Law, University of Malaya, and then as Sheikh and Dean, Kuliyah of Laws, International Islamic University, Malaysia.

⁵ Syed Khalid Rashid et.al, Legal Education in Malaysia, 2013, p. 16.

Ahmad Ibrahim Kuliyah of Laws (AIKOL), IIUM

The International Islamic University of Malaysia (IIUM), the first Islamic international university under the Ministry of Higher Education was established on 1983. It was founded by eight Muslim countries from the Organization of International Conference (OIC) for the purpose of imparting knowledge based on Islamic teachings and principles. The Kuliyah of Laws was one of the earliest faculties to be formed with the University. It was renamed as Ahmad Ibrahim Kuliyah of Laws (AIKOL) in honor of the late Tan Sri Prof. Ahmad Ibrahim, the Shaikh and first Dean of the Faculty. With the 72 first batch students, 56 of them were conferred the degree of Bachelor of Laws (LLB) in 1987.

The AIKOL was established and developed to achieve the following objectives:⁶

- a) The immediate objective of preparing students to become qualified legal personnel who are at the same time committed to the promotion of Islamic principles and teachings in their respective profession.
- b) The long term objective of enabling the Islamic laws to become and be accepted as the law of the land for Muslims.

The Kuliyah is devoted in teaching civil laws and syariah principles as both legal systems are clearly integrated in its academic curriculum. It brings together the students and faculties of different nationalities who have an interest in the Islamization of knowledge. As a result of this, the Kuliyah produces a thousands of law graduates who then become legal practitioners, *syarie* lawyers, academicians, legal advisors, deputy public prosecutors, judiciary members, politicians, police officers and public servants. has produced thousands of law graduates since 1983: legal practitioners, *syarie* lawyers, academicians, legal advisors, deputy public prosecutors, judiciary members, and politicians. AIKOL's mission and vision is to produce high-quality law graduates who are not only knowledgeable about civil law concepts, but also on Islamic jurisprudence and its methodologies.

Faculty of Syariah and Law (FSU), USIM

The Universiti Sains Islam Malaysia (USIM) or Islamic Science University Malaysia was formerly known as “Kolej University Islam Malaysia (KUIM).” It was officially upgraded as “Universiti Sains Islam Malaysia” on February 1, 2007. It is the first public university set up by the government at the beginning of the 21st Century⁷. The government established this University to uphold and enhance Islamic studies; to bring Islamic studies into the national main education stream; and emphasise the use of information technology in education and research systems.

The Faculty of Syariah and Law, formerly known as “Faculty of Syariah and Judiciary” was one of the three faculties, early established with this University. It was founded initially to produce graduates who are not only equipped with relevant legal theories but also practical knowledge in the field of Syariah and Civil. Programmes offered by the faculty comprehend two main fields of study, Syariah and Law that are accredited professionally by traditional, current and professional needs. With the new programmes offered, the faculty is moving steps forward upon a renewed awareness to provide human resources that not only possess the essential legal knowledge relevant to the field but also graduates who are marketable and capable of solving societal problems based on the Islamic principles outlined. The students in this faculty are trained with multi discipline of knowledge, ethics, honest and responsible. As such, this is in line with the vision of the University's motto in which, “Knowledgeable, Discipline and Devout.”⁸

The Faculty of Syariah and Law was establish with the following objectives:⁹

1. To produce graduates who are capable and well-versed in diverse areas of syariah and law including studies in comparative law.
2. To produce scholars and experts who are capable of solving issues faced by society especially those related to Islamic legal rulings.

⁶Quoted in Ahmad Ibrahim, Law Studies in the International Islamic University,” Malaysian News, (January 1993), p.28. Ibid., p. 26.

⁷ USIM (KUIM First Convocation) Handbook, Kuala Lumpur: Kolej Universiti Islam Malaysia, 2003.

⁸See “Faculty of Syariah and Law,” Universiti Sains Islam Malaysia, at ://fsu.usim.edu.my/en/info-usim/establishment-of-faculty

⁹ Ibid.

3. To equip graduates with sufficient Islamic education and excellent personal values in order for them to be holistic Muslim individuals.
4. To produce highly-capable and professional human capital in areas of syariah and law.

Faculty of Law, UKM

This Faculty was established in 1984. The academic programmes of the faculty are a combination of civil law, syariah and customary law. However, courses in civil law are offered more than the other two laws.¹⁰ Bahasa Melayu (Malay language) is the main medium of instruction at the undergraduate level but English is also widely used particularly in teaching the subject related to Common Law. The Faculty has created many innovative and influential programs in legal education and the pioneer in combining traditional teaching methods with Problem-Based Learning, which focuses on self-directed learning and the development of active inquiry and critical reasoning skills. Students carry out projects which are based on real life problems.¹¹ The principal objective of the Faculty is the training of competent lawyers both in practice as advocates and solicitors who will be able to competently serve in the private or public sectors, including the legal and judicial service.¹²

III. Research Activities

The Ministry of Higher Education continues to value the universities' academic excellence to be globally competitive. It has been entrusted to strengthen and coordinate research and innovations in the higher educational institutions. With this mission and vision, law schools provide a research programme to develop students innovation and for effective human capital. It is a dedicated programme committed for potential increase of high-quality graduates. Although, legal profession is not a money- making business, but it is a sustainable legal resources and a significant confidence booster. In Faculty of Syariah and Law of USIM, project *ilmiah* (baby thesis) has been included as a compulsory course before undergraduate law students can graduate. It is a research activities that contribute significantly to students' experience. Final year students are encouraged to apply as research assistants for the academic staff of the university who are conducting research. It gives an opportunity for the students to enhance their knowledge on how to conduct a quality research and innovations in niche legal areas. Because of advance knowledge in social media, students are able to be efficient as researcher assistants to the lecturers they have been assigned. Social media becomes an important and supportive instrument for an effective learning as well as in conducting research. They have contributed their research skill, particularly in using the new technology.

Research assistant students are usually assigned to deal with digital technologies in collecting the research materials via the internet. They are the generations deeply immersed or highly adept technology users. Some of them, their experiences of technology can be both inside and outside formal education. With this new platforms of gathering research informations, students have develop a sophisticated understanding and experience on technology that can ensure their ability to produce in the future a quality research and publication.

Public universities like Universiti Sains Islam Malaysia and Universiti Malaya, as well as International Islamic University Malaysia have offer the postgraduate programmes on Master and Ph.D degree in law. Postgraduate programmes on legal research in various areas have been offered recently by the Malaysian law schools. Most of them have offered the same master courses on LL.M, except in IIUM that offers the Master in Comparative Laws. For the Universiti Sains Islamic Malaysia, the Faculty of Syariah and Law has been offering the Master of Laws by Research Programme to extend to law students the opportunity to undertake research at an advanced level. The course is designed to enable the students:¹³

- a) to achieve a theoretical knowledge of the major legal and policy issues of focused areas of legal study which are not offered at the undergraduate level;
- b) to develop their skills of critical analysis of the law by enhancing their research and writing skills and in oral presentation;
- c) to acquire interdisciplinary perspectives which will enhance their legal scholarship; and

¹⁰ See "Faculty of Law," Universiti Kebangsaan Malaysia, at <http://www.ukm.my/fuu/about%20us.htm>

¹¹ Ibid.

¹² Syed Khalid Rashid et.al, 2013. P. 27.

¹³ Faculty of Syariah and Law, Universiti Sains Islam Malaysia. <http://fsu.usim.edu.my/en/prog/postgraduate-programme/master-of-law>

d) to participate in a scholarly discourse with teachers and fellow students in order to achieve a breadth of legal scholarship.

Master students in IIUM for comparative laws are taking both the Malaysian civil law and Islamic law subjects. This includes Islamic and Malaysian Agricultural Laws, Islamic Banking, Finance and Takaful, Islamic Commercial Law, Islamic Law and Jurisprudence, Islamic Law and Transaction, Islamic Law of Zakat, Islamic Legal Maxims and Islamic Legal Theory and Islamic Medical Law.¹⁴ In the University of Malaya, the Faculty of Law has been offering the Master of Criminal Justice (MCJ) and the Master of Laws (LL.M). The MCJ is a multidisciplinary programme offered by the Faculty of Law with the cooperation of the Faculty of Medicine, Faculty of Dentistry, Faculty of Science and Faculty of Arts and Social Sciences. Guest lecturers from outside the university are also invited from time to time.¹⁵ This is the only programme which has been offered by the postgraduates in Malaysia that fulfills the need to train professional and skilled personnel who are involved in the criminal justice system. The programme is designed to provide an in-depth understanding of the criminal justice system and covers concepts of crime, deviance, justice, criminology, exercise of police powers, as well as crime scene investigations.¹⁶ Postgraduate students are groomed to become legal professionals, particularly on issues of law enforcement, judicial and juvenile justice and corrections. MCJ is a relevant and high-quality law degree suitable for the training of law practitioners and law enforcement personnel, social workers as well as those who want to build a career in the criminal justice system.

In the Universiti Sains Islam Malaysia, the Faculty of Syariah and Law is offering the Ph.D. and Master in Law through dissertation only. It requires a thesis to be written either in English or Arabic language and the areas of research include, but not limited to the following: Constitutional Law, International Law, Human Rights, Evidence Law, Law of the Sea, Criminal Law, Law of Torts, etc. It is an additional advantage for students to write a thesis on comparative laws or write on Islamic laws using Arabic language. Accepting thesis written in Arabic language makes USIM unique from other universities in the country. It shows that student's degree is tailored to their individual needs and interests. The University requires all postgraduate students to present an article in a local or international conferences related to their thesis. The main purpose is to let the law postgraduate students learn about the most pressing current issues in relation to their chosen paper work's discussions. They are also required to published an article related to their thesis in a peer reviewed journal before *viva-voce* or verbal defence of written thesis. The University recognises that student research activities are crucial in the university's effort to establish excellence and prestige.¹⁷ As they believed that the outcomes of research activities can be utilised for the benefit of society and for students' academic development.

IV. Legal Clinical Education (CLE)

Legal education is a form of academic discipline as it provides practical professional skills and professional ethics to students including a critical study of laws to satisfy the needs of organisations, social changes and justice. According to Faruqi¹⁸, the purpose of legal education is not simply to prepare people for legal practice. He stressed that there are two important aims of legal education; first is to impart ideals and values and to train students for service in the public interest. He explained that the student's mind should be matured and his energy aroused. He should be encouraged to develop a questioning mind; to be critical of men and movements; to question the basics of everything taught to him. He should study not only what the rules are but what the rules are for and what the rules actually do. In grappling with the law he should go behind it to see its purpose and beyond it to see its consequences.

The legal clinical program has been globally practiced by a number of universities for more than 30 years. This is a kind of legal educational reform which can be regarded as a major pillar to the development of legal studies. The legal clinical education has been introduced and expanded in different ways to train students, so that they can practice and work well, particularly in promoting the rule of law and social justice. Clinical education is still in progress in other universities. An example of this is, by requiring their law students during school holidays to undergo certain legal skill training which had been accredited into their respective law curriculum. There are law schools that strongly recommend it as a practical education and they introduced its necessity with strong awareness. In Malaysia, the University of Malaya, the International Islamic University and the Universiti Sains Islam Malaysia

¹⁴ Syed Khalid Rashid, et.al. 2013. p 68

¹⁵ Faculty of Law, University of Malaya. At http://ips.um.edu.my/?modul=Programmes_Offered&pilihan=Faculties&subpilihan=Master_of_Criminal_Justice_%28MCJ%29.

¹⁶ Ibid.

¹⁷ USIM (KUIM First Convocation) Handbook, Kuala Lumpur: Kolej Universiti Islam Malaysia, 2003.

¹⁸ Shad Saleem Faruqi [1992] 2 MLJ clxxxv, Malayan Law Journal.

are able to implement their own respective legal clinical education for the purpose of providing practical training to the students and it also serves to give a legal aid to vulnerable groups in society.

CLE is a concept of teaching the prospective lawyers relating to the practical ways in giving a legal aid for the poor people who seek and demand for justice as they are not capable of hiring lawyers to represent them before the courts. It simply makes the student brings the law in action for the purpose of building a bridge between legal theory and legal practice. This is in accordance with the CLE definition given by an author as 'a learning environment where students identify, research and apply knowledge in a setting which replicates, at least in part, the world where it is practiced.'¹⁹

CLE has been considered as the vocational stage of legal training for law students. When the students' graduated, they tend to have a general knowledge and intensive training in legal studies and practice. It means, CLE plays an important effective role for students in practicing and applying the legal theories they have learned inside the classrooms. Robert Lewis, a professor of law in Cardiff University of Wales, summarized the main advantages of CLE as follows:²⁰ a) Practical Approach: it involves a different approach to the learning of law: it encompasses experimental learning, or "learning by doing." it gives students the opportunity to explain why they are taking certain actions and they are able to discuss and reconsider their actions; b) Student motivation and development: students are self-motivated and highly committed to the work. Students are more responsible in their work; c) Acquisition of skills: the skills may include skills like research skills, communication skills, interviewing of clients and witnesses, counselling, drafting, negotiating, and problem solving; d) Professional ethics and responsibility; and e) Involvement with local community: A law clinic can offer advice and assistance to local people and help to reduce isolation. With the objectives and mission of legal clinical education and the students' training and experience, particularly in providing legal help to disadvantage members of society, the university should have created a link with government institutions by hiring new law graduates to render legal services or legal aid in the rural areas.

IV. Industrial Legal Trainings

Practicing law requires talents and skills. Industrial training has been identified as an important part of law's curriculum to develop and enhance students' skill outside classrooms. This is in respond to the challenge of preparing law graduates for the world of work. It is part of the university's way of encouraging the nation's legal education system on industrialisation. In the Faculty of Syariah and Law of USIM, it assigns the final year law students in legal firms and civil and syariah courts for industrial training with the following objectives: to enable the law students to apply the legal theories (both Shariah and civil law); to enhance their communication skills in Arabic, English and Malay; and to develop their leadership quality and teamwork skills. The students are given an opportunity to appreciate the structure and operation of the courts and the legal firms. The activities assign to the students in the Syariah or civil courts involve litigation works related to legal documents especially in filing a case, exposure to the court's procedure during trial of cases, and observing the court recording and trascribing system (CRT) to expedite trials. In IIUM, the AIKOL assigns the students to undergo the Law Attachment Programme (LAP), an external legal education training. It is a three month programme where students are exposed to different aspects of legal practices. The LAP is a required programme for all law students with the following objectives:²¹

1. To orient students with their field of profession.
2. To boost students' confidence in all aspects of their future legal career.
3. To make them aware of and responsible to uphold rules and regulations and meeting with deadlines.
4. To enhance the students' interpersonal relationship and good relations in a working environment, often referred to as soft skills.
5. To attain practical skills
6. To indentify potential employers through networking.

This is a real-life industrial training for law students particularly for legal professional development in the long run as it helps to create an opportunity for them to have the experience required in the job market.

V. Integrated Curriculum: The Islamic Law and its importance on Career Opportunity

¹⁹ R Grimes. 'The theory and Practice of Clinical Education' Teaching Lawyers' Skills. 1996.p.138.

²⁰ Richard Lewis, "Clinical Legal Education Revisited" Professor of Law, Cardiff university, Wales, United Kingdom Pg.7,11 [available at: <http://www.law.cf.ac.uk/research/pubs/repository/212>]

²¹ Syed Khalid Rashid et.al, 2013, p. 35.

The integration of Islamic law in the law curriculum becomes an effective consideration for students' future career opportunity. Knowledge on Islamic law has been utilized to measure the extent of students' privilege to the global Islamic productive resources on banking and finance and other businesses. There are few universities in Malaysia that cater for the integration of Islamic law and civil law in the school of law curriculum. The IIUM was the first university to allocate the teaching of Islamic laws in the Faculty of Law which is in accordance with its objectives to produce well-rounded professionals imbued with Islamic values and ethics which would develop the Muslim *ummah* and achieve progress that is in harmony with Islamic ideals. The IIUM offers the Islamic law subjects in the following levels:

- a) Year 1 – Islamic Legal System, Transaction in Islamic Law, The Islamic Worldview, Islamic Knowledge and Civilization
- b) Year 2 – Islamic Criminal Law, Ethics and Jurisprudence (*fiqh*) for everyday life and Method of Da'wah (propagation)
- c) Year 3 – Islamic Jurisprudence
- d) Year 4 – Evidence and Procedure of Shariah Courts and Islamic Law of Banking and Takaful

The Universiti Sains Islam Malaysia (Islamic Science University of Malaysia) and IIUM have a double major programme, where there is a fusion of common law and Islamic legal studies into the Bachelor of Law programme.²² It is important to note that the Faculty of Law and Syariah, USIM, integrated the following Islamic law subjects, such as, *Al-Siyasah al-Syariah* (Islamic Political Law), *Al-Madkhal li Dirasat al-Syariah* (Introduction To Syariah Studies), *Fiqh al-Ibadat* (Islamic Law of Personal Obligation), *iqh al-Muamalat* (Islamic Monetary Law), *Al-Qawaid al-Fiqhiyyah* (Islamic Legal Maxims) Islamic Law of Banking and Takaful, *Fiqh al-Jinayat* (Islamic Criminal Law), Islamic Law of Tort, Islamic Law of Property, *Fiqh al-Mawarith* (Islamic Law of Inheritance), *Qanun al-Ithbat fi al-Islam* (Islamic Law of Evidence), *Qanun al-Alaqat al-Duwaliyyah fi al-Islam* (Islamic Law of International Affairs) Civil and Criminal Procedure in Syariah Court, Islamic Land Law, *Rundingcara dan Sulh* (Sulh and Arbitration) (Islamic Consumer Law), *Fiqh al-Biah* (Islamic Environmental Law) and Islamic Laws in Muslims Countries.

A research was made regarding the effectiveness of the integrated curriculum in IIUM in relation to the above mentioned objectives. The researchers investigate the performance of IIUM graduates in terms of: (i) how well they are accepted by the market, (ii) whether the students possess the job-related values that are highly regarded in the market, and (iii) how these values relate to their job performance. The results show that the integrated curriculum managed to produce graduates and manpower with the right values and qualities without compromising their job skills and marketability.²³ This makes a case for a review of the content of higher education throughout the Muslim world to ensure that the objective of enhancing the development of the intellectual, spiritual and skills capacity of man is achieved.

With the changing nature of the job marketplace, it becomes a challenge for the higher learning institutions to be innovative and creative by offering programmes which is competitively based on demand. It is a fact that one of the demands in the marketplace today is Islamic economics, banking and finance due to the emergence of Islamic banking and finance industry.²⁴ The universities, through the faculty of laws offering the Islamic law of finance and banking are confident with their ability to increase the employability of law graduates. The Islamic financial industry is potential in creating vast employment and job opportunities for the country given the growing demand for graduates of Islamic finance and related programmes from local and international industries.²⁵ Producing more law graduates equipped with knowledge on the Islamic law of transactions, particularly on finance and banking will develop the human capital in the local and international Islamic finance industry. It will also provide the demand for a pool of experts or knowledgeable professionals who will be able to serve the *shariah* supervisory boards of Islamic financial institutions.

²² Muhammad Nizan Awang, "Islamic Legal Education in Public Law Schools in Malaysia – Charting the Direction," paper presented at the International Conference on Effective Teaching Technique at Montreal, Canada, May 30, 2008.

²³ Ruzita Mohd. Amin, et. al. The Effectiveness of an Integrated Curriculum: The Case of the International Islamic University Malaysia. 8th International Conference on Islamic Economics and Finance.-Sustainable Growth and Inclusive Economic Development from Islamic Perspective. Doha-Qatar, December 10-20, 2011.

²⁴ Shahimi, S. Et.al., Islamic Finance Programmes in Malaysian Universities: An Assessment of Content. Paper presented at *Seminar Ekonomi Islam Peringkat Kebangsaan* organised by the Dept. Of Shariah and Economics, Academy of Islamic Studies, UM, 10-11 January 2009 at Balai ILMU APIUM.

²⁵ Ibid

VI. Conclusion

The productivity of the Malaysian law schools, particularly, those with an integrated curriculum, has been projected to be growing and increasing year by year. The employment of law graduates or new lawyers continue to be strong and progressive in numbers in the job market as fast as other occupations. The students' research programme, training activities and good performance and gained experiences with legal clinical education can be considered as part of the effective resources in meeting the global changing job market. In the harmonisation or integrated (Islamic and Malaysian secular laws) curriculum of legal education, finding shows that law graduates in the International Islamic University and Universiti Sains Islam Malaysia have better opportunities for working both in conventional and Islamic banks as well as financial companies. It means, these are graduates which are highly desired on the graduate training programme offered by many prestigious employers in Islamic finance, banking and other local and international Islamic industries.

This paper recommends that to set up future success for law graduates, universities must have created a link and cooperation with the government institutions. Through the Ministry of Higher Education, the government can promote and facilitate learning partnership with students for intellectual transformation and a well-equipped moral human capital. It should be a programme that will successfully prepare students career in the legal society; to global economic development, and advocacy to improve knowledge and quality of life. In carrying out this responsibility, the Government has to provide and promote quality industrial trainings, dynamic continual improvement of extra curricular legal activities and standardisation of law curriculums and teaching methods. The Ministry of Higher Education can formulate good strategies coupled with good plans to ensure that the universities as public institutions are able to transform the students into a sustainable graduates and also transform students' industrial trainings and research into products for the marketplace. As the saying goes that joint work on issues of common concern will result to a productive services and resources.

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