

INTERNATIONAL CONFERENCE ON THE INTEGRATION OF KNOWLEDGE IN HIGHER EDUCATION (ICIOK 2022)

"TOWARDS AN INTEGRATED AND HOLISTIC EDUCATION IN THE 21ST CENTURY"

18 - 19
May 2022



KOED Zoom Meeting



KOED IIUM YouTube

ORGANISER:
KULLIYAH OF EDUCATION, IIUM

IN COLLABORATION WITH:
INTERNATIONAL INSTITUTE
FOR MUSLIM UNITY (IIMU)

CALLING FOR PAPERS!

- Abstract Submission Deadline: 31st March 2022
- Full Paper Submission: 5th April 2022
- Early Bird Registration: 15th March 2022
- Registration Deadline: 15th April 2022
- Conference Languages: English, Arabic and Malay Language

REGISTRATION FEES

- International Participants: USD 20
- International Presenters: USD 50
- Local Participants: RM 100
- Local Presenters: RM 200
- Students (Presenters): RM 40
- Students (Participants): RM 20
- 50% less for group registration! (3 persons and above)

CONFERENCE SUB-THEMES

- Islamic Paradigm and Foundations of the Integration of Knowledge
- Curriculum, Pedagogy and Assessment of the Integration of Knowledge
- Integration of Knowledge in Various Disciplines
- **Note:** The conference is NOT limited to the integration of knowledge as topics related to education in general can be accepted.



SCAN FOR
REGISTRATION



<https://conference.iium.edu.my/ICIOK2022/>



iciok2022@iium.edu.my

TABLE OF CONTENT

ITEM	PAGE
Message from the Dean	3
Message from the Conference Chairs	4
Keynote Speakers	5
List of Organizing Committee	8
Acknowledgment	10
Conference at a Glance Program Schedule	11
Parallel Sessions Schedule	14
Abstract of Paper Presentation Malay Language	30
Arabic Language	40
English Language	54

Message from The Dean of Kulliyyah of Education



BismillahirRahmanirRahim

All praise is due to ALLAH alone, Lord of all the worlds.

On behalf of the International Islamic University Malaysia (IIUM), I would like to welcome everyone to the International Conference on the **Integration of Knowledge in Higher Education (ICIOK 2022)**, which is jointly organised by the Kulliyyah of Education (KOED) and the International Institute for Muslim Unity (IIMU) of the IIUM. I am pleased to announce that the Conference has attracted participants from all parts of the world. We have presenters and participants attending this Conference from Europe, the Middle East, the African Continent, the Indian subcontinent as well as from the ASEAN region.

This much awaited conference is a momentous event and part of the IIUM initiative to enhance efforts in the integration of knowledge; be it the integration of various disciplines of knowledge, integration of dominant and indigenous knowledge, or the integration of revealed and human acquired knowledge. It is without question that the quest for and propagation of knowledge is mandatory in Islam. Unfortunately, the dominant knowledge that pervades the *Muslim* world today is one that is separated from the Islamic faith (*aqidah*), Islamic law (*shariah*), and morals (*akhlak*), arising primarily from the West. It has led to the spread of secular influence in education as well as in the daily lives of *Muslims* around the world. Understanding the difference in knowledge that is embedded within the secular worldview and knowledge that is based on Islamic faith and worldview is critical. So, is knowing how to integrate the relevant dominant knowledge with Islamic revealed knowledge to ensure that proper understanding of knowledge and the purpose of seeking knowledge in Islam is preserved.

My heartfelt gratitude to Professor Dr. Dawood Abdulmalek Yahya Al-Hidabi, Associate Professor Dr Suhailah Hussien, and Associate Professor Dr. Ssekamanya Siraje Abdallah for leading the organising committee as the Conference Co-chairs. My heartfelt gratitude also goes to Assistant Professor Dr Abdulmajid Mohammed Abdulwahab Aldaba, the Coordinator for Internationalisation, and Assistant Professor Dr. Muhammad Ikram Abu Hassan as Secretary I and II of the Conference as well as to all the organising committee for their dedication and tireless efforts to make this Conference a success. Our deepest gratitude to Emeritus Professor Tan Sri Dato' Dzulkifli Abdul Razak, the Rector of IIUM, for his dedication towards the integration of knowledge and support for the Conference. To the renowned keynote and plenary speakers, we are humbled by their commitment in sharing their knowledge and making time to be part of this important Conference. The organising committee and the Kulliyyah of Education as a whole would also like to express our sincere gratitude to the International Institute of Islamic Thought (IIIT) for sponsoring around 100 international students to participate in this Conference.

May Allah reward each and every one abundantly for the kind contribution to this Conference, for the sake of His pleasure. *Wabillahi Taufiq Wal Hidayah, Wassalamu'alaikum Warahmatullahi Wabarakatuh.*

Prof. Dr. Noor Lide Bte. Abu Kassim

Message from Conference Chairs



Forty years ago, the Second International Conference on Islamization of Knowledge was convened at Islamabad, Pakistan. During that conference, the greatest Muslim minds including Ismail Raji al-Faruqi, Syed Muhammad Naquib al-Attas, Abdul Hamid Abu Sulayman, and Taha Jabir Alwani, deliberated on shaping a Muslim system of higher education that is properly based on the fundamentals of Islam while utilizing the latest discoveries in the physical and social sciences for the benefit of Muslim communities all over the world. The key phrase was Islamization of knowledge.

A lot has been achieved since then. Hundreds of universities and other tertiary institutions have been established not only in Muslim but also western nations. Hundreds of volumes and thousands of articles have been published about the subject. Should we rest and declare the struggle of Islamization of knowledge over and its goals achieved?

Of course, the answer is a resounding NO. In 2017 Ziauddin Sardar and Jeremy Henzell - Thomas published a work entitled *Rethinking Reform in Higher Education* highlighting, among others, the need to shift focus from Islamization to Integration of knowledge. This process has been gradually unveiling at IIUM in the work of Professor Emeritus Mohd Kamal Hassan. The recent Covid 19 pandemic has highlighted even more gaps for educators to fill not only in relation to Islamization but also in the general organization and delivery of higher education.

Bringing together the greatest minds in Islamization and Integration of knowledge, the International Conference on the Integration of Knowledge in Higher Education (ICIOK-2022) is both timely and immediately relevant for Muslim educators. Among the main speakers are scholars who have shaped the landscape of Islamization and Integration of knowledge for the past 50 years. They share their valuable experiences and insights earned from the trenches where they have participated as teachers, strategists, authors, and leaders in the process of Islamization and Integration of knowledge at various institutions of higher learning both in the Muslim and non-Muslim world.

This is a great opportunity for us to deliberate and learn from the past, understand the present, and better prepare for the future of integration of knowledge in higher education.

Assoc. Prof. Dr. Ssekamanya Siraje Abdalla
Prof. Dr. Dawood Al-Hidabi
Assoc. Prof. Dr. Suhailah Hussien

Keynote speakers

PROF. EMERITUS TAN SRI DATO DZULKIFLI ABDUL RAZAK

Dzulkipli Abdul Razak is currently the Rector of the International Islamic University Malaysia. He was the Vice Chancellor of Universiti Sains Malaysia (USM) from 2000-2011. He is the immediate past president of the International Association of Universities (IAU), a UNESCO-affiliated organisation, based in Paris. He was the Convenor of the Regional Centre for Expertise on Education for Sustainable Development based in USM beginning 2005. He is also the Co-Chair of Right Livelihood College Steering Committee based at University of Bonn, and an Advisory Board Member, Institute of Sustainable Development and Learning at Leuphana University of Lueneburg, Germany from June 2019. In February 2021, he was invited to serve as an Expert for the Futures of Higher Education Project at UNESCO's Institute for Higher Education (IESALC). In October 2018, he was conferred Professor Emeritus by USM, whilst in November 2019, Universiti Sains Islam Malaysia (USIM) conferred him an Honorary Doctorate of Dakwah and Islamic Management in recognition of his efforts in widening the dimensions of dakwah through various research and leadership while serving at the University. Dzul was awarded the prestigious 2017 Gilbert Medal by Universitas 21 in recognition of "his long term commitment to a sustainable approach to international higher education." He is a Fellow of the Academy of Sciences Malaysia (FASc), the World Academy of Art and Science (FWAAS) and the World Academy of Islamic Management (FWAIM). Dzul was awarded the 2017 Tokoh Akademik Negara (National Academic Laureate) and recipient of number of Honorary Doctorate from various international universities. The latest book is "Pentafsiran baharu Falsafah Pendidikan Kebangsaan dan pelaksanaannya pasca 2020" published by IUUM Press in 2019. This book won the Anugerah Buku Negara in 2019. His major scholarly contributions are Fourth Industrial Revolution – The Leadership Dilemma (2018) and Voicing Concern (2018), the seventh volume of the same title comprising his weekly columns from 2015 to 2017.



PROF. DR. K. H. HAMID FAHMY ZARKASYI



Prof. Dr. Hamid Fahmy Zarkasyi is the Chancellor of Darussalam Gontor University for the 2020-2025 term. He obtained his doctorate degree at the International Institute of Islamic Thought and Civilization (ISTAC) Malaysia in 2006. His dissertation entitled Al-Ghazali's Concept of Causality: with Reference to His Interpretations of Reality and Knowledge, was at the suggestion and choice – as well as under the guidance of Tan Sri Prof. Dr. Syed Muhammad Naquib al-Attas. Previously, in 1998 Hamid obtained a Master of Philosophy (M.Phil) at the University of Birmingham, England. At this university he wrote a thesis entitled Ibn Taymiyyah's Critique of Philosophy, under the supervision of Prof. Dr. David Thomas, and his thesis was examined by an external examiner Prof. Dr. Ian Netton. His love and passion for education have made Hamid to pursue a career in education and then he continued for another master's program at the Institute of Education and Research (IER) at the University of the Punjab, Pakistan. He obtained his Master of Art in Education (M.A.Ed) in 1988. To respond to the challenges of contemporary thought, Hamid has also written several popular books among them are Misykat: Reflections on Islam, Westernization, and Liberalization and Liberalization of Islamic Thought: Joint Movement of Missionaries, Orientalists and Colonialists. His main concern is to build an Islamic thought based on the Islamic worldview. This can be seen from several of his papers that have been published in various journals or presented in various seminars.

PROF. DR. MUHAMMAD ALHASSAN BIRAIMA

Professor Muhammad Alhasan Biraima Ibrahim is a Professor in Economics & Philosophy of Social Science in University of Gezira, Sudan. His current position is the Chair Professor at the Institute of Islamization of Knowledge (IMAM), University of Gezira, Sudan. He obtained his Bachelor with honors in Economics from University of Khartoum, Sudan. His Ph.D in Economics was from University of York, United Kingdom, 1983. In 1986, he was appointed as Head for Department of Economics, Faculty of Economics and Rural Development, Gezira University, Sudan. Then, he was become Dean at Institute of Islamization of Knowledge (IMAM), Gezira University, Sudan from 1991 until 2008. In 2012 to 2020, he was the Chairman, Board of Directors in Gezira College for Technology Publications. He has to his credit in over 17 articles in national and international journals and 7 books in his expertise both in Arabic and English. His expertise in teaching is in Development Economics; Macroeconomics; History of Economic Thought; Marxian Economics; Labour Economics; Money and Banking; Readings in Islamic Economics; Issues in Islamization of Knowledge. His current research project is in Social Systems in the Qur'anic Worldview: Towards a Scientific Research Program.



PROFESSOR BERGHOUT ABDELAZIZ

Professor Berghout Abdelaziz currently serves as the Dean of International Institute of Islamic Thought and Civilisation (ISTAC-IIUM). He earned his Ph.D in Islamic Civilization and History - Doctor of Philosophy, Universiti Malaya (UM), and has a Master in Islamic Revealed Knowledge & Heritage - Masters Degree, International Islamic University Malaysia. He has extensively contributed through his writings and publications on different areas of interests such as; Islamic theory of civilization, the Islamic worldview, culture, education, social change, Islamic economic theory, strategic planning, quality assurance, internationalisation of higher education, civilisational dialogue, globalization, rise and fall of civilization. He has to his credit over 50 articles in national and international journals and 10 books in various areas of expertise. The major books includes Prophetic Methodology and Social Change, (Ummah Book Series, No. 43, Qatar, 1995), Foundations of Civilizational Renewal and its Universal Dimensions: A Study on Malik Bennabi's Thought, Towards an Islamic Theory for Civilizational Development: the Contribution of Said Nursi, Research Centre, (IIUM, 2006), Materialization of the Civilizational Project of Islam in Contemporary World, (Ministry of Religious Affairs, Kuwait, 2007), Introduction to the Islamic Worldview: Study of Selected Essential) and Strategic Planning Capacity Building for Human Capital Development, jointly with Hatim Talib, Saudi Arabia, Bahadar Advanced Advertising, Listed in King Fahad Library Catalogue, Saudi Arabia, 2010.



PROF. DR. OMAR HASAN KASULE

Prof Dr Omar Hasan Kasule currently serves as secretary general of the International Institute of Islamic Thought (IIIT). He graduated from Makerere University in Uganda and subsequently obtained his postgraduate training in public health including a doctorate in epidemiology from Harvard University. Additionally, Dr. Kasule had obtained a certification in Arabic and Islamic studies from Bilal Institute in Kampala, Uganda. From 1987-1995, Dr. Kasule worked in USA involved in managing development projects involving education and health in North America and the Caribbean and clinical epidemiology as a Quality Assurance Consultant in several states in USA. After working in USA for few years, Dr. Kasule accepted a position at the newly established Islamic university in Malaysia where from (1995-2005) he held the appointments of Professor of Medicine, Deputy Dean for Research and Post Graduate, founding Chief Editor of the International Medical Journal www-e-imj.com. Dr. Kasule is a consultant for many hospitals and faculties of medicine in the South East Asia region on Islamic Medicine and integration of Islam in medical practice and teaching. His writings on these disciplines can be accessed at <http://omarkasule.tripod.com>. His pioneering work across Indonesia, Malaysia and more recently Brunei has transformed the medical education in significant number of the medical schools in SE Asia and this has resulted in Prof Kasule being a frequent invited scholar all over the globe.



PROF. DR. WALEED FEKRY FARIS

Professor Waleed Fekry Faris is a Professor in the Department of Mechanical Engineering, International Islamic University Malaysia (IIUM). His current position is the Deputy Dean of Post Graduate at ISTAC. He obtained his Bachelor in Mechanical Engineering and Master in Applied Computational Mechanics, both are from Zagazig University, Egypt. His Ph.D in Non-Linear Dynamics was from Virginia Tech, USA. Prof. Faris is a well-known internationally in the fields of dynamics and control and also in vehicle dynamics. He is a reviewer for major international journals in the above fields, and a committee member in most of the well-established conferences in the above fields. He is on the editorial board for four international journals in automotive engineering and vibrations. He has to his credit more than 120 journal papers, 85 conference papers, five books and many book chapters. Professor Faris has been advising many bodies within Malaysia and outside Malaysia as a consultant in engineering fields and in higher education policies as well. He headed an international organization for quality assurance and accreditation under the Islamic Federation of Islamic Universities. Also, he is advising on management issues and published papers and books in the management fields, specifically quality assurance and strategic management. His latest books are The Kulliyyah of Engineering: Producing Muslim Engineers in 2019; The Kulliyyah of Architecture and Environmental Design: Building on Rich Heritage in 2019 also. Both are published by IIUM Press.



PROF. EMERITUS DATO' WIRA DR. JAMIL OSMAN

Jamil Osman was a professor in economics and statistics at International Islamic University Malaysia (1983-2008) and later as the Rector and CEO of Insaniah University College (now International Islamic University of Sultan Abdul Halim Muazam Shah – UNISHAMS) in Kedah, Malaysia (2008-2013). Prior to working at Insaniah University, he served as Dean of Admissions and Records Division (1989 – 1999), Deputy Rector Academic Affairs (1999-2003) at International Islamic University Malaysia, IIUM and Dean of Kuliyah of Economics and Management Sciences, IIUM (2006 – 2008). He graduated PhD in Economics and Finance from Rensselaer Polytechnic Institute (RPI), New York (1988), MSc in Econometrics from Western Michigan University, Kalamazoo (1981) and Undergraduate in Statistics from Central London Polytechnic (now University of Westminster, London and at Institute Technology of MARA, Malaysia (Now University Technology MARA, UiTM), Shah Alam (1975). He received the following awards; The title of Darjah Kebesaran Gemilang Seri Mahkota Kedah Yang Dihormati (DGMK) conferred by His Majesty Sultan of Kedah Darul Aman in 2011; The title of Darjah Paduka Mahkota Kedah (DPMK) conferred by His Majesty the 77th Monarch Tuanku Sultan of Kedah Darul Aman on April 17, 2005, which carries the title of Dato; The title of Darjah Indera Mahkota Pahang (DIMP) conferred by His Majesty the 68th Monarch Tuanku Sultan of Pahang Darul Makmur on October 28, 1998, which carries the title of 'Dato'.



PROF. DATUK DR. OSMAN BAKAR

Osman Bakar is holding position at ISTAC as the Chairperson, Al-Ghazali of Epistemology, Civilizational Studies and Renewal. He was the Malaysia Chair of Islam in Southeast Asia, Center for Muslim-Christian Understanding and is a member of the Center's Academic Council. He served as the Deputy Vice Chancellor/Vice President of Academics and was the first holder of the Chair of the Philosophy of Science at the University of Malaya (Kuala Lumpur), a post he held until 2001. He is one of the founding members and has also served as President of the Islamic Academy of Science of Malaysia. He completed his undergraduate degree with Honors and an M.Sc. in Mathematics (specializing in Algebra) at London University. In 1981, Osman Bakar entered Temple University where he completed an M.A. in Comparative Religion and his Ph.D. in Philosophy of Science/Islamic Philosophy. In 1994 he was awarded the honorary title of "Dato" by the Sultan of Pahang and by the King of Malaysia in 2000. Dr. Bakar has received additional recognition for his work, including the Fulbright Visiting Scholar at Harvard University. He has also served as a consultant to various agencies such as the United Nations and UNESCO. Many of his essays have appeared in numerous journals, chapters in various books, and in encyclopedias. His books, Classification of Knowledge in Islam, Tawhid and Science, and Civilizational Dialogue, among others, have been translated into Albanian, Arabic, Chinese, English, French, Indonesian, Persian, Spanish, Turkish, and Urdu. His latest publication is Coronavirus in the light of Traditional Integral Ecology, in: The Muslim 500: The World's 500 Most Influential Muslims. It is published by the Royal Islamic Strategic Studies Centre, Amman, Jordan.



DR. FATHI HASAN MALKAWI

DR. FATHI HASAN MALKAWI is a Jordanian born educator who obtained his B.Sc in Chemistry and Geology from Damascus University in 1966, Advanced Diploma in Sci. Ed. from Reading University UK in 1972, M.Sc. in Ed. Psychology from the University of Jordan in 1978, and Ph.D. In Sci. Ed. & Phil of Science from Michigan State University USA in 1984. He served for 12 years at the Ministry of Education in Jordan as Curriculum Developer and Instructor in Teacher Education Institutes. He then served for another 12 years as Assistant and Associate Professor at Yarmouk University in Jordan. He then moved to the USA to serve as Executive Director of the International Institute of Islamic Thought (IIIT) for 10 years. He is currently a senior researcher at IIIT. He published 40 school and university books and more than 60 research papers in Science Education, Research Methodology and Islamic Thought. He has been a visiting professor and lecturer at universities in many countries in Europe, Asia, Africa and N. America. Among his latest books: Epistemological Integration: Essentials of Islamic Methodology, Mapping Intellectual Building and the Construction of Thought, Worldview: Presence and Practices in Thought, Knowledge and Education, and three volumes in Islamic Educational Thought and Heritage.



ORGANIZING COMMITTEE OF ICIOK 2022

Position	Name
Patron:	Prof. Emeritus Tan Sri Dato Dzulkifli Abdul Razak
Advisor:	Prof. Dr. Noor Lide Bte. Abu Kassim
Conference Chairs:	Prof. Dr. Dawood Al-Hidabi Assoc. Prof. Dr. Suhailah Hussien Assoc. Prof. Dr. Ssekamanya Siraje Abdalla
Steering Committee:	1. Asst. Prof. Dr. Abdulmajid Mohammed (Secretary I) 2. Asst. Dr. Muhammad Ikram Bin Abu Hassan (Secretary II) 3. Sr. Yasmin Fauzi 4. Sr. Nor Nasimah Mohamad Naim
Treasury Committee:	1. Madam Azura Haji Hamzah (Head) 2. Sr. Rohayati Zakaria 3. Sr. Siti Zubaidah Mohamed Yusof (Finance Division) 4. Sr. Nurzulaikha Zainal (Finance Division)
Programme Committee:	1. Assoc. Prof. Dr. Arifin Mamat (Head) 2. Asst. Prof. Dr. Wan Rusli Bin Wan Ahmad 3. Asst. Prof. Dr. Halim Bin Ismail 4. Sr. Fajariah Mohd Yusof 5. Sr. Nurul Murni Aishah Binti Jaafar 6. Br. Muhammad Hilmy Abdul Wahab 7. Br. Azreen Syah Haron
Publicity Committee:	1. Asst. Prof. Dr. Suzana Suhailawaty Md Sidek (Head) 2. Asst. Prof. Dr. Abdul Gafur Arifin 3. Assoc. Prof. Dr. Fatmir Shehu 4. Asst. Prof. Dr. Sulaiman Hashim 5. Sr. Norsiah Yahya 6. Robiatul Adawiyah M Hairil Anuar
IT/Multimedia and Technology Committee	1. Asst. Prof. Dr. Siti Fatimah Abd. Rahman (Head) 2. Asst. Prof. Dr. Mohamed Abdelmagid Abdelmawgoud 3. Asst. Prof. Dr. Noorlila binti Ahmad 4. Br. Ridwan Safar
Registration Committee:	1. Asst. Prof. Dr. Khadijah Khalilah Binti Abdul Rashid (Head) 2. Asst. Prof. Dr. Haziqah Zulaikha binti Aris 3. Sr. Norazlinda Hussin 4. Sr. Nur Syahirah Binti Shaharin
Scientific Committee:	ARABIC TEAM: 1. Asst. Prof. Dr. Adham Hamawiya (Head) 2. Assoc. Prof. Dr. Sueraya Che Haron 3. Asst. Prof. Dr. Erfan Abd El Daim Mohmed 4. Prof. Dr. Akram M Z M Khedher (KICT)

	5. Asst. Prof. Dr. Homam Altabaa (KIRKHS) 6. Asst. Prof. Dr. Bachar Bakour (KIRKHS) 7. Asst. Prof. Dr. Habeebullah Zakariyah (IBF)
	ENGLISH TEAM: 1. Asst. Prof. Dr. Merah Souad (Head) 2. Assoc. Prof. Dr. Tunku Badariah Binti Tunku Ahmad 3. Asst. Prof. Dr. Jafar Paramboor 4. Asst. Prof. Dr. Mohaida Binti Mohin 5. Assoc. Prof. Dr. Haniza Rais 6. Sr. Nur Hanun Mohamad
	MALAY TEAM: 1. Assoc. Prof. Dr. Madiah Binti Khalid (Head) 2. Assoc. Prof. Dr. Azam Bin Othman 3. Assoc. Prof. Dr. Siti Rafiah Abd. Hamid 4. Asst. Prof. Dr. Mohammad Ridhuan Bin Abdullah
Publication Committee	1. Asst. Prof. Dr. Mohammad Azanee Saad (Head) 2. Asst. Prof. Dr. Tahraoui Ramdane 3. Assoc. Prof. Dr. Faizah Idrus 4. Assoc. Prof. Dr. Ismail Hussein Amzat
Awards and Certificates Committee	1. Asst. Prof. Dr. Aishah Hanim Binti Abd Karim (Head) 2. Assoc. Prof. Dr. Ismaiel Hassanein Ahmed 3. Asst. Prof. Dr. Wirawani Binti Kamarulzaman 4. Br. Mohammad Firdaus Roslan
Food and Venues Committee	1. Asst. Prof. Dr. Siti Kholijah Binti Kassim (Head) 2. Sr. Aisah bt. Marikun
Special Task Committee	1. Asst. Prof. Dr. Aizat bin Shamsuddin 2. Br. Mohd Lukman Muda 3. Br. Muhammad Amer Ezzat Omar
Workshops Committee	1. Asst. Prof. Dr. Nurazzelena Binti Abdullah 2. Asst. Prof. Dr. Nazatul Akmar Bt Mokhtar 3. Asst. Prof. Dr. Puteri Azlian Megat Ramli 4. Br. Haji Muhammad Azmi Ibrahim

Acknowledgment

On behalf of the ICIOK 2022 organizing committee and the Kulliyyah of Education, we would like to extend greatest appreciation and sincere gratitude to the following institutions and organisations for their continuous support in making ICIOK 2022 a success.

Thank you!

1- International Islamic University Malaysia (IIUM)

- Rector's Office
- International Institute of Islamic Thought and Civilization (ISTAC)
- Information Technology Division



2- The International Institute of Islamic Thought (IIIT).

- International Institute of Islamic Thought - IIIT USA.
- International Institute of Islamic Thought - IIIT East and Southeast Asia.
- International Institute of Islamic Thought - IIIT Saudi Arabia.
- International Institute of Islamic Thought - IIIT Jordan.



3- University of Darussalam Gontor



4- University of Gezira, Sudan



Conference at a Glance

Program Schedule

Day 1: 18th May 2022 (Wednesday)					
TIME	PROGRAMME				PIC
8:30 – 8:45 a.m.	Camera Ready & Conference House Keeping Announcement				
8:45 – 9:00 a.m.	Recitation of Du'a & Welcoming remarks by: Prof. Dr. Noor Lide Bt. Abu Kassim (Dean of KOED)				Recitation of Du'a – Dr. Muhammad Ikram MC – Assoc. Prof. Dr. Faizah Idrus
9:00 – 10:15 a.m.	Opening Speech and Keynote 1 Prof. Emeritus Tan Sri Dato Dzulkifli Abdul Razak				
10:15 – 11:15 a.m.	Keynote Speech 2: Prof. Emeritus Datuk Dr. Osman Bakar Topic: The Fundamental/Foundations of the Integration of Knowledge				Moderator Prof. Dr. Ainol Madziah Zubairi
11:15 – 12:15 p.m.	Parallel session 1 (WEDNESDAY) 11.15 a.m. – 12.15 p.m.				
	Room 1 (MALAY LANGUAGE)	Room 2 (ARABIC LANGUAGE)	Room 3 (ARABIC LANGUAGE)	Room 4 (ENGLISH)	Room 5 (ENGLISH)
	MODERATOR – DR. SYARIFAH ROHANIAH SYED MAHMOOD	MODERATOR – ASSOC. PROF. DR. ARIFIN MAMAT	MODERATOR – DR. ISMAIEL HASSANEIN AHMED MOHAMED	MODERATOR – DR. AISHAH HANIM ABD KARIM	MODERATOR – DR. ABDUL GAFUR ARIFIN
12:15 – 1:15 pm	Plenary 1: Prof. Dr. Muhammad Alhassan Biraima Topic: Towards an Inclusive and Integrative Quranic Worldview				Moderator – Dr. Tahraoui Ramdane
1:15 – 2:15 p.m.	Zuhur and lunch				

2:15 – 3:15 p.m.	Plenary 2: Prof. Hamid Fahmy Zarkasyi Topic: Integration of Knowledge from the Lower to Higher Education: The Gontor Experience				Moderator Assoc. Prof. Dr. Mohd Burhan Bin Ibrahim
3:15 – 4:15 p.m.	Parallel session 2 (WEDNESDAY) 3.15 p.m. – 4.15 p.m.				
	Room 1 (MALAY LANGUAGE)	Room 2 (ARABIC LANGUAGE)	Room 3 (ENGLISH)	Room 4 (ENGLISH)	Room 5 (ENGLISH)
	MODERATOR – DR. SALMI AHMAD SUDAN	MODERATOR – DR. SSEKAMANY A SIRAJE ABDALLAH	MODERATOR – DR. KHADIJAH KHALILAH ABDUL RASHID	MODERATOR – DR. NURAZZELEN A ABDULLAH	MODERATOR – DR. WIRAWANI KAMARULZAMAN
4:15 – 5:15 p.m.	Plenary 3: Prof. Dr. Waleed Fekry Faris Topic: Integration of Knowledge in Sciences				Moderator – Dr. Abdulmajid Mohammed Abdulwahab Aldaba
Day 2: 19th May 2022 (Thursday)					
TIME	PROGRAMME				PIC
9:00 – 10:00 a.m.	Keynote Speech 3: AP. Dr. Fathi Malkawi Topic: WHERE ARE WE ON IOK? The Recent Past and the Near Future				Moderator – Dr. Adham Hamawiya
10:00 – 11:00 a.m.	Plenary 4: Prof. Dr. Abdelaziz Berghout Topic: The Integrated Islamic Education Framework				Moderator Dr. Suzana Suhailawaty Md. Sidek
11:00 – 12:00 p.m.	PARALLEL SESSION 3 (THURSDAY): 11.00 a.m. – 12.15 p.m.				
	Room 1 (ENGLISH)			Room 2 (ENGLISH)	
	MODERATOR – DR. NOORLILA AHMAD			MODERATOR – DR. AIZAT SHAMSUDDIN	
12:00 – 1:00 p.m.	Plenary 5: Prof. Emeritus Dato’ Wira Dr. Jamil Osman Topic:			Moderator Prof. Dr. Ratnawati Bt Mohd. Asraf	

	Developing and Managing Programs on Integration of Knowledge at Islamic Higher Institutions	
1:00 – 2:00 p.m.	Zuhur and lunch	
2:00 – 3:30 p.m	Parallel session 4 (THURSDAY): 2.00 p.m. – 3.30 p.m.	
	Room 1 (ENGLISH)	Room 2 (ENGLISH)
	MODERATOR – DR. HAZIQAH ZULAIKHA ARIS	MODERATOR – DR. SITI FATIMAH BINTI ABD. RAHMAN
3:30 – 4:30 p.m.	Keynote Speech 4 and Way Forward Speech: Prof. Dr. Omar Hasan Kasule Topic: Integration of Knowledge in Medicine	MC – Assoc. Prof. Dr. Ssekamanya Siraje Abdallah
4:30 – 5:00 p.m.	Closing and award giving ceremony	

PARALLEL SESSION

18 MAY 2022		PARALLEL SESSION 1 (WEDNESDAY): 11.15 a.m. – 12.15 p.m. MODERATOR – DR. SYARIFAH ROHANIAH SYED MAHMOOD (MALAY LANGUAGE)	DAY 1	ROOM 1
NO	PAPER ID	TITLES	PRESENTERS	
1	SR001	KEPENTINGAN SENSITIVITI MORAL DAN PENGHAYATAN AGAMA TERHADAP KEUPAYAAN MEMBUAT PENAAKULAN SOSIOSAINTEK	SHAFIAH ABDUL RASHID, ZANATON H. IKSAN, & KHADIJAH ABDUL RAZAK	
2	SR028	MEMPERKENALKAN 'INTELLIGENT DESIGN' SEBAGAI MODEL RELEVANTISASI ILMU WAHYU	MUHAMMAD FASHAN BIN AHMAD ZIADI, MUHAMMAD ASRIE BIN SOBRI, & NIK MD. SAIFUL AZIZI NIK ABDULLAH	
3	SR027	MEMPERKENALKAN 'INTELLIGENT DESIGN' SEBAGAI MODEL ISLAMISASI SAINS	MUHAMMAD ASRIE BIN SOBRI, MUHAMMAD FASHAN BIN AHMAD ZIADI, & NIK MD. SAIFUL AZIZI NIK ABDULLAH	
4	SR004	BUKU TEKS TAUHID: KANDUNGAN DAN PERANANNYA DALAM MEMBENTUK KEMENJADIAN PELAJAR DI SEKOLAH MENENGAH SWASTA DI JOHOR BAHRU	MASDINIZAM SHAMSUDDIN SHUKOR, FATHIYAH MOHD FAKHRUDDIN, & NORZIHANI BINTI SAHARUDDIN	
5	LR020	AKTIVITI PEMBELAJARAN SEPANJANG HAYAT: JANGKAAN MAHASISWA UNIVERSITI PUTRA MALAYSIA SETELAH MENAMATKAN PENGAJIAN	FATHIYAH MOHD FAKHRUDDIN, & FAIZAH MOHD FAKHRUDDIN	

18 MAY 2022		PARALLEL SESSION 2 (WEDNESDAY): 3.15 p.m. – 4.15 p.m. MODERATOR – DR. SALMI AHMAD SUDAN (MALAY LANGUAGE)	DAY 1	ROOM 1
NO	PAPER ID	TITLES	PRESENTERS	
1	SR006	KOMPETENSI GURU BIMBINGAN DAN KAUNSELING (GBK) MENGENDALIKAN INTERVENSI TERHADAP KETAHANAN SOSIO EMOSI DAN KESELAMATAN PSIKOLOGI MURID	NOOR AZYYATI BINTI KADIR	
2	LR001	HUBUNGAN PENCAPAIAN DAN PERSEPSI PELAJAR MENGENAI PERPADUAN DALAM PEMBELAJARAN MATA PELAJARAN SEJARAH TERHADAP PENGHAYATAN INTEGRASI NASIONAL	NAJAMUDDIN HAJI BACHORA, & HAJI NORDIN BULA	
3	LR002	AMALAN BAHARU DUA NEGARA TERHADAP PENYUBURAN BUDAYA KREATIF DAN INOVATIF DALAM PROSES PEMBELAJARAN DAN PEMUDAHCARAAN BAKAL GURU BAHASA MELAYU MALAYSIA-INDONESIA	MARZNI MOHAMED MOKHTAR, AFNITA, FADZILAH ABD. RAHMAN, MARNI JAMIL, & EFRIANTO	
4	SR002	PENGUNAAN PERISIAN PADLET.COM DALAM MERANGSANG PEMIKIRAN PELAJAR TERHADAP PENULISAN KARANGAN BAHASA ARAB	NOOR ANIDA BINTI AWANG, & NOORAIHAN BINTI ALI	
5	SR005	PENDIDIKAN MORAL UNTUK PELAJAR MUSLIM DAN BUKAN MUSLIM: SATU TINJAUAN AWAL	NUR FATIHAH AHMAD, NURHANISAH TUGIMAN, NUR FATIN MADIHAH KHOZA, MUHAMMAD NOH MIDAMAN	

			MUNADON, & NORZIHANI SAHARUDDIN
6	SR022	MENEROKA PERSEPSI GURU SEKOLAH MENENGAH TERHADAP PENGAJARAN DAN PEMBELAJARAN DALAM TALIAN SEMASA PANDEMIK COVID-19	ANGELA SYAFRIANI, SITI SALMAH, & LINDA SARI BULAN

18 MAY 2022		PARALLEL SESSION 1 (WEDNESDAY): 11.15 a.m. – 12.15 p.m. MODERATOR – ASSOC. PROF. DR. ARIFIN MAMAT (ARABIC LANGUAGE)	DAY 1	ROOM 2
NO	PAPER ID	TITLES	PRESENTERS	
1	LR025	تحديات دراسة الأدب الإسلامي: الجامعة الإسلامية العالمية بماليزيا أنموذجاً	HOMAM ALTABA	
2	SR029	بناء موديول مهارة التحدث باللغة العربية القائم على آيات قرآنية	RAHIM @ SALEH BIN RAMLY, & HARUN BAHARUDDIN	
3	LR025	مشروع الغزالي في التكامل المعرفي بين علم المنطق وعلم الكلام	BACHAR BAKOUR	

4	LR016	بنية النص ودورها في التكامل المعرفي بين علوم العربية	MOHAMAED AZIZ ABDEL MAQSUD SAYED AHMED, & MUHAMMAD LUQMAN AL HAKIM MUHAMMAD NUR
---	-------	--	--

18 MAY 2022		PARALLEL SESSION 2 (WEDNESDAY): 3.15 p.m. – 4.15 p.m. MODERATOR – DR. SSEKAMANYA SIRAJE ABDALLAH (ARABIC LANGUAGE)	DAY 1	ROOM 2
NO	PAPER ID	TITLES	PRESENTERS	
1	LR022	تدريس علم العقيدة الإسلامية وفق منهج المتكلمين في نظر أبي حامد الغزالي من خلال كتابه "الاقتصاد في الاعتقاد"	MUHAMMAD IKRAM BIN ABU HASSAN, HALIM ISMAIL, & ABDUL GAFUR ARIFIN	

2	SR024	تحليل حاجات الموظفين السياحيين في ولاية برليس في تعلم اللغة العربية لأغراض سياحية	NUR AMNAH BINTI DUNIYA, MUHAMMAD AZRUL AZLAN BIN ABDUL HAMID, & MUHAMMAD SABRI BIN SAHRIR
3	IR010	التكامل المعرفي عند علماء الحديث: الإمام ابن حجر نموذجًا	ASMAU IMAM ABDUL KABIR, & ASSMA KHAMIS SALIH ALGHAMDIY
4	IR011	التكامل المعرفي في السنة النبوية: صحيح البخاري نموذجًا	ASMA OBADAH
5	IR012	مصادر المعرفة الإسلامية وتكاملها في القرآن الكريم	KAWTHAR AHMAD

18 MAY 2022	PARALLEL SESSION 1 (WEDNESDAY): 11.15 a.m. – 12.15 p.m. MODERATOR – DR. ISMAIEL HASSANEIN AHMED MOHAMED (ARABIC LANGUAGE)	DAY 1	ROOM 3
------------------------	--	------------------------	-------------------------

N O	PAPER ID	TITLES	PRESENTERS
1	LR017	الدرس النحوي في تراثبه وتفاعله مع العلوم العقلية: قراءة تحليلية في ضوء مبدأ التداخل الداخلي للمفكر طه عبد الرحمن	ADHAM HAMAWIYA
2	LR018	المنهج النبوي في بناء القيم لدى المراهقين: دراسة تحليلية ونموذج مقترح	MERAH SOUAD, NAZAR YUSUF IBRAHIM AL QAHTANI, & TAHRAOUI RAMDANE
3	LR019	بيداغوجيا التدبر في تدريس القرآن الكريم بالمدارس الابتدائية: دراسة تحليلية مقارنة ونموذج مقترح	TAHRAOUI RAMDANE, & MERAH SOUAD
4	LR021	العملية التعليمية في ضوء المقاصد الشرعية	ERFAN ABDELDAYM MOHAMED AHMED ABD ALLA, & REJAB ABU MALIH MUHAMMAD

18 MAY 2022	PARALLEL SESSION 1 (WEDNESDAY): 11.15 a.m. – 12.15 p.m. MODERATOR – DR. AISHAH HANIM ABD KARIM	DAY	ROOM
------------------------	---	------------	-------------

		(ENGLISH)	1	4
N O	PAPER ID	TITLES	PRESENTERS	
1	SR010	RETHINKING THE PLACE OF REASON IN ISLAMIC EPISTEMIC SCHEME: A CRITICAL STUDY ON THE EVOLVING DEBATE	MOHAMED FOUZ MOHAMED ZACKY	
2	SR017	THE CONCEPT OF TA'DIB AND ITS URGENCY TOWARDS A HOLISTIC ISLAMIC HIGHER EDUCATION	SADDAM HUSEIN, NIK MD. SAIFUL AZIZI NIK ABDULLAH, MASLINA DAULAY, & TETTY KHAIRANI NASUTION	
3	LR024	CONVERGENT MASTERY-HUMILITY MODEL (CMH): A NEW APPROACH TOWARDS INTEGRATION OF KNOWLEDGE	RUSLAN HASSAN	

18 MAY 2022	PARALLEL SESSION 1 (WEDNESDAY): 11.15 a.m. – 12.15 p.m. MODERATOR – DR. ABDUL GAFUR ARIFIN (ENGLISH)	DAY 1	ROOM 5
------------------------	---	------------------------	-------------------------

N O	PAPER ID	TITLES	PRESENTERS
1	SR007	THE IMPACT OF PRINCIPAL LEADERSHIP ON SECONDARY SCHOOL STUDENTS' ACADEMIC PERFORMANCE IN ONA-ARA LOCAL GOVERNMENT OF OYO STATE NIGERIA	BADMUS NAJEEM AKINGBEMI, & ABDUL HAKIM BIN ABDULLAH
2	LR023	TEACHING QUALITY AND QUALITY ASSURANCE AS DETERMINANTS OF STUDENTS' COURSE EXPERIENCE IN MALAYSIAN HIGHER EDUCATION INSTITUTIONS	JAFAR PARAMBOOR, ABDUL MAJID ALDABA, & TUNKU BADARIAH TUNKU AHMAD
3	LR013	THE EFFECTIVENESS OF ELECTRONIC-QUALITY IMPROVEMENT AND ACCREDITATION SYSTEM (E-QIAS) IN MANAGING CHILDCARE CENTRE IN MALAYSIA	SITI NOOR ISMAIL, FAIZAHANI AB RAHMAN, AIZAN YAACOB, & FARAH MOHAMAD ZAIN
4	IR004	TOWARDS EFFECTIVE IMPLEMENTATION OF SCHOOL DIGITIZATION PROGRAM	MOHAMED ISHAN

18 MAY 2022		PARALLEL SESSION 2 (WEDNESDAY): 3.15 p.m. – 4.15 p.m. MODERATOR – DR. KHADIJAH KHALILAH ABDUL RASHID (ENGLISH)	DAY 1	ROOM 3
N O	PAPER ID	TITLES	PRESENTERS	

1	SR015	A REVIEW ON ISLAMIC EVENT TOURISM'S DEFINITION, CONCEPT AND CHARACTERISTICS	FASEKHAH BINTI AHMAD TURJANI
2	SR013	DEFINING MUSLIM FRIENDLY CULTURAL TOURISM	NURFATIN ADILA MD. DITON, LUKMAN HAKIM MAHMUD , & MAZNI SAAD
3	LR004	BUSINESS INTEGRATION IN THE CAPSTONE COURSE STRATEGIC - MANAGEMENT	SUHAIMI MHD SARIF, & YUSOF ISMAIL
4	SR018	COMPARATIVE REVIEWS OF ISLAMIC AND WESTERN LITERATURE ON RIBA AND USURY: ILLEGAL OR IMMORAL?	AISYAH ARIPIIN, MOHAMED ASLAM AKBAR
5	IR006	PARADIGM SHIFT TOWARDS QUR'ANIC TEACHINGS: NEED FOR A HUMANITARIAN EDUCATION	MIR LUTFUL KABIR SAADI

18 MAY 2022		PARALLEL SESSION 2 (WEDNESDAY): 3.15 p.m. – 4.15 p.m. MODERATOR – DR. NURAZZELENA ABDULLAH (ENGLISH)	DAY 1	ROOM 4
NO	PAPER ID	TITLES	PRESENTERS	

1	LR008	ISLAMIC EDUCATION TEACHERS' PERCEPTION OF THE CURRICULUM INTEGRATION DURING ONLINE TEACHING AND LEARNING	HALIM BIN ISMAIL, & MUHAMMAD IKRAM BIN ABU HASSAN
2	SR009	THE RELATIONSHIP BETWEEN SYNCHRONOUS AND ASYNCHRONOUS LEARNING AND SELF-DIRECTED LEARNING IN THE REMOTE TEACHING ENVIRONMENT	MUSLIMA KARAWANI, & ABDUL SHAKOUR PREECE
3	SR031	A BIBLIOMETRIC ANALYSIS OF 21 ST CENTURY LEARNING RESEARCH DURING COVID19 USING SCOPUS DATABASE	NURUL ASHIKIN IZHAR, & NOR ASNIZA ISHAK
4	SR014	LESSONS OBTAINED THROUGH A GROUP PROJECT	RAWAHA KHALID BAIG , & YUSOF ISMAIL
5	SR025	EXPLORING THE MAIN SOURCES OF KNOWLEDGE IN ISLAM AND ITS EFFECTS ON THE PROCESS OF INTEGRATION AND ISLAMIZATION	ZOHRA LEBICI, & ABDULHAMEED KAMOLUDEEN OLASUNKANMI

18 MAY 2022	PARALLEL SESSION 2 (WEDNESDAY): 3.15 p.m. – 4.15 p.m. MODERATOR – DR. WIRAWANI KAMARULZAMAN	DAY	ROOM
--------------------	--	------------	-------------

		(ENGLISH)	1	5
NO	PAPER ID	TITLES	PRESENTERS	
1	SR020	THE CHALLENGES FACED BY MALAYSIAN ACCOUNTING INTERNS IN USING ENGLISH AT A WORKPLACE	FARIDAH MUSA, MELOR MD YUNUS, & ZARINA OTHMAN	
2	LR010	CAN PROFICIENT TERTIARY LEARNERS OF ENGLISH SPEAK PERSUASIVELY? A DISCOVERY OF SKILLS, MISTAKES AND PROBLEMS	LILI SURIANI ABDUL LATIF @ BAPOO	
3	SR026	USING QUIZZIZ TO TEACH ARABIC VOCABULARY TO UPPER SECONDARY STUDENTS AT THE IZZUDDIN SHAH SCHOOL: ITS EFFECTS ON STUDENTS' VOCABULARY ACQUISITION AND PERCEPTIONS	'IZZAH BINTI MD SUAID, & ARIFIN BIN MAMAT	
4	SR019	ESL TEACHERS' READINESS IN TEACHING ONLINE CLASSES – A CASE STUDY OF SK SUNGAI BINJAI	NOR FAIRUZ MOHAMED IDRIS, & SITI FATIMAH ABD RAHMAN	
5	IR005	SYSTEMIC THEMATIC INTERPRETATION CONCEPT IN EDUCATIONAL RESEARCH	MIFTAH KHILMI HIDAYATULLOH	

19 MAY 2022		PARALLEL SESSION 3 (THURSDAY): 11.00 a.m. – 12.15 p.m. MODERATOR – DR. NOORLILA AHMAD (ENGLISH)	DAY 2	ROOM 1
NO	PAPER ID	TITLES	PRESENTERS	
1	LR011	ISLAMIC PERSPECTIVE IN TEACHING ANATOMY & PHYSIOLOGY: CONTEXTUALIZATION OF VESTIGIAL STRUCTURES.	MOHD YUSOF BIN MOHAMAD	
2	LR009	MEMORIZATION AND THINKING: CONTRASTS OR INTEGRATION? (RELEVANCY OF THE RETENTION OF ISLAMIC PEDAGOGY TO 21 ST CENTURY INSTRUCTIONAL APPROACHES)	TAHRAOUI RAMDANE, & MERAH SOUAD	
3	LR003	DEBATE ASSESSMENT: THE INTEGRATION OF PROTECTION OF INTELLECT AND ADAB AL-IKHTILAF	SAHIDA BINTI SAFUAN, & SITI FARHANA BINTI ABU HASAN	

19 MAY 2022		PARALLEL SESSION 3 (THURSDAY): 11.00 a.m. – 12.15 p.m. MODERATOR – DR. AIZAT SHAMSUDDIN	DAY	ROOM
--------------------	--	--	------------	-------------

		(ENGLISH)	2	2
NO	PAPER ID	TITLES	PRESENTERS	
1	IR001	AN EXPLORATION OF SECONDARY SCHOOL TEACHERS' PERCEPTION OF THE EFFECTIVENESS OF SOCIAL STUDIES CURRICULUM FOR MORAL DEVELOPMENT IN NIGERIA	ASMAU IMAM ABDULKABIR, & NAFISAT AFOLAKE ADEDOKUN-SHITTU	
2	LR 014	PRE-SERVICE TEACHERS' EXPERIENCES OF NARRATIVE APPROACH	NORZIHANI SAHARUDDIN, & SUHAILAH HUSSIEN	
3	LR006	AIR POLLUTION BASED SOCIO-SCIENTIFIC ISSUES COMIC DRAWING ACTIVITY SITUATED IN TETRAHEDRAL CHEMISTRY FRAMEWORK FOR FORM FOUR STUDENTS' LEARNING ABOUT ENVIRONMENTAL EDUCATION AND SUSTAINABLE DEVELOPMENT	CHIA POH WAI	
4	IR008	THE COLONIZED MIND AND THE DECLINE OF THE ISLAMIC EDUCATION SYSTEM	FAISAL MALIK	

19 MAY 2022	PARALLEL SESSION 4 (THURSDAY): 2.00 p.m. – 3.30 p.m.	DAY	ROOM
--------------------	---	------------	-------------

		MODERATOR – DR. HAZIQAH ZULAIKHA ARIS (ENGLISH)	2	1
NO	PAPER ID	TITLES	PRESENTERS	
1	SR021	SOCIAL AND SPIRITUAL SUPPORTS THAT LEAD TO RESILIENT SELF AMONG ADOLESCENTS AT SHELTER HOME	NUR SYUHADA MOHD MUNIR, & HANIZA RAIS	
2	SR023	“GOD, PLEASE. I NEED HELP.” E-LEARNING ENVIRONMENT: THE CHALLENGES AND ITS EFFECTS ON B40 STUDENTS’ PSYCHOLOGICAL WELL BEING	NURUL EMILIA DIYANA BINTI ABDUL MALIK, & NIK AHMAD HISHAM BIN ISMAIL	
3	IR014	INTEGRATION OF BUSINESS ETHICS AND CORPORATE SOCIAL RESPONSIBILITY COURSES IN HIGHER EDUCATION CURRICULA	HAJDIN BERISHA, YUSOF ISMAIL, AGRON HOXHA	
4	IR003	FAITH BASED EDUCATION CONCEPT FOR THE DEPRIVED SOCIETY TO ENHANCE SOCIAL MOBILITY	MEHADI HASSAN SAKI	

19 MAY 2022		PARALLEL SESSION 4 (THURSDAY): 2.00 p.m. – 3.30 p.m. MODERATOR – DR. SITI FATIMAH BINTI ABD. RAHMAN (ENGLISH)	DAY 2	ROOM 2
NO	PAPER ID	TITLES	PRESENTERS	
1	SR016	RELIABILITY AND VALIDITY OF SELF ASSESSMENT QUESTIONNAIRE FOR SOFT SKILLS COMPETENCY EVALUATION AMONG SASMEC@IIUM STAFF	ABDUL RAHMAN AL-AZMI, WAN NOOR NAZAYAN WAN NIK, ZULMARYAN EMBONG, AMINUDIN CHE AHMAD, SITI AESAH @ NAZNIN MUHAMMAD, NOOR LIDE ABU KASSIM, & SITI ZAINAB TAUHED	
2	IR013	DIVERSIFYING ASSESSMENTS THROUGH MULTIMEDIA INTEGRATION	MUNIRA SAID AL-SIYABI	
3	LR007	INTEGRITY PERSONALITY INTO DECISION MAKING STYLE OF UNIVERSITY STUDENTS	NURSHAHIRA IBRAHIM, MOHAMMAD HAFEEZ BIN MD RAMLI, & YUSOF ISMAIL	
4	LR012	EDUCATION FOR HUMAN DEVELOPMENT IN MALAYSIA: MODELING FACTORS INFLUENCING EMPATHY ON UNIVERSITY STUDENTS	ABDULMAJID M. A. ALDABA, & ROSNANI HASHIM	

ABSTRACTS

MALAY ABSTRACT

Pendidikan Moral Untuk Pelajar Muslim Dan Bukan Muslim: Satu Tinjauan

**Nur Fatimah Ahmad¹, Nurhanisah Tugiman², Nur Fatin Madihah Mohamad Khoza³,
Muhammad Noh Midaman Munadon⁴, Norzihani Saharuddin⁵**

^{1,2,3,4}Jabatan Pendidikan Kaunselor dan Psikologi Kaunseling, Universiti Putra Malaysia,
Serdang, Malaysia.

(202556@student.upm.edu.my) (203750@student.upm.edu.my)

(202836@student.upm.edu.my) (202553@student.upm.edu.my)

⁵Jabatan Pendidikan Bahasa dan Kemanusiaan, Universiti Putra Malaysia, Serdang, Malaysia.
(norzihani@upm.edu.my)

ABSTRAK

Pendidikan Moral merupakan salah satu mata pelajaran penting yang perlu dipelajari oleh pelajar secara formal mahupun tidak formal bagi memudahcara perkembangan mereka secara lahiriah mahupun rohaniah. Kajian tinjauan ini bertujuan untuk mengenal pasti persepsi dan cabaran yang dihadapi oleh pelajar Muslim terhadap keperluan pelaksanaan mata pelajaran Pendidikan Moral di sekolah.. . Seramai 30 orang pelajar dari Universiti Putra Malaysia (UPM) telah dipilih sebagai responden kajian dengan menggunakan soal selidik ‘*Google Form*’. Data kajian dianalisis dan dipaparkan secara kuantitatif. Tiga persepsi responden menunjukkan min yang tinggi, iaitu pertama, nilai-nilai moral boleh dipelajari atau diambil di mana-mana sahaja. Kedua, guru yang mengajar subjek Pendidikan Moral perlulah mempunyai kelayakan yang khusus (sekurang-kurangnya merupakan graduan major/minor dalam Pendidikan Moral). Seterusnya, kebanyakan guru Pendidikan Moral menekankan kaedah penghafalan nilai semata-mata dalam kalangan pelajar bagi menghadapi peperiksaan. Dapatan kajian juga menunjukkan, cabaran yang dihadapi oleh pelajar Muslim dalam memahami keperluan pelaksanaan mata pelajaran Pendidikan Moral di sekolah adalah dari sudut, 1). Kurang pendedahan terhadap Pendidikan Moral dalam kalangan pelajar Muslim, 2). Sikap guru terhadap Pendidikan Moral, 3). Isu perpaduan antara pelajar Muslim dan bukan Muslim serta dan 4). Kurangnya penghayatan tentang Pendidikan Moral dalam kalangan pelajar bukan Muslim. Melalui kajian ini, diharapkan setiap individu dalam sistem Pendidikan di Malaysia lebih cakna dalam menyedari kepentingan serta keperluan mata pelajaran Pendidikan Moral untuk semua pelajar.

Kata kunci: persepsi pelajar, mata pelajaran Pendidikan Moral, pelajar Muslim, pelajar bukan Muslim

Hubungan Pencapaian Dan Persepsi Pelajar Mengenai Perpaduan Dalam Pembelajaran Mata Pelajaran Sejarah Terhadap Penghayatan Integrasi Nasional

Dr Najamuddin Hj Bachora, Dr Hj Nordin Bula
Institut Pendidikan Guru Kampus Tawau, Sabah
najamuddin@ipgm.edu.my
nordimah@gmail.com

ABSTRAK

Kajian ini bertujuan untuk mengenalpasti hubungan pencapaian pelajar dalam subjek Sejarah semasa menduduki Sijil Pelajaran Malaysia (SPM) dengan persepsi pelajar mengenai perpaduan di dalam pembelajaran sejarah terhadap penghayatan integrasi nasional dalam kalangan pelajar tingkatan enam di daerah Tawau, Sabah Malaysia. Aspek-aspek yang dikaji adalah mengenai pencapaian Sijil Pelajaran Malaysia (SPM) pelajar, persepsi pelajar mengenai perpaduan di dalam pembelajaran sejarah serta penghayatan integrasi nasional. Sampel kajian seramai 230 orang merupakan pelajar-pelajar tingkatan enam di beberapa buah sekolah menengah di daerah Tawau Sabah. Kajian tinjauan ini menggunakan soal selidik skala likert 5 mata yang diubahsuai dari kajian lepas sebagai instrumen untuk mengutip data. Prosedur analisis data melibatkan statistik deskriptif serta statistik inferensi. Dapatan kajian menunjukkan terdapat hubungan di antara pencapaian pelajar semasa SPM dan persepsi pelajar mengenai perpaduan dalam pembelajaran mata pelajaran sejarah terhadap integrasi nasional. Bahkan, tahap persepsi mengenai perpaduan serta integrasi nasional juga tinggi dalam kalangan responden. Walaupun begitu, usaha berterusan perlu digerakkan agar perpaduan dan penghayatan integrasi nasional terus tertanam di dalam jiwa para pelajar.

Kata Kunci : Pencapaian, Perpaduan, Integrasi Nasional, Mata Pelajaran Sejarah, Pelajar Tingkatan Enam

MEMPERKENALKAN ‘INTELLIGENT DESIGN’ SEBAGAI MODEL ISLAMISASI SAINS

Muhammad Asrie bin Sobri¹, Muhammad Fashan bin Ahmad Ziadi², Nik Md. Saiful Azizi, N.A (Corresponding author)³

¹ ISTAC-IIUM, No.24, Persiaran Tuanku Syed Sirajuddin, Taman Duta, 50480 Kuala Lumpur, Malaysia

(asrie.sobri@live.iium.edu.my)

² ISTAC-IIUM, No.24, Persiaran Tuanku Syed Sirajuddin, Taman Duta, 50480 Kuala Lumpur, Malaysia

(mfashan.z@live.iium.edu.my)

³ Kuliyah of Education, International Islamic University of Malaysia, Jalan Gombak, 53100, Selangor, Malaysia.

(Emel: nikazizi@iium.edu.my)

ABSTRAK

Sains Barat Moden berteraskan falsafah materialisme atau metodologi natural, menolak sebarang unsur bukan material sebagai penjelasan bagi fenomena natural membawa kepada penolakan terhadap Tuhan dan hakikat bahawa alam ini adalah ciptaan-Nya yang tentu berlawanan sama sekali dengan konsep Islam dan hakikat sebenar kewujudan. Maka terdapat keperluan yang sangat tinggi untuk melakukan proses Islamisasi terhadap sains dengan menyediakan kurikulum yang lebih koheren dengan sudut pandang Islam terhadap hakikat kewujudan dan alam. Konsep '*Intelligent Design*' yang diketengahkan sekumpulan ahli sains barat yang menolak falsafah materialisme dan metodologi natural dan menegaskan kewujudan 'minda intelek yang bukan material sebagai penjelasan terbaik bagi fenomena natural', merupakan model terbaik dan paling hampir dengan konsep Islam. Artikel ini bertujuan memperkenalkan konsep ini sebagai model proses Islamisasi Sains dalam rangka mewujudkan kurikulum sains yang bersesuaian dengan sudut pandang Islam terhadap kosmos dan fenomena natural. Menerusi kajian yang berteraskan metodologi kualitatif berasaskan analisis dokumen ini, pengkaji mendapati bahawa pendekatan '*Intelligent Design*' memenuhi kriteria untuk menjadi model Islamisasi sains. Kajian ini mencadangkan supaya pendekatan tersebut dijadikan model kurikulum sains yang selari dengan epistemologi dan nilai Islam di samping menambah baik beberapa unsurnya. Dapatan-dapatan kajian ini membuka satu jalan baharu bagi proses Islamisasi sains terutama dalam rangka membentuk kurikulum dan metodologi pendidikan baharu berteraskan epistemologi dan nilai Islam serta menyumbang ke arah pengukuhan gerakan Islamisasi Ilmu Kemanusiaan.

Kata Kunci: Intelligent Design, Islamisasi Ilmu Kemanusiaan, Sains, Kurikulum Islam.

KEPENTINGAN SENSITIVITI MORAL DAN PENGHAYATAN AGAMA TERHADAP KEUPAYAAN MEMBUAT PENAAKULAN SOSIOSAINTEKNIK

Shafiah Abdul Rashid¹, Zanaton H. Iksan², Khadijah Abdul Razak³

^{1,2,3}Fakulti Pendidikan, Universiti Kebangsaan Malaysia, Bangi, Selangor, Malaysia
shafiaharashid@yahoo.com, zanaton.iksan@ukm.edu.my, khadijah.razak@ukm.edu.my

ABSTRAK

Kurikulum Standard Sekolah Menengah (KSSM) bagi subjek Sains yang mula dilaksanakan pada tahun 2017 telah mencadangkan penggunaan isu sosiosaintifik sebagai topik perbincangan di dalam bab-bab yang bersesuaian. Isu sosiosaintifik merupakan isu melibatkan ilmu sains yang menjadi dilema dan perdebatan di dalam masyarakat. Kajian literatur menunjukkan penggunaan isu-isu ini sebagai topik perbincangan di dalam bilik darjah berupaya menajamkan pemahaman tentang pengetahuan sains serta meningkatkan kemahiran seperti pemikiran kreatif, inovatif serta keupayaan menyelesaikan masalah di kalangan pelajar. Namun begitu, skop perbincangan murid seringkali hanya berkisar di dalam aspek sains semata-mata sedangkan hakikatnya isu sosiosaintifik merangkumi pelbagai bidang ilmu: misalnya sains tulen, sosial, moral, ekonomi dan sebagainya. Keupayaan untuk membincangkan isu sosiosaintifik dari pelbagai bidang ilmu akan meningkatkan kebolehan penaakulan sosiosaintifik (*socioscientific reasoning*) sekaligus menjayakan matlamat pendidikan nasional ke arah melahirkan masyarakat berliterasi saintifik. Kajian ini merupakan satu sorotan literatur yang membincangkan kepentingan mengintegrasikan bidang sains, moral dan pengetahuan agama di dalam perbincangan isu sosiosaintifik bagi meningkatkan keupayaan murid membuat penaakulan isu sosiosaintifik. Dapatan sorotan ini mengimplikasikan pentingnya para guru sains membuka seluasnya medan perbincangan isu sosiosaintifik bukan hanya dari sudut pandang sains bahkan juga dari aspek bidang ilmu yang lain.

Kata kunci: Isu sosiosaintifik, literasi saintifik, integrasi ilmu, penyelesaian masalah.

PENGUNAAN PERISIAN PADLET.COM DALAM MERANGSANG PEMIKIRAN PELAJAR TERHADAP PENULISAN KARANGAN BAHASA ARAB

Noor Anida Binti Awang*¹ dan Nooraihan Binti Ali²

^{1,2} Fakulti Pengajian Kontemporari Islam, Universiti Sultan Zainal Abidin, Kampus Gong Badak,
Kuala Nerus, Terengganu, Malaysia

(Emel: nooranidaaq@gmail.com)

(Emel: nooraihan@unisza.edu.my)

ABSTRAK

Institusi pengajian tinggi kini menggunakan pelbagai bentuk teknologi dalam melaksanakan pengajaran dan pembelajaran yang berkualiti. Oleh itu kertas ini ingin mengenengahkan perisian padlet.com yang merupakan salah satu medium interaktif dalam meningkatkan pencapaian pengajaran dan pembelajaran bersesuaian dengan persekitaran pembelajaran abad

ke-21. Tujuan kajian ini untuk memperkenalkan penggunaan perisian padlet.com terhadap pelajar jurusan diploma pengajian Islam dalam meningkatkan penguasaan kemahiran menulis karangan bahasa Arab. Penerapan unsur teknologi dalam kemahiran menulis karangan diharapkan mampu menarik minat pelajar untuk menguasai kemahiran menulis Bahasa Arab secara kreatif dan kritis berbanding pendekatan secara konvensional menggunakan pen dan kertas. Hal ini bertepatan dengan kecenderungan pelajar menggunakan ICT dalam kehidupan seharian mereka. Penggunaan perisian padlet.com dapat membantu pelajar dalam merancang penulisan mereka, melakarkan idea-idea yang bersesuaian dengan topik, merangsang kreativiti dalam penulisan serta berkolaborasi dengan rakan. Kesimpulannya perisian padlet.com sesuai dipraktikkan sebagai bahan bantu mengajar kursus-kursus yang dipelajari dalam Bahasa Arab dan mampu meningkatkan tahap penguasaan Bahasa Arab dalam pelbagai disiplin ilmu yang diceburi.

Kata kunci: padlet.com, kemahiran menulis karangan, bahasa Arab, pelajar jurusan diploma pengajian Islam

KOMPETENSI GURU BIMBINGAN DAN KAUNSELING (GBK) MENGENDALIKAN INTERVENSI TERHADAP KETAHANAN SOSIOEMOSI DAN KESELAMATAN PSIKOLOGI MURID

Noor Ayiti Binti Kadir*¹

¹ Fakulti Pengajian dan Pengurusan Pertahanan, Universiti Pertahanan Nasional Malaysia,
Selangor, Malaysia.
(azyyatikadir@yahoo.com)

ABSTRAK

Kompetensi Guru Bimbingan dan Kaunseling (GBK) berkait rapat dengan kesediaan guru dalam melaksanakan perkhidmatan kaunseling. Kesediaan GBK boleh dilihat dalam bentuk latihan, pengetahuan, kemahiran dan kesedaran dalam menjalankan kaunseling kepada murid. Kompetensi GBK dalam mengendalikan intervensi akan memberi kesan kepada ketahanan sosioemosi dan keselamatan psikologi murid. Perkembangan sosio emosi yang positif menyebabkan seseorang itu sentiasa mempertimbangkan dan menguruskan emosinya dengan mengekalkan positif serta mengawal perasaan negatif. Oleh yang demikian, kajian ini dijalankan bertujuan untuk membandingkan kesan intervensi Kemahiran Kaunseling Lanjutan kepada GBK untuk meningkatkan kompetensi secara maksimum. Kajian ini diharapkan dapat digunakan oleh pelbagai pihak terutamanya Kementerian Pendidikan Malaysia dalam mengenalpasti

dan menentukan strategi intervensi yang berkesan dalam usaha meningkatkan ketahanan sosioemosi dan keselamatan psikologi murid. Pihak perancang dan pembuat dasar juga boleh mengenalpasti keperluan pembangunan profesionalisme GBK dengan menyediakan kurikulum, prasarana, bantuan, latihan dan sebagainya untuk meningkatkan tahap kompetensi. Hasil kajian juga diharapkan dapat memberi perspektif baharu kepada GBK untuk meningkatkan kompetensi dalam menjalankan intervensi kaunseling.

Kata kunci: Kompetensi, Guru Bimbingan dan Kaunseling, Intervensi, Sosio Emosi, Psikologi Murid

MEMPERKENALKAN '*INTELLIGENT DESIGN*' SEBAGAI MODEL RELEVANTISASI ILMU WAHYU

**Muhammad Fashan bin A. Ziadi¹, Muhammad Asrie bin Sobri², Nik Md. Saiful Azizi,
N.A (Corresponding author)³**

ISTAC-IIUM, No.24, Persiaran Tuanku Syed Sirajuddin, Taman Duta, 50480 Kuala Lumpur,
Malaysia

(mfashan.z@live.iium.edu.my)

²ISTAC-IIUM, No.24, Persiaran Tuanku Syed Sirajuddin, Taman Duta, 50480 Kuala Lumpur,
Malaysia

(asrie.sobri@live.iium.edu.my)

³ Kuliyah of Education, International Islamic University of Malaysia, Jalan Gombak, 53100,
Selangor, Malaysia

(Emel: nikazizi@iium.edu.my)

ABSTRAK

Pendekatan teologi (*Ilmu Kalam*) tradisional semata-mata dilihat sudah tidak berupaya untuk menjawab keraguan-keraguan Gerakan Ateisme Baharu yang bersandar kepada Sains Barat Moden dalam menyatakan keraguan-keraguan mereka. Justeru pengkaji melihat proses *Tajdid* dan *Islah* terhadap kurikulum Pendidikan Islam yang sedia ada perlu diusahakan. Kurikulum Pendidikan Islam yang baharu diperlukan bagi melahirkan ilmuwan yang kompeten dalam berhadapan dengan cabaran ini. Proses Relevantisasi Ilmu Wahyu yang merealisasikan integrasi ilmu *aqli* dan *naqli* dilihat wajar dijadikan asas utama bagi menjawab sebarang keraguan, khususnya isu-isu yang berkaitan dengan percanggahan antara sains dan agama, akal dan wahyu. Maka artikel ini bertujuan memperkenalkan konsep '*Intelligent Design*' yang menegaskan kewujudan 'sebab intelek dan bijaksana sebagai tafsiran bagi fenomena natural'. Ianya digunakan untuk menolak falsafah materialisme dan metodologi natural yang menafikan kewujudan Tuhan dan hubungannya dengan alam. Ini merupakan model proses Relevantisasi Ilmu Islam untuk menyegarkan semula kurikulum

pengajian ilmu wahyu dalam mendepani ancaman gerakan Ateisme Baharu yang berpaksikan Falsafah Materialisme atau Metodologi Natural. Kedua-dua pendekatan inilah yang mendominasi kerangka pemikiran sains barat moden hari ini sekaligus mempengaruhi, sama ada secara langsung atau tidak terhadap kurikulum Sains dan Pendidikan Islam. Konsep ini boleh dijadikan sebagai model yang terbaik untuk diperhalusi, disegarkan, dan diterapkan dalam kurikulum Pengajian Islam kerana ia dilihat menepati dasar epistemologi dan nilai-nilai Islam. Kajian ini dilaksanakan berasaskan metodologi kualitatif menerusi analisis dokumen, dan telah mendapati konsep '*Intelligent Design*' sesuai dijadikan model kurikulum Pengajian Islam untuk memperkasakan gagasan Islamisasi Ilmu Kemanusiaan menerusi Relevantisasi Ilmu Wahyu.

Kata Kunci: Intelligent Design, Islamisasi Ilmu Kemanusiaan, Relevantisasi Ilmu Wahyu, Kurikulum Islam.

AMALAN BAHARU DUA NEGARA TERHADAP PENYUBURAN BUDAYA KREATIF DALAM PROSES PEMBELAJARAN DAN PEMUDAHCARAAN BAKAL GURU BAHASA MELAYU MALAYSIA-INDONESIA

**MARZNI MOHAMED MOKHTAR^{*1}, AFNITA AFNITA², FADZILAH ABD. RAHMAN³
MARNI JAMIL⁴ & EFRIANTO EFRIANTO⁵**

¹. Jabatan Pendidikan Bahasa dan Kemanusiaan, Fakulti Pengajian Pendidikan, Universiti Putra Malaysia, Serdang, Selangor, Malaysia. (Emel: marzni@upm.edu.my)

²Jurusan Bahasa dan Sastra Indonesia dan Daerah, Fakultas Bahasa dan Seni, Universitas Negeri Padang, Indonesia. (Emel: afnita@fbs.unp.ac.id)

³Jabatan Pendidikan Bahasa dan Kemanusiaan, Fakulti Pengajian Pendidikan, Universiti Putra Malaysia, Serdang, Selangor, Malaysia. (Emel: dzila@upm.edu.my)

⁴Akademi Pengajian Bahasa, Universiti Teknologi Mara (UiTM) Cawangan Pulau Pinang, Permatang Pauh. (Emel: marnijamil@uitm.edu.my)

⁵Sekolah Tinggi Keguruan Ilmu Pendidikan, Pesisir Selatan, Sumatera Barat, Indonesia
(Emel. efrianto789@gmail.com)

ABSTRAK

Manusia secara semulajadi dilahirkan sebagai individu yang kreatif. Kreativiti ditakrifkan sebagai proses pemikiran yang mendorong dalam merealisasikan idea baharu juga sebagai penemuan baru yang menuju ke arah yang lebih realiti. Malah, dengan adanya kemahiran berfikir secara kreatif, seseorang individu mampu melakukan proses inovasi dengan baik. Inovasi pula dapat ditakrifkan sebagai kaedah mencari jalan untuk menghasilkan produk atau perkhidmatan yang lebih baik sama ada melalui pengubahsuaian atau penambahbaikan. Proses penyuburan budaya kreatif ini amat diperlukan bagi seseorang bakal guru khususnya bagi pengajaran kemahiran bahasa. Kajian ini bertujuan untuk meneliti amalan pedagogi

bakal guru Bahasa Melayu dan Bahasa Indonesia bagi menyuburkan budaya kreatif dan inovatif dalam pembelajaran dan pemudahcaraan (PdPc). Kajian ini menggunakan reka bentuk penyelidikan kualitatif yang menggunakan pendekatan ontologi dan epistemologi. Pemerhatian dan penganalisisan dokumen dilakukan terhadap 40 orang bakal guru Bachelor Pendidikan Bahasa Melayu di Universiti Putra Malaysia dan 40 pelajar Program Studi Pendidikan Bahasa dan Sastra Indonesia Fakultas Bahasa dan Seni, Universitas Negeri Padang, Indonesia dilakukan menerusi penglibatan pelajar dalam aktiviti PdPc, bahan pengajaran dan persediaan dalam pertandingan inovasi bahan pengajaran dan refleksi pelajar dalam kuliah. Kajian ini juga menggunakan kerangka *The Creative Thinking Process* bagi memerhatikan amalan pedagogi berinovatif yang diamalkan oleh bakal guru dalam proses PdPc pengajaran kemahiran Bahasa Melayu Malaysia – Indonesia.

Kata Kunci: *kreativiti, inovasi, Bahasa Melayu- Indonesia, amalan pedagogi, bakal guru*

**BUKU TEKS TAUHID: KANDUNGAN DAN PERANANNYA DALAM
MEMBENTUK KEMENJADIAN PELAJAR DI SEKOLAH MENENGAH SWASTA
DI JOHOR BAHRU**

**MASDINIZAM SHAMSUDDIN SHUKOR
FATHIYAH MOHD FAKHRUDDIN
NORZIHANI BINTI SAHARUDDIN**

**Jabatan Pendidikan Bahasa & Kemanusiaan, Universiti Putra Malaysia, Serdang,
Malaysia.**

(masdinizam@gmail.com), (fathi@upm.edu.my), (norzihani@upm.edu.my)

ABSTRAK

Kertas kerja ini memberi fokus kepada pemilihan buku teks Tauhid di salah sebuah menengah agama swasta di Johor Bahru, iaitu “**Kitab Tauhid Diperakui Oleh Fakta Sains**” karangan Abdul Majid Al-Zindani. Kitab ini dipilih berdasarkan beberapa elemen iaitu kandungannya yang merangkumi tajuk-tajuk Aqidah Islamiah berserta elemen kemahiran berfikir yang diketengahkan, serta pendekatan saintifik yang dikemukakan adalah melalui huraian tentang fenomena kejadian alam semesta serta penghuninya. Memandangkan buku ini tidak ditulis dan digubal oleh Kementerian Pendidikan Malaysia, pengkaji menilai buku ini dari segi kesesuaian kandungan dalam menyokong matlamat pendidikan iaitu membentuk kemenjadian pelajar. Kemenjadian pelajar yang digariskan dalam Falsafah Pendidikan Islam dan Falsafah Pendidikan Kebangsaan ialah pelajar yang berilmu, beriman dan berakhlak yang mampu memberi manfaat kepada diri, keluarga, masyarakat, negara dan agama Islam. Oleh itu, beberapa aspek yang berkaitan dengan buku teks ini seperti kecakupan kedalaman dan keluasan isi kandungannya, tema sains yang digunakan oleh pengarang buku teks ini, dan kemahiran berfikir aras tinggi (KBAT) yang boleh dijemakan melalui penghayatan isi kandungan buku teks ini diteliti. Kajian ini menggunakan kaedah kualitatif deskriptif analisis kandungan dan hanya melibatkan 3 buku teks Tauhid iaitu “**Kitab Tauhid Diperakui Oleh Fakta Sains**” jilid 1,2 dan 3. Buku jilid 1 mengandungi 16 tajuk, buku jilid 2 juga mengandungi 16 tajuk, dan buku jilid 3 mengandungi 14 tajuk. Pengkaji menggunakan dua

jenis analisis kandungan untuk menilai buku teks Tauhid: iaitu analisis konseptual dan analisis hubungan. Proses analisis data melibatkan; (a) analisis kandungan buku teks Tauhid berdasarkan piawaian intipati ajaran Islam. (b) analisis tema saintifik dan (c) analisis kemahiran berfikir aras tinggi. Hasil kajian ini mendapati buku ini bersesuaian dengan aspek kemenjadian pelajar dan juga memenuhi keperluan KBAT.

Kata kunci : buku teks, kandungan kemahiran berfikir, pendekatan saintifik, kemenjadian pelajar

MENEROKA PERSEPSI GURU SEKOLAH MENENGAH TERHADAP PENGAJARAN DAN PEMBELAJARAN DALAM TALIAN SEMASA PANDEMIK COVID-19

Angela Syafriani¹, Siti Salmah² dan Linda Sari Bulan³

¹Kulliyah of Education , International Islamic University Malaysia.

elasyafriani@gmail.com ,

²Kulliyah of Education , International Islamic University Malaysia.

sitisalmah04@gmail.com

³Kulliyah of Education , International Islamic University Malaysia.

putrikhoirotunhisani@gmail.com

Wabak pandemik Covid-19 di seluruh dunia telah mempengaruhi semua aspek kehidupan. Disebabkan situasi tersebut, proses pendidikan seperti pengajaran dan pembelajaran dikendalikan secara dalam talian. Kajian ini meneroka persepsi guru sekolah menengah terhadap pengajaran dan pembelajaran dalam talian semasa pandemik Covid-19. Data dikumpul melalui temu bual dengan guru-guru yang terlibat, di sebuah sekolah menengah. Informan kajian adalah tiga orang guru di sekolah menengah terpilih di Sumatera Utara, Indonesia. Kajian mendapati terdapat dua tema utama iaitu amalan pengajaran dan pembelajaran dalam talian dan persepsi guru terhadap pengajaran dan pembelajaran dalam talian. Guru-guru terlibat secara aktif dalam membentuk masa depan pelajar semasa pandemik Covid-19. Pengajaran dalam talian menghadapi cabaran yang perlu diselesaikan. Kertas kerja ini diharapkan akan dapat memberi manfaat kepada pihak yang berkenaan agar mereka dapat membuat keputusan yang bermaklumat dalam pelaksanaan proses pembelajaran.

Kata kunci: pengajaran dan pembelajaran dalam talian, persepsi guru dan pandemik Covid-19

AKTIVITI PEMBELAJARAN SEPANJANG HAYAT: JANGKAAN MAHASISWA UNIVERSITI PUTRA MALAYSIA SETELAH MENAMATKAN PENGAJIAN

Fathiyah Mohd Fakhruddin^{1*} dan Faizah Mohd Fakhruddin²

¹*Jabatan Pendidikan Bahasa dan Kemanusiaan, Fakulti Pengajian Pendidikan, Universiti
Putra Malaysia, Serdang, Selangor*

²*Sekolah Pembangunan Sumber Manusia dan Psikologi, Fakulti Sains Sosial dan
Kemanusiaan, Universiti Teknologi Malaysia, UTM Johor Bahru, Johor.*

*fathi@upm.edu.my

ABSTRAK

Pembelajaran sepanjang hayat ialah konsep pembelajaran yang ditekankan dalam Islam dan mendapat keutamaan dalam dunia pendidikan hari ini. Pembelajaran sepanjang hayat penting bagi membentuk individu yang sentiasa cintakan ilmu dan menjadikan ilmu sebagai teras dalam menjalani kehidupan walaupun tidak lagi mengikuti pembelajaran formal di mana-mana institusi. Budaya belajar sepanjang hayat masih belum berakar umbi dalam masyarakat negara walaupun dalam kalangan yang berpendidikan. Kajian yang dijalankan ini meneroka aktiviti pembelajaran sepanjang hayat yang dijangka akan dilaksanakan oleh mahasiswa Universiti Putra Malaysia setelah mereka menamatkan pengajian di universiti. Pendekatan kualitatif dipilih dan kaedah temu bual bertulis digunakan bagi mendapatkan data daripada 13 kumpulan peserta kajian. Peserta kajian yang terpilih terdiri daripada mahasiswa Universiti Putra Malaysia daripada pelbagai program pengajian yang telah mengikuti kursus elektif Tasawwur Islam. Dapatan menunjukkan bahawa pembelajaran sepanjang hayat yang dijangka akan dilakukan oleh peserta kajian melibatkan aktiviti pembelajaran sendiri dan aktiviti pembelajaran yang melibatkan pihak lain. Aktiviti pembelajaran sendiri merujuk kepada aktiviti membaca bahan bacaan terpilih, mengaplikasi ilmu yang telah dipelajari dan berkongsi ilmu dengan rakan sejawat. Aktiviti pembelajaran yang melibatkan pihak lain ialah perkongsian pengalaman di tempat kerja, bergaul dengan individu alim dan mengikuti kelas pengajian tidak formal. Kajian ini mengisyaratkan bahawa pembelajaran sepanjang hayat tidak boleh diabaikan dan perlu disokong sama ada oleh pihak majikan dan kerajaan. Apa yang lebih penting motivasi dan kesedaran setiap individu tentang kepentingan pembelajaran sepanjang hayat perlu diterapkan sejak awal usia lagi.

Kata kunci: pembelajaran sepanjang hayat, aktiviti pembelajaran sendiri, pembelajaran dewasa

مشروع الغزالي في التكامل المعرفي بين علم المنطق وعلم الكلام

بشار بكور¹

ملخص البحث

إن حاجة الإنسان إلى تكامل معرفته واتساع ثقافته لا تقل أهمية عن حاجته إلى التخصص في علم من العلوم، وليس هناك فرع من فروع المعرفة يدعي حصر الكفاية المعرفية المطلقة في دائرة تخصصه، إذ العلوم - كما قال ابن حزم والغزالي - متداخلة فيما بينها، وبعضهما طريق إلى بعض، وكلما تلاقت معرفة المرء مع تخوم معرفية أخرى استطاع أن يفهم تخصصه فهمًا أدق، وبمستوى أعمق ممن اكتفى بحدود تخصصه، ولم يتجاوزها. وحجة الإسلام أبو حامد الغزالي (٤٥٠-٥٠٥هـ) من العلماء الذين عكفوا على دراسة علوم خارج المجال التداولي الإسلامي، ثم وظفوا آليات ومبادئ هذه المعرفة العابرة للتخصصات في تعميق فهمهم لعلوم الشريعة. ويتخذ البحث من تجربة الغزالي المتميزة في دراسة علم المنطق أنموذجًا يثبت به جدوى وضرورة التكامل المعرفي بين العلوم الإسلامية والعلوم الخارجية، وقد حاول الغزالي تطبيق مبادئ علم المنطق على العقيدة والفقه وأصوله، فعلم المنطق - بحسب الغزالي - يميز العلم اليقيني عما ليس يقينيًا، ومن لم يحط به فلا ثقة بعلومه، ويتوسل البحث المنهجين الاستقرائي والتحليلي في دراسة مشروع الغزالي التكاملي بين علمي المنطق والكلام، وينقسم البحث إلى مقدمة موجزة عن علم المنطق وموقف العلماء المسلمين منه حتى عصر الغزالي، ثم ترجمة موجزة للغزالي، يليها مدخل

¹ أستاذ مساعد في قسم الدراسات التأسيسية والمتعددة التخصصات، كلية معارف الوحي والعلوم الإنسانية، الجامعة الإسلامية العالمية ماليزيا، bashar@iiu.edu.my.

مفاهيمي يعرف بأهم المصطلحات (التكامل، المعرفة، العلم)، وتدرس المقالة أربع قضايا؛ موقف الغزالي من علم المنطق، وتوظيف الغزالي علم المنطق في علم العقيدة، ومظاهر تجديد علم المنطق عند الغزالي، وصدى مشروع الغزالي.

الكلمات الرئيسية: المنطق، الغزالي، علم الكلام، المعرفة، العلم، التكامل.

التكامل المعرفي عند علماء الحديث: الإمام ابن حجر أنموذجاً

أسماء إمام عبد الكبير²

أسماء خميس صالح الغامدي³

ملخص البحث

الناظر إلى حال التعليم والمتعلمين في هذا الزمن يجد غياب التكامل المعرفي لديهم، وبعدهم التام عن الحرص عليه، ومن ثم تكمن أهمية هذا البحث في توضيح أهمية التكامل المعرفي بين العلوم والحرص على إبراز النماذج الإسلامية التي غُنت بهذا التكامل، وطرح بعض الحلول التي يمكن استخدامها في تعزيز تكامل المعرفة خاصة في التعليم العالي، وذلك بهدف بيان اهتمام علماء الحديث بالتكامل المعرفي وحرصهم على تنوع المعرفة، وبيان مدى أهمية التكامل المعرفي ومدى تأثيره على تميز الإنسان وتطوره، وبيان أثار البعد عن التكامل المعرفي، والتركيز على التخصصية في العلوم التي تتجه لها الجامعات في التعليم العالي، وتأثير ذلك على خريجين هذه الجامعات، وطرح الحلول المقترحة للعودة إلى التكامل المعرفي الذي عرف به علماء المسلمين، ويتبع هذا البحث المنهج الاستقرائي من حيث البحث في تاريخ علماء الحديث باختصار والتركيز

² أستاذ مساعد، قسم الدراسات الإسلامية، كلية العلوم والآداب، جامعة الملك خالد، أبها، السعودية. aalfamdi@kku.edu.sa

³ أستاذ مساعد، قسم الدراسات الإسلامية، كلية العلوم والآداب، جامعة الملك خالد، أبها، السعودية.

على الإمام ابن حجر أنموذجاً لقياس التكامل المعرفي لدى علماء الحديث، فلم تقتصر معرفتهم على العلم الشرعي، وإنما جمعوا إليه العلوم الأخرى كالطب والكيمياء والرياضيات وعلوم اللغة وغيرها، ومن النتائج المتوقعة إبراز دور المحدثين في تأسيس التكامل المعرفي وحرصهم عليه، وأنه أصل في أذهانهم، وأن التكامل المعرفي ضرورة من ضرورات العلم للوقوف على حقائق المعرفة من جوانبها كلها، وبيان مدى سعة علم الإمام ابن حجر ومحاولته الإحاطة بكل العلوم التي ترتبط بالعلوم الشرعية وغيرها.

الكلمات الرئيسية: تكامل، معرفة، علماء، ابن حجر.

بنية النص ودورها في التكامل المعرفي بين علوم العربية

محمد عزيز عبد المقصود⁴

محمد لقمان الحكيم محمد نور⁵

لا شك في أن بناء النص يؤثر في التكامل المعرفي بين أجزائه، وشتان بين قراءة النص قراءة متجزئة، وقراءة النص لحمة واحدة، فهذه قراءة تراعي جوانب النص كله، وتلك قراءة تعنتي بجزء من النص من دون مراعاة سائر جوانبه، ومن ثم يترتب على ذلك أن التكامل المعرفي يتنوع حسب نظرتنا إلى النص، وما أحوجنا أن نولي اهتمامنا بقراءة النصوص قراءة شاملة ومتنوعة، كيلا نظلم النصوص المقروءة عندما نفقدها رونقها وبهاءها وعظمتها من خلال التركيز

⁴الدكتور المساعد في كلية اللغة العربية بجامعة سلطان عبد الحليم معظم شاه، بولاية قدح،

.mohamedaziz@unishams.edu.my

⁵المحاضر في كلية اللغة العربية بجامعة سلطان عبد الحليم معظم شاه، بولاية قدح،

.lukmanalhakim@unishams.edu.my

على جانب واحد فقط وإهمال عدة جوانب لها تأثير كبير في إظهار النص في قالب جديد متنوع، ولنا أن نتخيل نصًا قرئ قراءة صوتية أو صرفية أو نحوية أو دلالية أو بلاغية أو أدبية أو عروضية، ونصًا آخر قرئ بكل هذه المستويات، كيف يكون تكامله المعرفي؟ وهذا ما يبينه هذا البحث من خلال تحليل عدة نصوص مختارة نبين من خلالها كيف تؤدي النظرة الشمولية للنص دوراً مهماً في التكامل المعرفي؟ بهدف بيان العلاقة التكاملية بين علوم العربية وأثرها في المعنى، متبعين المنهج التحليلي في توضيح ذلك، من خلال عرض بعض النصوص وتحليلها تحليلًا لغويًا متكاملًا، في سبيل الوصول إلى نتيجة مؤداها أن مراعاة التكامل المعرفي بين علوم العربية في قراءة النصوص وتحليلها له دور كبير في إظهار تماسكها النصي، وإظهار جمالياتها وتنوع معانيها، ويتناول البحث ذلك من خلال بيان مفهوم التكامل المعرفي، وكذلك علوم العربية، والإشارة إلى بعض مصطلحات اللسانيات النصية ودورها وفي كيفية قراءة النصوص قراءة تحافظ على تكامل اللحمة بين أجزائها وتنوع معانيها.

الكلمات الرئيسية: بنية، النص، التكامل المعرفي، علوم العربية.

الدرس النحوي في تراثه وتفاعله مع العلوم العقلية

قراءة تحليلية في ضوء مبدأ التداخل الداخلي للمفكر طه عبد الرحمن

أدهم محمد علي حموية⁶

ملخص البحث

⁶ أستاذ مساعد، قسم التربية اللغوية، كلية التربية، الجامعة الإسلامية العالمية بماليزيا، adhamawiya@iiu.edu.my

يُتَّصَلُ تصنيفُ العلوم اتصالاً وثيقاً بالمنهج العلمي؛ لأن غايته بيان حدودها والعلاقات بينها من خلال تحديد مُكوّنات كلّ علمٍ على حدة، ثم ربطها بعضها ببعض اعتماداً على الوحدة أو التشابه بينها، ولم يُغفل هذا العلماء المسلمون؛ إذ نظروا فيما بين أيديهم من علوم نشأت بتأثير الإسلام، فسَمَّوه "علومًا نقلية"، وما عرفوه قبل الإسلام أو أخذوه عن سائر الأمم التي اتصلوا بها؛ سَمَّوه "علومًا عقلية"، ولكن بعض علوم الملة الإسلامية لم تستغن عن النظر العقلي، كالكلام، وأصول الفقه، والنحو، فكانت تجمع بين المنقول والمعقول، وإنَّ اشتراكاً حاصلًا بينها وبين علمٍ عقلي صِرْفٍ هو المنطق من العلوم غير الإسلامية، وذلك أن أربعة العلوم هذه تحتكم إلى العقل؛ على تفاوتٍ بينها في هذا، وتجمُعها مباحث الألفاظ والتراكيب والدلالات حين التأليف في كل منها على حدة، بله مواضع التلاقي بين العقليتين الإسلامية وغيرها في الأصول والأدلة، وهذا ما لا نجده بين سائر العلوم نقلية وعقلية، وعليه؛ يتناول هذا البحث - من خلال قراءة تحليلية في ضوء مبدأ التداخل الداخلي للمفكر طه عبد الرحمن - الدرسَ النحويَّ في تراثيه وتفاعله مع علوم الكلام، وأصول الفقه، والمنطق، ويُمكن إجمال النتائج في سبق الكلام وأصول الفقه النحو في التصور والتدوين، والاتفاق في كفايات الاستدلال، وشيوع الثقافة الموسوعية، والطابع التعليمي للنحو العربي، وكلها يتبدَّى منها احتياج بعضها إلى بعض، في حين لم يكن النحو في حاجة إلى المنطق، وإنما بينهما علاقة من حيث عنايتهما باللغة؛ لأنها تعبير عن الفكر، مما يتأتَّى منه أن لكل لغة منطقها الخاص بها، وإن ظهرت في آخره أثاراً منطقية في الدرس النحوي.

الكلمات الرئيسية: النحو، المنطق، الكلام، أصول الفقه، التداخل الداخلي، التكامل المعرفي.

المنهج النبوي في بناء القيم لدى المراهقين: دراسة تحليلية ونموذج مقترح

ملخص البحث

يهدف هذا البحث إلى التعرف على المنهج النبوي في إرشاد المراهقين وبناء القيم لديهم، وذلك من خلال تبیین الأساليب التي استخدمها النبي محمد صلى الله عليه وسلم في التعامل مع هذه الفئة، ويسعى البحث إلى أن يتكلل الهدف المذكور ببناء نموذج تربوي إرشادي يعنى بزرع القيم لدى المراهقين المسلمين من خلال المزج بين كل من نصوص السنة النبوية ذات الصلة ومبادئ نظرية التمكين، ولتحقيق الهدف المتوخى اعتمد البحث المنهج التاريخي القائم على البحث المكتبي والاستقرائي، بالإضافة إلى استخدام المنهج الوصفي التحليلي في بعض الحالات التاريخية وطريقة المراجعة المنهجية Systematic Review، وقد توصل البحث إلى تحديد مجموعة من الأساليب النبوية التي اتبعت في التعامل مع فئة المراهقين، وتهدف إلى تمكينهم ليكونوا أفراداً صالحين في المجتمع، من مثل أسلوب الموعدة الحسنة، وأسلوب الحوار، وأسلوب القصة وضرب الأمثال، وأسلوب القدوة والنموذج، وأسلوب التعويد، وأسلوب التعزيز والعقاب، وبناء على ما سبق قام الباحثون بتصميم نموذج تربوي إرشادي مقترح يمكن للمربين استخدامه في بناء القيم لدى المراهقين المسلمين وتمكينهم مجتمعياً، وهذا النموذج المقترح جاء في وقته، فهو يسد ثغرة قديمة في مجال الإرشاد التربوي الإسلامي سببها قلة مثل هذه النماذج التربوية، ويتوقع أن تضيف نتائج هذا البحث - ولو بشيء يسير - إلى المجال المعرفي لعلم النفس التربوي الإسلامي.

⁷ أستاذ مساعد، كلية التربية، الجامعة الإسلامية العالمية بماليزيا souad@iiu.edu.my.

⁸ باحث في مرحلة الدكتوراة، كلية التربية، الجامعة الإسلامية العالمية بماليزيا، nezaralqahtani@gmail.com.

⁹ أستاذ مساعد، كلية التربية، الجامعة الإسلامية العالمية بماليزيا، murad@iiu.edu.my.

الكلمات الرئيسية: المراهقة، النموذج النبوي، التمكين، نموذج إرشادي، بناء القيم.

تحليل حاجات الموظفين السياحيين في ولاية برليس في تعلم اللغة العربية لأغراض سياحية

نور آمنة بنت دنيا،¹⁰ محمد أزرو ل أز لان بن عبد الحميد،¹¹ محمد صبري بن شهرير¹²

ملخص البحث

مجال تعليم اللغة العربية لأغراض سياحية مهم في ماليزيا لأن السياح العرب يفضلون زيارة هذه الدولة بوصفها وجهة سياحية مرموقة لديهم، فضلاً عن السياحة من أهم القطاعات في تنمية الدخل الوطني، وعلى الرغم من انخفاض القطاع السياحي بعد حدوث جائحة (كوفيد 19)، كان عدد السياح الأجانب الذين قدموا إلى ماليزيا في العام 2021م كبيراً، حيث بلغ 50,613 سائحاً أجنبياً، أما قبل الجائحة فهناك 26.1 مليون سائح أجنبيّ أتوا إلى ماليزيا في العام 2019، ويمثل هذا العدد نسبة مئوية كبيرة من السياح العرب، ونظراً إلى أن السياح العرب يفضلون السياحة في جزيرة لنجاكوي (Pulau Langkawi) وجزيرة بينانج (Pulau Pinang) وبعض الأماكن من ولاية برليس؛ يهدف البحث إلى تحليل حاجات الموظفين السياحيين في هذه الولاية لتعلم اللغة العربية لأغراض سياحية؛ من أجل خدمة السياح العرب وكذلك تطوير السياحة العالمية، ولتحقيق

¹⁰ باحثة في مرحلة الماجستير، قسم اللغة العربية، كلية اللغات والإدارة، الجامعة الإسلامية العالمية بماليزيا، nuramnahduniya@gmail.com.my.

¹¹ باحث في مرحلة الدكتوراة، قسم اللغة العربية، كلية اللغات والإدارة، الجامعة الإسلامية العالمية بماليزيا، azrul_qld@iiium.edu.my.

¹² أستاذ، قسم التربية اللغوية، كلية التربية، الجامعة الإسلامية العالمية بماليزيا، muhdsabri@iiium.edu.my.

رؤية برليس إلى أن تكون وجهة سياحية رئيسة لدى السياح العرب في ماليزيا؛ ظهرت حاجة قويّة إلى تأسيس علاقة بين اللّغة العربيّة والسّياحة؛ لأنّ العربية وسيلة الاتّصال لديهم، وانتهج البحث المنهج الوصفي التّحليلي من خلال توزيع الاستبانة على 100 من موظفي القطاع السياحي بولاية برليس، وأشارت النتائج إلى حاجات الموظفين السياحيين بولاية برليس في تعلم اللّغة العربيّة لأغراض سياحية مساعدة لهم نحو تحقيق فعاليّة الخدمة السياحية وترقيّتها، ويفيد هذا البحث السياحة العالمية بولاية برليس حيث تتطور كفاءة الموظفين في اللغة الأجنبية الأخرى وهي العربية.

الكلمات الرئيسية: تحليل الحاجات، تعليم العربية، اللغة العربية لأغراض سياحية، ولاية برليس.

بيداغوجيا التدبر في تدريس القرآن الكريم بالمدارس الابتدائية: دراسة تحليلية مقارنة ونموذج مقترح

ظهاوي رمضان،¹³ مراح سعاد،¹⁴

ملخص البحث

في العقود الأخيرة قُطعت أشواط طويلة في مراجعة وتصميم مناهج تدريس مادة التربية الإسلامية عموماً والقرآن الكريم خصوصاً، مع ذلك تشير عدد من الدراسات العلمية إلى وجود مشاكل بيداغوجية في تدريس مادة القرآن، ومن ذلك عقم الاستراتيجيات المتبعة في تدريسه في معظم البيئات الإسلامية وعجزها عن الاستجابة لتوقعات التلاميذ وأولياء الأمور والجهات الرسمية الراعية لها، بالإضافة إلى تأخرها الظاهر عن مثيلاتها من

¹³ أستاذ مساعد، كلية التربية، الجامعة الإسلامية العالمية بماليزيا، murad@iium.edu.my.

¹⁴ أستاذ مساعد، كلية التربية، الجامعة الإسلامية العالمية بماليزيا، souad@iium.edu.my.

المناهج. بناء على ما ذكر أعلاه يهدف هذا البحث إلى الكشف عن الصعوبات والتحديات المنهجية والعملية التي يعاني منها تدريس مادة القرآن الكريم بالمدارس الابتدائية الحكومية والخاصة في عينة مختارة من الدول الإسلامية، وقد تبنى الباحثون لأجل هذا الغرض مقارنة تحليلية مقارنة اعتمدت على أداتين هما طريقة التحليل المنهج Systematic Review في الجانب النظري، والمقابلة التي استخدمت في سبر آراء عينة من المستجوبين (22 مستجيباً) من معلمين وأولياء وخبراء في مجال التدريس من دول مختلفة، وقد توصل البحث إلى أنه على الرغم من اختلاف الحجم الساعي المخصص، والأهمية التي يكتسبها تدريس القرآن الكريم من دولة إلى أخرى، إلا أن البيئات التي تناولها البحث تعاني من مشكلات منهجية في تدريس مادة القرآن الكريم، وخاصة ما تعلق بكلاسيكية المناهج المقررة والطرق المعتمدة في التدريس. هذه النتيجة عززتها الدراسة الميدانية مع عينة المستجوبين التي أبدت عدم رضاها عن الاستراتيجيات المتبناة في تدريس مادة القرآن الكريم بالمدارس الابتدائية، التي تكتفي في غالب الحالات بالحفظ عن طريق التكرار والتلقين المباشر؛ استراتيجيات تتسبب في خلق اغتراب فكري لدى المتعلمين خاصة مع عزهم عن فهم ما يلقن لهم؛ لذلك يقترح البحث "بيداغوجيا التدبر" طريقة جديدة مساعدة لتدريس القرآن الكريم حفظاً وتفسيراً، وتتضمن إضافة عناصر التساؤل والتفكير جزءاً لا يتجزأ من استراتيجيات تدريس المادة، ومن المتوقع أن يفيد هذا البحث كل المهتمين بتدريس مادة القرآن الكريم من معلمين وأولياء ومسؤولين تربويين في تطوير تدريس مادة القرآن الكريم، وجعله تجربة دراسته أقرب إلى وجدان التلميذ المسلم وعقله، باشتمالها على الحفظ والفهم والتدبر.

الكلمات الرئيسية: القرآن الكريم، بيداغوجيا التدبر، التدريس، الحفظ، التفكير.

مصادر المعرفة الإسلامية وتكاملها في القرآن الكريم

كوثر عبد الله أحمد علي¹⁵

¹⁵ أستاذ مساعد، قسم الدراسات الإسلامية، كلية العلوم والآداب، جامعة الملك خالد، أبها، السعودية. kawahmad@kku.edu.sa

ملخص البحث

يهدف هذا البحث إلى كشف مزايا الأسلوب القرآني وشموله من خلال معرفة مصادر المعرفة الإسلامية وتكاملها في القرآن الكريم، وهي الوحي والكون، ومعرفة طرق اكتساب المعرفة من كليهما، وقد اتبع البحث منهج التفسير الموضوعي، والمنهج الوصفي التاريخي، ومن أهم النتائج التي توصل إليها البحث اختيار عنوان "مصادر المعرفة الإسلامية" للدلالة على أن مرادنا هو العلم الإنساني فحسب، فمصادر المعرفة الإسلامية نعني بها طرق المعرفة أو وسائلها، فإن مصدر الشيء أصله، وأصل المعرفة عندنا رباني، وقد بين الله تعالى مجالات المعرفة في المجال الطبيعي أو عالم الشهادة، ويدرك بالحواس والعقل، وعالم الغيب وطريقة الوحي، والعقل يسلم بوجوده، وبين سبحانه غاية المعرفة في الوجود الإنساني، فجعلها تخدم هدف تعبيد الناس لله اعتقاداً وعبادة، وعلماً وعملاً؛ ((وما خلقت الجن والإنس إلا ليعبدون))، ثم إن القرآن جمع بين طرق المعرفة الرئيسة الثلاث معاً؛ الوحي، والعقل، والحس، وجمع بين

مجالي المعرفة؛ عالم الشهادة، وعالم الغيب في آية واحدة، فقال سبحانه: ((وما أرسلنا من قبلك إلا رجالاً نوحي إليهم من أهل القرى أفلم يسيروا في الأرض فينظروا كيف كان عاقبة الذين من قبلهم ولدار الآخرة خير للذين اتقوا أفلا تعقلون)).

الكلمات الرئيسية: القرآن الكريم، المصادر، المعرفة الإسلامية، الوحي.

العملية التعليمية في ضوء المقاصد الشرعية

عرفان عبد الدايم محمد عبد الله،¹⁶ رجب أبو مليح محمد¹⁷

¹⁶ أستاذ مساعد، قسم التربية اللغوية، كلية التربية، الجامعة الإسلامية العالمية بماليزيا،

drefan_abdeldaym@iium.edu.my

¹⁷ أستاذ مشارك، قسم الفقه المقارن، كلية الشريعة والقانون، جامعة السلطان عبد الحليم معظم شاه الإسلامية العالمية،

drregab@unishams.edu.my

ملخص البحث

المقاصد أرواح الأعمال، فكما أنه لا جسد بلا روح فلا عمل بلا مقصد، والعملية التعليمية أحد هذه الأعمال، وإن لم نضبط مقصد التعليم في بلادنا الإسلامية ضبطاً شرعياً من حيث المنهج وأدائه، ومن حيث الأهداف والغايات؛ تفرقت بنا المقاصد، ووجدنا أنفسنا نسير وفق مقاصد الآخرين ومناهجهم، وقد حاول البحث وضع بعض النقاط على حروفها في ضوء مقاصد الشريعة، وتكمن مشكلة البحث في الثورة التعليمية المعاصرة التي كان من المفترض أن تؤتي أكلها، وتنهض بالأمة، كما نهضت بأمم الأخرى، إلا أن الواقع يُرينا كل يوم انحطاطاً من نوع جديد؛ انحطاطاً اقتصادياً، وانحطاطاً أكاديمياً، وانحطاطاً أخلاقياً... إلخ، وهذا يوجب علينا إعادة النظر في التعليم؛ إذ هو أساس النهضة في أي أمة أو حضارة، وقد حلل بعض العلماء أزمنا المعاصرة بالرجوع إلى حالة التعليم الراهنة؛ ليقف على حقيقة مُرة تتمثل في افتقارنا إلى الرؤية الواضحة، رؤية كلية للإنسان والكون والحياة، رؤية تنبع من العقيدة في ضوء المقاصد الشرعية، وتتداخل مقاصد التعليم ومقاصد الشريعة في اثنتين من هذه الخمسة بطريق مباشرة، هي حفظ الدين وحفظ العقل، أما تداخلها مع حفظ الدين؛ فلأن الدين مبني على معرفة الأحكام، ومعرفة الأحكام مبناها على العلم، وأما تداخل المقاصد الشرعية مع حفظ العقل فلأن العقل مدار التكليف، ومن ثم شرع الله ما يحفظه، وحث على إعماله، ودعا إلى استقلالية العقل حماية له عن المؤثرات الفاسدة، وللتعليم دور كبير في ترسيخ عقيدة وحدة الأمة في نفس الجيل المرتقب، وعلى الأمة أن تتفق أول ما تتفق على وحدة تعليمية لتوحيد الفكر، وطبيعة البحث تقتضي أن يكون المنهج التحليلي منهجاً له، ويخرج منه إلى المنهج النقدي عند مناقشة بعض آراء العلماء، ويهدف البحث إلى الكشف عن العلاقة بين العملية التعليمية والمقاصد الشرعية، وتحليل الواقع التعليمي في الأمة الإسلامية، ومن خلال مناقشة آراء العلماء يقدم الحل - من وجهة نظر البحث - لما نزل بالأمة من ضعف تعليمي خلال خطة العمل المقترحة في نهاية البحث.

الكلمات الرئيسية: التعليم، التربية، المقاصد، الإسلام.

تدريس علم العقيدة الإسلامية وفق منهج المتكلمين في نظر أبو حامد الغزالي من خلال كتابه الاقتصاد في الاعتقاد

محمد إكرام أبو حسن،¹⁸ حليم إسماعيل،¹⁹ عبد الغفور عارفين²⁰

ملخص البحث

علم العقيدة من أشرف العلوم الإسلامية لاتصالها بالمعتقدات المسلم التي بها ينجو في دنياه وأخراه. بالنظر إلى مناهج تدريس هذا العلم قد اشتهر منذ عدة قرون منهج المتكلمين الذي اشتهر على يد أبو الحسن الأشعري وأبو منصور الماتريدي واشتهرت بمنهج الأشاعرة، ومنهج الحنابلة أو المسمى بأهل الحديث. من البديهيات المسلمة أن علم العقيدة يجب تعلمها لجميع الأمة بلا استثناء، لكن الإشكالية تكمن في مقدار التي لا يسع على المسلم جهله. بينما يدعي بعض من ينتسبون إلى الأشاعرة يجب دراسة علم العقيدة وفق منهج المتكلمين وإلا لا تصح عقيدة المسلم وعلى هذا الأساس لا تقبل عبادته وأعدوها من الفروض العينية، ويرفض الآخرون بحجة أن النبي صلى الله عليه وسلم لم يسلك هذا المسلك من التفريعات في علم الكلام ولا أمر به أصحابه رضوان الله عليهم أجمعين. وعلى هذا يهدف هذا البحث استكشاف ما يراه حجة الإسلام الإمام الغزالي تجاه هذه القضية الشائكة. فمعرفة رأي الغزالي مهم وفي رأي الباحث يحسم هذه الإشكالية، فالغزالي مشهور بأحد علماء الكبار الذين اشتغلوا بعلم العقيدة، واشتهر في سلوك منهج المتكلمين كما تلقاه عن شيخه الإمام الحرمين. وسبب اختيار كتاب الاقتصاد في الاعتقاد للغزالي لأنه مشهور بعمدة الباب في العقيدة على طريقة المتكلمين ورتب الغزالي أبواب الكتاب على طريقتها. وتبنت الجامعات

¹⁸ أستاذ مساعد، كلية التربية، الجامعة الإسلامية العالمية بماليزيا، ikramhassan@iium.edu.my.

¹⁹ أستاذ مساعد، كلية التربية، الجامعة الإسلامية العالمية بماليزيا، halimismail@iium.edu.my.

²⁰ أستاذ مساعد، كلية التربية، الجامعة الإسلامية العالمية بماليزيا، agfarin@iium.edu.my.

الإسلامية بما فيها الكلية التربوية بالجامعة الإسلامية العالمية ماليزيا من ضمن المراجع الأساسية لتدريس مادة العقيدة الإسلامية. اختار الباحث المنهج الوصفي من خلال استخدام مراجعة أدبيات البحث الممنهجة systematical literature review للوصول إلى الغرض المنشود لأنها دقيقة في نتائجها ومميزة. وتوصل البحث إلى أن الغزالي قسم الناس في حاجة تعلم هذا العلم إلى أربعة أقسام، وفصل كل قسم منهم المقدار من المعرفة الذي يحتاجون إليها. وكذلك أصدر حكما شرعيا لتعلم هذا العلم على كل من هذه الأقسام المذكورة. يوصي الباحث مراجعة وبناء منهج تدريس علم العقيدة سواء في المدارس أو الجامعات أو دروس المساجد وفق ما يراه الغزالي، فليس كل ما يعلم يقال، وليس كل ما يقال حضر وقته وأناسه، وخاطبوا الناس على قدر عقولهم خوفا أن يكذب الله ورسوله.

الكلمات الرئيسية: التدريس، العقيدة الإسلامية، الغزالي.

بناء موديول مهارة التحدث باللغة العربية القائم على آيات قرآنية

رحيم بن رملي،²¹ هارون بحر الدين²²

ملخص البحث

استخدام الآيات القرآنية التي تم حفظها كموايد لمساعدة طلاب التحفيظ على مهارة الكلام أمر يحتاج إلى التركيز عليه في مجال تعلم وتعليم اللغة العربية. تركز هذه الدراسة على تطوير مهارات التحدث باللغة العربية بناء على آيات قرآنية. أجريت الدراسة على ثلاث مراحل. المرحلة الأولى هي الحصول على معلومات عن قدرة الطلاب على التحدث باللغة العربية والمشاكل التي يواجهها طلاب التحفيظ والعربية. اما المرحلة الثانية هي تصميم

²¹ كلية التربية، الجامعة الوطنية الماليزية، rahimsaleh69@gmail.com.

²² كلية التربية، الجامعة الوطنية الماليزية.

وتطوير الموديول لمهارات التحدث باللغة العربية على أساس آيات قرآنية. بينما في المرحلة الثالثة قد قام الباحث بإجراء تجارب شبه على الموديول الذي تم تطويره. تستخدم هذه الدراسة الأساليب الكمية والنوعية. في المرحلة الأولى أجرى الباحث تحليلاً للاحتياجات من نتائج الاستطلاعات والمقابلات التي أجريت. قام الباحث في المرحلة الثانية بتصميم وتطوير الموديول لمهارات التحدث باللغة العربية بناءً على آيات القرآن وبناءً على نتائج المرحلة الأولى. حصل الباحث على آراء الخبراء حول بنيات مهارات التحدث التي هي محور الموديول. تمت صياغة نتائج آراء الخبراء هذه واستخدامها من قبل الباحث لتقوية الموديول المنتج قبل تنفيذه في المدارس. أما المرحلة الثالثة فقد أجرى الباحث شبه تجارب لاختبار فاعلية الموديول التي تم تطويره. تم تشكيل المجموعة الضابطة ومجموعة العلاج. تم تدريس مجموعة العلاج باستخدام الموديول لمهارات التحدث بناءً على آيات قرآنية. بينما تم تدريس المجموعة الضابطة بشكل تقليدي. تم تسجيل نتائج الاختبار القبلي والبعدي. أظهرت المعلومات المسجلة وجود فروق ذات دلالة إحصائية في الاختبارين القبلي والبعدي في مجموعة العلاج مقارنة بالمجموعة الضابطة. في الاختبار القبلي في مجموعة العلاج ، سجل درجة الإنجاز 64.18٪. بينما في الاختبار البعدي سجلت مجموعة العلاج درجة 75.78٪. وبلغ معدل التحسن من الاختبار القبلي مقابل الاختبار البعدي 11.6٪. بينما سجلت بالمجموعة الضابطة المعدل لم تتغير كثيرًا في الاختبار القبلي والبعدي، وفي الاختبار القبلي سجلت المجموعة الضابطة المعدل بلغ 49.8٪. بينما في الاختبار البعدي سجلت المجموعة الضابطة المعدل بلغ 55.28٪ بزيادة 5.4٪ بالإضافة إلى ذلك أجرى الباحث أيضًا ملاحظات عند استخدام الطلاب لهذه الموديول. من خلال تحليل قائمة الملاحظات المسجلة بالإضافة إلى تحليل تسجيلات الفيديو وجد أن الطلاب كانوا أكثر حماسًا للتحدث باستخدام المفردات والعبارات المأخوذة من آيات القرآن وهذا يعني أن استخدام الموديول لمهارات التحدث باللغة العربية المبنية على آيات القرآن قد نجح في تحسين إتقان الطلاب لمهارات التحدث، مما يؤدي بدوره إلى زيادة الاهتمام بالتحدث باللغة العربية لدى الطلاب. لذلك يمكن الاستنتاج أن استخدام الموديول لمهارات التحدث باللغة العربية المستندة إلى آيات القرآن قد أدى إلى ارتقاء مهارات التحدث باللغة العربية لطلاب التحفيظ.

الكلمات الرئيسية: تعليم العربية، التحدث، المهارات اللغوية، القرآن الكريم.

تحديات دراسة الأدب الإسلامي: الجامعة الإسلامية العالمية بماليزيا أنموذجاً

همام الطباع²³

ملخص البحث

يعد الأدب الإسلامي من أكثر الآداب العالمية غنى وتنوعاً، لذلك تقوم الكثير من الجامعات بتدريسه، فضلاً عما يغرسه هذا الأدب من قيم فكرية وأخلاقية وجمالية لدى الطلبة، ومن ثم يعنى هذا البحث باستكشاف أهم التحديات التي تواجه طلاب مرحلة البكالوريوس في دراستهم مادة الأدب الإسلامي باللغة الإنجليزية في الجامعة الإسلامية العالمية بماليزيا عبر محاور ثلاثة؛ يشمل المحور الأول تقييم المنهج الدراسي نفسه بأهدافه ومواضيعه واختباراته عبر مقارنته بمناهج جامعية أخرى شبيهة حسب مبادئ تصميم المناهج الأدبية، ويشمل المحور الثاني مقابلات محكمة مع مدرسي هذا المنهج لسبر آرائهم عن العوائق التي يواجهونها مع طلبتهم في تدريس ودراسة الأدب الإسلامي، في حين يشمل المحور الثالث عقد مجموعات نقاش بؤرية محكمة مع الطلبة لمعرفة أهم التحديات التي يواجهونها في دراستهم، ويستخلص البحث من حيثيات هذه المحاور عدة نتائج تحوي أهم التحديات التي تواجه الطلبة وبعض المقترحات لتجاوزها وتصميم مناهج أفضل لتدريس هذه المادة.

الكلمات الرئيسية: الأدب الإسلامي، الجامعة الإسلامية العالمية بماليزيا، التدريس.

²³ أستاذ مساعد، قسم اللغة الإنكليزية وآدابها، كلية معارف الوحي الإسلامي والعلوم الإنسانية، الجامعة الإسلامية العالمية بماليزيا.

التكامل المعرفي في السنة النبوية: صحيح البخاري نموذجًا

أسماء عبادة عبادة محمد²⁴

ملخص البحث

لا شك في أن جميع النظريات الفلسفية والعلمية تدور على ثلاثة عناصر رئيسة؛ الإله، والطبيعة، الإنسان، وعلاقة كل منها بالآخر، وهذه هي الأسئلة الكبرى التي شغلت الفلاسفة والمفكرين على مر العصور، وقد جاء الإسلام بثوابت معرفية قامت على التوحيد، ثم انطلقت لتفسير الظواهر الطبيعية وفق منهج منضبط قوض الخرافات والأساطير المعرفية التي تأسس عليها كثير من حقول المعرفة على مر العصور، وعملت تلك الثوابت على بناء معرفي تكاملي جاء ببيان ما تصلح به أحوال العبد في الدنيا والآخرة على أتم الوجوه وأكملها، وعليه يهدف هذا البحث إلى إظهار خصوصية التكامل المعرفي النبوي، وأنه شامل كل جوانب الحياة، مع التنبيه إلى أن العلم الذي حوته السنة النبوية علم بالقواعد والأصول مما يحتاج إليه الناس، ولا يعنى كثيرًا بتفاصيل العلم التي تفجرت بها المكتبات، وخصوصية هذا العلم أنه ليس كسائر النصوص العلمية، وإنما هو أداء نبوي معصوم صالح لكل زمان ومكان، وقد اتخذ البحث من صحيح البخاري نموذجًا، حيث تعددت الكتب والأبواب فيه، وشملت مختلف العلوم؛ العبادات، والمعاملات، والسياسة وكل ما ينتظم به المجتمع، وغير ذلك من الموضوعات التي تدل على التكامل المعرفي النبوي الذي يقدم التصور الصحيح الكامل للإله والطبيعة والإنسان، وينفي التعارض بين العقل السوي والوحي الصحيح الثابت، ويوجه العقل إلى عمارة الكون بما يعود بالخير على البشرية، ويربط المسلم بحقائق لا تتغير، ويضع له معالم المستقبل، فلا يتخبط في النظريات المتعددة، ومن ثم اتبع البحث المنهج الاستدلالي في جمع الأحاديث النبوية الدالة على التكامل المعرفي، واستنباط ما تدل عليها من معارف.

²⁴ أستاذ مساعد، كلية العلوم والآداب، محاليل عسير، جامعة الملك خالد، المملكة العربية السعودية، aobadh@kku.edu.sa.

English Abstract

**THE IMPACT OF PRINCIPAL LEADERSHIP ON SECONDARY
SCHOOL STUDENTS' ACADEMIC PERFORMANCE IN ONA-ARA
LOCAL GOVERNMENT OF OYO STATE NIGERIA**

Badmus Najeem Akingbemi, Abdul Hakim Bin Abdullah
Faculty of Islamic Contemporary Studies, Universiti Sultan Zainal Abidin, Terengganu,
Malaysia.

E-mail: badmusakingbemi@gmail.com

Faculty of Islamic Contemporary Studies, Universiti Sultan Zainal Abidin, Terengganu,
Malaysia.

Email: hakimabd@unizsa.edu.my

ABSTRACT

The principal leadership has an important role to plays to rise and improve the student academic performance in particular giving society. This study aims to examine the personality of the school principal (leadership styles, principal knowledge, experience and their accountability) as the school principal to influence the improvement of the school and raising the academic performance of the student. The study intends to suggest the model and framework of the leadership for the principal in Oyo state of Nigeria. The quantitative descriptive method is adopted in research design and collection of data through the questionnaire method from the respondents, the random sampling of (10) Ten principal, (10) ten teachers in each school and (25) twenty-five student respondents and collection of WAEC result of the students', to evaluate their performance in the study. the principal has play a major role in the standard of the school and increase the student academic performance through their leadership personality like their leadership styles, knowledge, experience and accountability to bring an innovation and ideal to improve the standard of the school and improve and increase the performance of the student in the school.

Keywords:

Principal, leadership, student academic performance, Ona-Ara.

**ISLAMIC EDUCATION TEACHER'S PERCEPTION OF THE CURRICULUM
INTEGRATION DURING ONLINE TEACHING AND LEARNING**

HALIM BIN ISMAIL

halimismail@iium.edu.my

MUHAMMAD IKRAM BIN ABU HASSAN

ikramhassan@iium.edu.my

ABSTRACT

The closure of higher education institutions and schools due to the COVID-19 Pandemic has affected the structure of Teaching and Learning (PDP) that is from the method of Teaching and Learning (PDP) directly to Teaching and Learning at Home (PDPR) via online. This study was conducted to identify teachers' perceptions of the curriculum integration during online teaching and learning sessions of Islamic Education Secondary School Standard Curriculum (KSSM) subject. The methodology used in this study is qualitative in nature through interviews and document analysis. This study found that the curriculum integration needs to be implemented during the teaching and learning process, but there are some shortcomings that need to be improved in terms of implementation to be in line with the requirements of the curriculum and philosophy of Islamic Education. This study has an impact on the teaching methods of Islamic Education Teachers in Malaysia during PDPR in term of curriculum integration.

Keywords: curriculum integration, Islamic Education, online teaching, and learning

**THE CONCEPT OF *TA'DIB* AND ITS URGENCY TOWARDS A
HOLISTIC ISLAMIC HIGHER EDUCATION**

Saddam Husein*¹, Nik Md. Saiful Azizi Bin Nik Abdullah², Maslina Daulay³, and Tetty Khairani Nasution⁴

^{1,2} Kuliyah of Education, International Islamic University Malaysia, Kuala Lumpur, Malaysia.

(E-mail: sh.husein@live.iium.edu.my, nikazizi@iium.edu.my)

³ Faculty of Da'wah and Communication Studies, State Islamic Institute (IAIN) Padangsidempuan, Padangsidempuan, Indonesia.

(E-mail: maslinadaulay@gmail.com)

⁴ Faculty of Education, State University Medan (UNIMED), Medan, Indonesia.

(E-mail: tetty.khairani.nasution.tk@gmail.com)

ABSTRACT

Islamic higher educational system, in recent years, has experienced several challenges and transformations due to the influence of globalization and the advancement of technology. This paper aims to discuss the concept of *Ta'dib* as the solution for the better and holistic Islamic higher education for the Muslim *ummah*. Specifically, the objectives of the paper are to: examine the definition and the concept of *Ta'dib* as the reflection of education; analyze and understand the issues in the Islamic higher education system; and discuss the urgency of Islamization and integration of knowledge and curriculum. This is a library research with descriptive qualitative analysis. The data intended was collected from the primary sources, such as original works of prominent scholars of Islamization and dualism in education; and secondary sources which are some previous related studies. The findings show that the concept of *Ta'dib* refers to the idea of educational process derived from a Prophetic tradition which is considered as the most precise term to reflect education that is able to fulfill the ultimate purpose of education "to produce a good man"; Islamic higher education system needs to overcome the issues of dualism and secularism as well as to cope with the issues of globalization in the educational process; integration and Islamization of education as well as strengthening the Islamic epistemology should take place to develop the Islamic worldview (*tasawwur*) holistically which eventually will produce a holistic man. Last but not least, the present paper is expected to provide a general overview of the importance of transforming and redefining the Islamic higher education system by reviewing all aspects of education, i.e. the philosophy, objectives, object, contents, methods and evaluation, as well as considering the challenges and the needs of the today's society.

Keywords: Globalization, *Ta'dib*, Islamic higher education, Islamization of education, Islamic worldview.

BUSINESS INTEGRATION IN THE CAPSTONE COURSE - STRATEGIC MANAGEMENT

Suhaimi Mhd Sarif*¹ and Yusof Ismail²

¹ Department of Business Administration, International Islamic University Malaysia, Gombak, Selangor, Malaysia.

(E-mail:suhaimims@iium.edu.my)

² Department of Business Administration, International Islamic University Malaysia,
Gombak, Selangor, Malaysia.
(yusof.edu@gmail.com)

ABSTRACT

Since the Strategic Management course was first introduced in a premier business school in the United States in the 50's, the course remains a mandatory requirement in the business discipline at undergraduate and graduate levels today. It is normally offered in the final year or semester of a program of studies due to the logic that it helps the students relate the exposure they had acquired in specific business disciplines with the capstone course, Strategic Management. Academics and practitioners alike pose the same question about the course: "Why is it so important that the course is taught and learned in each business degree program across the globe?" Alternatively, a competing question is: "In what way is the course integrative?" This paper will trace the development of the course and glean from the literature the major course contents. It will share its synthesis with emphasis on business organizations although the concept of strategic management has been incorporated into other disciplines. The study plans to gather the views of select academics and students who had completed the course in order to ascertain the extent to which the aim of integration envisaged in the course is corroborated by the informants closely associated with it. The study will use open-ended interview to retain the richness of opinions of selected informants from the two groups. Content analysis will generate the patterns of answers that will be verified with the literature. Results of the study are expected to be consistent with the literature because the course contents were delivered through reinforcing learning and instructional processes.

(259

words)

Keywords: Business, capstone course, integration, strategic management

RELIABILITY AND VALIDITY OF SELF-ASSESSMENT QUESTIONNAIRE FOR SOFT SKILLS COMPETENCY EVALUATION AMONG SASMEC @IIUM STAFF

Abdul Rahman Al-Azmi¹, Wan Noor Nazayan Wan Nik², Zulmaryan Embong³, Aminudin Che Ahmad⁴, Siti Aesah @ Naznin Muhammad⁵, Noor Lide Abu Kassim⁶, Siti Zainab Tauhed⁷

^{1,4} Department of Shariah Compliance, Sultan Ahmad Shah Medical Centre @International Islamic University Malaysia, Kuantan, Pahang, Malaysia. (abdurrahmanalazmi@iium.edu.my, aminudinc@iium.edu.my)

² Department of Prosthodontics, Kulliyah of Dentistry, International Islamic University Malaysia, Kuantan, Pahang, Malaysia. (nazayan@iium.edu.my)

³ Department of Computational & Theoretical Sciences, Kulliyah of Science, International Islamic University Malaysia, Kuantan, Pahang, Malaysia. (zulmaryanembong@iium.edu.my)

⁴ Department of Orthopaedics, Traumatology & Rehabilitation, Kulliyyah of Medicine, International Islamic University Malaysia, Kuantan, Pahang, Malaysia. (aminudinc@iium.edu.my)

⁵ Department of Pathology & Laboratory Medicine, Kulliyyah of Medicine, International Islamic University Malaysia, Kuantan, Pahang, Malaysia. (naznin@iium.edu.my)

⁶ Department of Language and Literacy, Kulliyyah of Education, International Islamic University Malaysia, Kuantan, Pahang, Malaysia. (noorlide@iium.edu.my)

⁷ Sultan Ahmad Shah Medical Centre @International Islamic University Malaysia, Kuantan, Pahang, Malaysia. (szainab@iium.edu.my)

ABSTRACT

Soft skills among health care personnel are very essential in healthcare organisation. They are required to deal and interact directly with patients and their relatives both at front-end and back-end. Therefore, a structured framework is needed to well-equipped healthcare personnel with soft skills competency. The level of soft skills competency among healthcare personnel needs to be identified and it can be obtained through self-assessment. The aim of this study is to identify the reliability and validity of self-assessment questionnaire for soft skills competency evaluation among SASMEC @IIUM staff. The data were collected using cluster random sampling method and the questionnaire were distributed to the target respondent via Google Form. 345 of SASMEC @IIUM staff were involved as respondent of this study which consist of 261 clinical staff and 84 non-clinical staff. The respondents were divided into two groups, which 68 of them are from the professional and management group, while 277 of respondents are from the support group. The reliability of the study is measured using internal consistence reliability, which is measured by Cronbach's Alpha. The result shown that all the construct used are acceptable as Cronbach's Alpha value are above than 0.8 which the value of each construct are leadership skills (alpha=.903), communication skills (alpha=.893), moral and professional ethics (alpha=.850), self-management (alpha=.831), resilience (alpha=.943), and gratitude (alpha=.872). The finding of this study shows that the instrument and method used for the self-assessment questionnaire of soft skills competency evaluation among SASMEC @IIUM staff are valid and reliable to use.

Keywords: self-assessment questionnaire, soft skill, healthcare, reliability, validity

LESSONS OBTAINED THROUGH A GROUP PROJECT

Yusof Ismail*1 and Rawaha Khalid Baig2

1 Department of Business Administration, International Islamic University Malaysia, Gombak, Selangor, Malaysia.

(yusof.edu@gmail.com)

2 BBA Program, Department of Business Administration, International Islamic University Malaysia, Gombak, Selangor, Malaysia.

ABSTRACT

Learning is normally performed individually and in a group. In both modes of learning, the learner acquires and reinforces some values, innate and acquired. The acquired values can take the form of lessons learned by the learner in a group environment where learning is done in a multi-dimensional way – personal learning, learning among group members, and learning through others related to a group project. While accomplishing the objective of a group project, members would be obtaining some values in the form of lessons derived by members individually or the group as a whole. This paper is researched in order to discover the benefits that group members perceived they derived by participating in a group project. This study assigned student groups to obtain input from the practitioners on the latter's usage of social media using a specially prepared research instrument. The group members were given the liberty to interact with the practitioners face-to-face, telephone, online platforms such as Google Meet, or email. Members of each group submitted their collected answers through Word and Excel templates through their respective group leaders. The latter subsequently submitted the combined attachments to their course instructor for processing and analysis. The instructor analyzed the data and shared the results with all of the students through a report template for the groups to produce their social media reports, respectively. In addition, every group member was required to write the benefits or lessons they had obtained after completing the whole project. This study focuses on the narrative of the lessons obtained. The opinions were content analyzed by the authors to produce categories of benefits that the group members have obtained through the group project. The results would suggest broad categories of values that all student groups acquired through a common project.

Keywords: group, integration, lesson, learning, value

Biography: Yusof Ismail, Academic Fellow, International Islamic University Malaysia, Malaysia, yusof.edu@gmail.com

Biography: Rawaha Khalid Baig, Level 3 Student, BBA Program, International Islamic University Malaysia, Malaysia, rawahakhalidbaig@gmail.com

DIVERSIFYING ASSESSMENTS THROUGH MULTIMEDIA INTEGRATION

Munira Said Al-Siyabi

Abstract:

Deviating from the written exam is a necessity more than a luxurious practice in the modern classroom. According to the Constructive Alignment framework, the ultimate goal of assessments is to ensure that the learning outcomes of the course are achieved (Biggs & Tang, 2011). Blooms Taxonomy is commonly used to classify the learning outcomes according to the different level of thinking. Teachers might find it challenging to fulfil the higher thinking skills using traditional written exams; thus, diversifying assessment is essential. Diversifying assessment may include changing the traditional approach to a new one or providing students the freedom of choice between different assessments

(O'Neill, 2017). Diversifying assessment would not only enable teachers to meet students' interest and ensure their engagement but it would also provide the teachers with an opportunity to emphasize the 21st century skills. The integration of multimedia in assessment would enable the students to develop their technical literacy and communication skills. This research investigated students' engagement and perceptions of diversifying assessment and the gained benefits of multimedia integration. The findings of this exploratory study indicate a positive attitude toward counting on various assessment tools and highlights the benefits of such practice for both teachers and learners.

Key words: Diversified assessment, multimodality, differentiation, learning outcomes

Biography: **Munira Said Al-Siyabi** is a lecturer at the University of Technology and Applied Sciences, Rustaq with nine years of experience of teaching English as a second language. Munira completed her MA in TESOL at Leeds University, UK in 2011. Her research interests include teaching and learning in higher education and learner autonomy.

A REVIEW ON ISLAMIC EVENT TOURISM'S: DEFINITION, CONCEPT AND CHARACTERISTICS

Fasekhah Ahmad Turjani*¹, Mazni Saad ², Syakir Amir ³

^{1,3} Kuliyah of Architecture and Environmental Design,

IIUM Gombak, Malaysia

(Email: fasekhah.ahmadturjani@gmail.com , syakiramir@iium.edu.my)

² Kuliyah of Language and Management,

IIUM Pagoh, Malaysia

(Email: maznisaad@iium.edu.my)

ABSTRACT

Event tourism business has been emerged as a potential source of economic growth. Tourism increases the economy's revenue, produces thousands of employments, enhances a country's infrastructure, and fosters a sense of cultural interaction between tourists and natives. Because visitor spending can help the local economy, many cities are working to improve tourism and visitor-oriented activities. However, the marketing of event tourism in Muslim countries can be complex due to the facts that Muslim and non-Muslim tourists react differently to it. The fundamental problem for Islamic event tourism is striking a balance between catering to non-Muslim visitors and meeting their requirements while stay committed to Islamic principles. To overcome these limitations, Muslim tourism destinations may need to design and implement solutions. Thus, the purpose of this paper is to explore the concept and the characteristics of Islamic event tourism in order to provide a better

understanding to the stakeholders and have important insight when targeted the Muslim tourist. To achieve this, two-fold objectives are set: 1) to give a clear understanding on the practices of Islamic principles to the tourism practitioners 2) to identify the concept and characteristics of Islamic event tourism. This study shall perform SLR to define the concept of Islamic event tourism and IIUM online databases shall be used. Finally, this paper seeks to contribute to the body of knowledge on Muslim tourist destination.

RETHINKING THE PLACE OF REASON IN ISLAMIC EPISTEMIC SCHEME: A CRITICAL STUDY ON THE EVOLVING DEBATE

Author: Mohamed Fouz Mohamed Zacky¹

¹Mohamed Zacky Mohamed Fouz is a Ph.D. candidate in the Department of Political Science at the International Islamic University Malaysia (IIUM), Kuala Lumpur. He can be reached at zackymfm@gmail.com.

Abstract

This paper investigates how three distinct contemporary Islamic intellectual currents—Islamization of Knowledge (IOK), Transformational Reform (TR), and Maqasid Methodology (MM)—attempt to formulate the place of reason within the Islamic epistemic scheme when confronted with modern rationalist and empirical sciences. This paper initially discovers that IOK, TR, and MM agree on the significance of incorporating Islamic primary sources and their normative guidance in the process of reorienting modern knowledge. However, this paper discovers that each of those projects envisions the role of reason in the Islamic epistemic paradigm in a diametrically opposed manner. As such, the IOK project seeks to strike a balance between reason and revelation by delegating the role of explaining eternal and cosmological truths to revelation while delegating the role of exploring worldly affairs to reason. In contrast, the Transformational Reform project seeks to give reason the same level of epistemic autonomy as revelation in all domains of knowledge. Nonetheless, the Maqasid Methodology strives to keep reason under the strict control of revelation in any form of knowledge-building exercise. Interestingly, scholars representing those projects argue that their perspectives are the result of a reflection on Islamic primary texts in light of current intellectual challenges. Finally, the fundamental argument of this paper is that because all three projects produce three distinct visions for various reasons, it provides the necessary flexible discursive space for modern Islamic thought to develop a healthy dialogue with modern knowledge.

Keywords: Islamization of Knowledge, Maqasid Methodology, Epistemology

“GOD PLEASE. I NEED HELP”. E- LEARNING ENVIRONMENT: THE CHALLENGES AND ITS EFFECTS ON B40 STUDENTS’ PSYCHOLOGICAL WELLBEING

Nurul Emilia Diyana Binti Abdul Malik¹
Department of Educational Psychology and Counselling
Kuliyyah of Education (KOED)
International Islamic University Malaysia (IIUM)
emilia@iium.edu.my

Nik Ahmad Hisham Bin Ismail²
Department of Educational Psychology and Counselling
Kuliyyah of Education (KOED)
International Islamic University Malaysia (IIUM)
nikahmad@iium.edu.my

ABSTRACT

World Health Organisation reported that there have been 440,807,756 confirmed cases of COVID-19 including 5,978,096 deaths as of 5 March 2022. In Malaysia alone, the reported number for confirm cases is 3,528,557 and 33,028 of death. It has been informed that the cases have been steadily increased since early 2020. Knowing that the COVID-19 virus spreads by airdrops from human connection and physical contact, the government decided that some industries would go online to reduce the infection rate. According to this, the Ministry of Higher Education has encouraged universities to participate in online teaching for the benefit of their students. Experts in information and computer technology (ICT) believe that online education has more benefits than downsides because the learning process can be done practically anywhere, which has increased the number of individuals who can study. The world's economy affected from the pandemic too. Corporations were forced to suspend operations; people are losing job and small businesses are shutting down. Current unemployment rate in Malaysia is 4.2% and that equivalent to 687000 people. Economically, the M40s are now dropped to B40s and the B40s are affected even more. Such drastic change impacted our society economically and psychologically very much. In relation to this, the Malaysian Mental Health Association predicts that in the coming years the number of people seeking for treatment and counselling would be higher due to the immediate change of practice, lifestyle, and commitment. It will impact not only the working adults but significantly affect their children as well. This study therefore decided to explore the challenges of e- learning environment and its' effects of the B40 student's psychological wellbeing. An in-depth interview session was conducted with the students and found that they managed to attend courses and aid parents at home with housework, but they were psychologically distressed to meet all demands at the same time.

Keyword: COVID-19, E- learning, Psychological Wellbeing, University Students, B40

THE CHALLENGES FACED BY MALAYSIAN ACCOUNTING INTERNS IN USING ENGLISH AT WORKPLACE

Faridah Musa¹, Melor Md Yunus² & Zarina Othman³
^{1,2}Faculty of Education, Universiti Kebangsaan Malaysia, Bangi, Selangor
faridmjb2@gmail.com, melor@ukm.edu.my

³Pusat Citra, Universiti Kebangsaan Malaysia, Bangi, Selangor
zothman@ukm.edu.my

ABSTRACT

The lack of English communication skills among Malaysian graduates has been a great concern amongst the higher learning educators and significantly, the employers. This study explores the challenges faced by Accounting interns' in their English workplace communications during their six-month internship. A qualitative research method using face to face semi-structured interview with 5 Accounting undergraduates from the Faculty of Economics and Management in a university in Malaysia was employed. Interviews were also conducted with 3 Human Resource Officers at accounting firms, and an insurance company in Kuala Lumpur. The audio recordings were verbatim transcribed, analysed and coded into specific themes using Nvivo software. The emerging themes were validated by two coders using Cohen's Kappa Reliability test. Thematic analysis of the transcripts was analysed using Braum & Clarke, 2006 and triangulated with the researcher field notes of the interns' English communication skills. The findings of the study show that despite the several challenges encountered during their English communications, these interns learnt and practiced many new skills during their interns. The challenges included their unfamiliarity with workplace jargons and the English accent being used among others. They also utilised several ways to overcome the challenges faced such as seeking help from supervisors and colleagues, consulting advice from senior staff at their internship workplace and motivating themselves to learn and improve their communication skills.

Keywords:

Challenges, Accounting Interns, English at Workplace.

EXPLORING THE PERCEPTION OF SECONDARY SCHOOL TEACHERS TOWARD ONLINE TEACHING AND LEARNING DURING COVID-19 PANDEMIC

Angela Syafriani

Faculty of Education, Department of Curriculum and Instructional, IIUM, Malaysia

Correspondence: elasyafriani@gmail.com.

ABSTRACT

This study explores the perceptions of secondary school teaches toward online teaching and learning during Covid-19 pandemic. Data collected through interview at a secondary school

teacher. The analysis result found two main themes, namely practice of online teaching learning and perception of teacher toward online teaching and learning. The teachers are actively participating in shaping the future of students during Covid-19 pandemic. Online teaching faces challenges that need to be solved. In doing this, it is hoped that this study can benefit those concerned so that they can make informed decisions in the implementation of learning process.

Keywords: Covid-19, secondary school, online teaching and learning

DEFINING MUSLIM FRIENDLY CULTURAL TOURISM

NurFatin Adila Md Diton¹, Lukman Hakim Mahmud² and Mazni Saad³

^{1,2} Kulliyah of Architecture and Environmental Design, IIUM, Gombak, Malaysia
(E-mail : fatinadila.diton@yahoo.com, lukmanh@iium.edu.my)

³ Kulliyah of Languages and Management, IIUM, Pagoh, Malaysia
(E-mail: maznisaad@iium.edu.my)

ABSTRACT

In Malaysia cultural tourism covers architectural and archaeological treasures, culinary activities, festivals or events, historic or heritage, sites, monuments and landmarks, museums and exhibitions, national parks and wildlife sanctuaries, religious venues, temples and churches. Other than that, we have various of ethnic and races that adds more values in cultural tourism and because of this Muslim Friendly Cultural Tourism is seen to have a potential to be promoted. Islam is the official religion of Malaysia and has the largest following among the population. However, there are a complex relationship between Muslim and cultural that need to be considered. In Malaysia, there are many ethnic groups who practice Islam. It will influence the culture values of the groups. The main issues in this study will be, "Is the cultural tourism in Malaysia follows the Islamic principles?" Hence, this paper is to identify the concept of Muslim Friendly Cultural Tourism. The objective of this study is 1) To investigate various of definition related to Muslim Friendly Cultural Tourism 2) To identify the characteristic of Muslim Friendly Cultural Tourism. This study shall perform Systematic Literature Review (SLR) to defined the concept of Muslim Friendly Cultural Tourism and IIUM online databases shall be used. Finally, this paper seeks to contribute to the body of knowledge on Muslim Friendly Cultural Tourism.

Keywords: cultural tourism, Muslim friendly tourism, Religion, systematic literature review,

THE RELATIONSHIP BETWEEN SYNCHRONOUS AND ASYNCHRONOUS LEARNING AND SELF-DIRECTED LEARNING IN THE REMOTE TEACHING ENVIRONMENT

Muslima Karawani¹, Dr. Abdul Shakour Preece²

^{1,2} Curriculum Instruction and Development, International Islamic University, Gombak,
Malaysia.

(E-mail: muslima.saleh@live.iium.edu.my/ shakour@iium.edu.my)

ABSTRACT

With the advent of the COVID pandemic, teaching and learning have moved online, and synchronous and asynchronous modes of education have become more commonplace. In this scenario, learners still play a vital role since they need to depend upon themselves and adapt to online learning. For this reason, the aim of the study was to explore the relationships between synchronous and asynchronous learning and self-directed learning. The methodology used for the study was quantitative research methodology comprising a 39 items survey. The statistical assumptions for all variables were examined by applying Multiple Regression Analysis MRA. The study's findings reveal a significant relationship between the independent variables of synchronous and asynchronous learning methods and the dependent variables related to students self-directed learning skills, i.e. self-management, self-monitoring and motivation. etc. In the light of this, the researchers recommend that students continue studying key courses online, even after returning to normal, in order to improve their SDL skills.

Keywords: Remote Teaching and learning, Synchronous and Asynchronous learning, Self-directed learning.

An Exploration of Secondary School Teachers' Perception of the Effectiveness of Social Studies Curriculum for Moral Development in Nigeria

Asmau Imam AbdulKabir

Centre for Ilorin Studies,
Faculty of Arts
University of Ilorin, Ilorin Nigeria
abdulkabir.ai@unilorin.edu.ng

Nafisat Afolake Adedokun-Shittu

Department of Educational Technology,
Faculty of Education
University of Ilorin, Ilorin Nigeria
adedokun.sna@unilorin.edu.ng

Abstract

The study explored secondary school teachers' perception of the efficacy of Junior Secondary School Social Studies curriculum for moral development. This study was designed using a qualitative research approach with a case study method. Investigation has been made possible by utilising in-depth, semi-structured interviews with the participants, classroom observation and document analyses were also used to gather data. Subjects were six Social Studies teachers with a variety of years of teaching experience from some selected secondary schools in Ilorin Kwara State, Nigeria. The qualitative inductive data analysis techniques and strategies were used to analyze the interview transcripts. The result showed that, teachers had positive views about junior secondary school social studies curriculum for value transmission. It was also discovered that Social Studies as a core subject in junior secondary school curriculum has content and teaching approaches that are suitable for moral development and address Social malaises in Nigeria. The participants' teachers identified several challenges including failure of government to supervise curriculum implementation, inadequate motivation given to teachers towards the curriculum, lack of material resources, classroom structure, insufficient time and teacher motivation towards the curriculum. The study recommends that the Government should organize teachers training, seminars, forums and workshops to familiarize teachers with the curriculum and to upgrade teachers' efficiency. It also recommends the Government to provide adequate relevant teaching materials and teaching and learning resources for Social Studies education and compensate teachers by paying good salary and allowances to facilitate teaching and learning in inculcating good morals in students.

Keywords: Social Studies, Curriculum, Moral Development, Secondary School Teachers.

PRE-SERVICE TEACHERS EXPERIENCES OF NARRATIVE APPROACH

Norzihani Saharuddin*¹ and Suhailah Hussien²

¹Department of Language and Humanities Education, Universiti Putra Malaysia,
Selangor, Malaysia.
(norzihani@upm.edu.my)

²Department of Social Foundation & Educational Leadership, International Islamic University
Malaysia, Kuala Lumpur, Malaysia.
(suhailah@iium.edu.my)

ABSTRACT

This study explored the experience of pre-service teachers in a coursework that was instructed using the Narrative Approach in Universiti Putra Malaysia. In doing so, the study

intended to examine the perceptions of the pre-service teachers about learning in a Narrative Approach classroom as well as to understand on how their experiences of using the Narrative Approach promote their moral reasoning. This study is a qualitative case study of six pre-service teachers in their sixth semester of the Teacher Education Programme in UPM. This study employed purposive sampling method in selecting the informants. The main data collection technique was semi-structured interview with the six pre-service teachers and triangulation with the researcher's class observation and semi-structured interview with the LHE 3313's (Moral Issues and Conflicts) instructor and pre-service teachers' reflection essays. The data were transcribed, analysed and the emerging themes were categorised and discussed. The findings disclosed that the ways narrative approach facilitates moral reasoning were through themes such as indoctrination avoidance, resources of understanding and diversity sensitivity. The findings also show that narrative approach has a clear relationship to the Islamic element that is the concept of 'Tafakkur'. This study has crucial implications for Moral Education instructors and curriculum developer in creating a more effective and successful teaching approach of the courses especially for pre-service teachers. In addition, it will also provide input to higher institution policy makers especially in reviewing existing policies or formulating new policies so that a more beneficial educational experience in facilitating the moral reasoning of pre-service teachers can be implemented.

Keywords: Narrative Approach, Moral Reasoning, Pre-Service Teachers, Islamic Perspective, Moral Issues and Conflicts

AIR POLLUTION-BASED SOCIO-SCIENTIFIC ISSUES COMIC DRAWING ACTIVITY SITUATED IN TETRAHEDRAL CHEMISTRY FRAMEWORK FOR FORM FOUR STUDENTS LEARNING ABOUT ENVIRONMENTAL EDUCATION AND SUSTAINABLE DEVELOPMENT

Chia Poh Wai*

**Faculty of Science and Marine Environment, Universiti Malaysia Terengganu, 21030,*

Terengganu, Malaysia.

**Corresponding author: pohwai@umt.edu.my*

Environmental education (EE) is gaining attention among educators as it is part of the important approach for building sustainable environment. According to a survey, students' environmental awareness needs to be moulded since their school period. The main purpose of this study is to examine the ability of form four students to identify some of the air pollution-based socio-scientific issues (SSI) occurred in their daily lives through comics drawing. This study was carried out during the 2021 academic year and about 34 students from five different schools in Terengganu participated in this activity. Based on the collected data, four main types of air pollution were identified from their comics, namely from the area, stationary, mobile and natural sources. Besides, the result of paired *t*-test revealed there were

statistical differences on the students' awareness change towards the topics of air pollution-based SSI ($p < 0.000$). In addition, students showed high degree of satisfaction towards the implemented activity based on their reflective essays. Based on their comic drawings, participants revealed that human as part of the environment and they are affected by the air pollution as other living organisms and the anthropogenic activities are the main cause of air pollution. The current activity can be used as a potential instructional tool to instill ESD among students from the non-science major to learn about the ESD, so as to create an early environmental awareness and responsibilities at school level.

Keywords: Air pollution, Comics, Environmental Education, Tetrahedral Chemistry Education, Sustainable Development.

A CONVERGENCE MASTERY-HUMILITY MODEL (CMH): AN ALTERNATIVE APPROACH TO INTEGRATION OF KNOWLEDGE

Ruslan B. Hassan, FASc.

Director
ECS Educational Services
Shah Alam 40400 Selangor
(drrruslan@gmail.com)

Abstract

Integration is the act of bringing together smaller components into a single system that works as one. Within the context of the Islamisation of knowledge, this is the primary approach recommended. With this in mind, an alternative approach is suggested. A Convergence Mastery and Humility Model (CMH) derived from the governing concept of *Bil-Mizan* emanating from Tawḥid is proposed. It is termed as convergence when “two or more things come together toward union, to approach some limiting value” The doctrine of Tawḥid will be the principle for the proposed convergence model, which will involve Mastery and Humility. A study was carried out to address mastery, humility and their convergence. Six constructs with 24 items were developed from the main semi-structured interviews with 30 Professors, for the main questionnaire survey receiving 507 responses. Using SPSS Amos, the construct validity achieved CFI $.963 \geq .95$, TLI $.956 \geq .90$ and RMSEA $.068 \leq .08$. Upon verifying the measurement model, SEM then confirmed the theoretical proposition, that mastery and humility form the converging variable. The convergence occurs when all things are in their correct positions (justice) achieving wisdom manifested by ‘*adab*’ (proper conduct). The findings in no small measures will guide the teaching of subject matters to extend beyond the Creator-Created (*Al-Khalik*) domain to *Al-Adl* which opens doors for endless possibilities.

Keywords: Islamisation, convergence, Tawhid doctrine, Creator-Created, justice

INTEGRITY PERSONALITY INTO DECISION-MAKING STYLE OF UNIVERSITY STUDENTS

Nurshahira Ibrahim^{*1}, Mohammad Hafeez bin Md Ramli², and Yusof Ismail³

¹Academy of Contemporary Islamic Studies, University Teknologi MARA, Kampus Pahang, Malaysia.

(shahiraibrahim@uitm.edu.my)

² Jabatan Pengajian Am, Politeknik Sultan Hj Ahmad Shah, Kuantan, Pahang, Malaysia.

(hafeezjpkk@gmail.com)

³Department of Business Administration, International Islamic University Malaysia, Gombak, Selangor, Malaysia.

(yusof.edu@gmail.com)

ABSTRACT

Personality and decision-making styles are common issues in the workplace. Students of higher learning institutions should be exposed to this phenomenon so that they are better prepared to enter the workplace. This study examines university students' personalities and decision-making styles in Malaysia. It employs the survey method to collect 100 completed questionnaires from students of public universities across Malaysia. It uses a cross-sectional survey method by distributing questionnaires to the respondents. The study employs SmartPLS to evaluate the questionnaire data and test the research hypotheses. The findings of this study confirm that there is a positive and significant relationship between personality and decision-making. Matching the personality types to decision-making styles is not a one size fits all template. Results provide an overall relationship but the actual matching between personality and decision-making style requires custom accommodation. The findings of this study can be used as essential recommendations to help practitioners understand the diversity of perspectives on decision-making styles that can be used to develop students' personality management plans with matching decision-making styles.

Keywords: Decision-making, personality, questionnaire, SmartPLS, university.

INTEGRITY PERSONALITY INTO DECISION-MAKING STYLE OF UNIVERSITY STUDENTS

Nurshahira Ibrahim^{*1}, Mohammad Hafeez bin Md Ramli², and Yusof Ismail³

¹Academy of Contemporary Islamic Studies, University Teknologi MARA, Kampus Pahang, Malaysia.

(shahiraibrahim@uitm.edu.my)

² Jabatan Pengajian Am, Politeknik Sultan Hj Ahmad Shah, Kuantan, Pahang, Malaysia.

(hafeezjpkk@gmail.com)

³Department of Business Administration, International Islamic University Malaysia, Gombak, Selangor, Malaysia.

(yusof.edu@gmail.com)

ABSTRACT

Personality and decision-making styles are common issues in the workplace. Students of higher learning institutions should be exposed to this phenomenon so that they are better prepared to enter the workplace. This study examines university students' personalities and decision-making styles in Malaysia. It employs the survey method to collect 100 completed questionnaires from students of public universities across Malaysia. It uses a cross-sectional survey method by distributing questionnaires to the respondents. The study employs SmartPLS to evaluate the questionnaire data and test the research hypotheses. The findings of this study confirm that there is a positive and significant relationship between personality and decision-making. Matching the personality types to decision-making styles is not a one size fits all template. Results provide an overall relationship but the actual matching between personality and decision-making style requires custom accommodation. The findings of this study can be used as essential recommendations to help practitioners understand the diversity of perspectives on decision-making styles that can be used to develop students' personality management plans with matching decision-making styles.

Keywords: Decision-making, personality, questionnaire, SmartPLS, university.

EXPLORING THE MAIN SOURCES OF KNOWLEDGE IN ISLAM AND ITS EFFECTS ON THE PROCESS OF INTEGRATION AND ISLAMIZATION

Zohra Lebci^{*1} Abdulhameed Kamoludeen Olasunkanmi²

¹Curriculum and Instruction, Kulliyyah of Education, Kuala Lumpur, Malaysia

zohoron85@gmail.com

²Curriculum and Instruction, Kulliyyah of Education, Kuala Lumpur, Malaysia

alkalam07@gmail.com

ABSTRACT

Man is the vicegerent (Khalifa) of God on the surface of the earth. Knowledge is essential for man to successfully fulfil his responsibilities as viceregent of God on the earth. God, the Creator equips man with revealed and divine knowledge which was delivered through the prophets of Allah. Almighty Allah also endows man with intellect to make reflections and deliberations on the various verses of revealed knowledge. This critical thinking and reflection would enable him to innovate and practically apply the knowledge for the benefit of society. In the past, Muslims were able to develop a holistic understanding and utilise all the sources of knowledge as enjoined by the glorious Quran. Hence, they were able to produce scholars of international repute, such as Al-Farabi, Ibn Sina, Al-Ghazzali, Ibn Rushd and Ibn Al-Aytham to mention but a few. This past legacy has been a tale told and only pages read. Today's Muslims are found to be irresponsible and negligent. The reason is that there is a bifurcation of sources of knowledge among Muslims today. Therefore, this paper aims at explicating the main sources of knowledge in Islam and exploring how the past Muslims were able to give the world various monumental contributions and numerous enviable civilizations through their sweat-acquired knowledge. The paper also intends to trigger the minds of Muslim ummah on the need for the process of integration of knowledge as a way of reviving the lost glory.

Keywords: vicegerent, knowledge, Islam, civilization, integration.

COMPARATIVE REVIEWS OF ISLAMIC AND WESTERN LITERATURE ON RIBA AND USURY: ILLEGAL OR IMMORAL?

Aisyah Aripin¹, Mohamed Aslam Akbar^{*2}

1, 2 Department of Economics, International Islamic University, Malaysia.

(aslamakbar@iiu.edu.my)

ABSTRACT

Lending money with interest is associated with riba and usury in Islamic banking. It is prohibited in Islamic law, as evident in the Qur'an and Sunnah. Most scholars agree that riba and usury are harmful to society, both spiritually and economically. One of the main reasons for its prohibition is that it would cause selfishness and affect a community's socio-economic

justice. The prohibition of riba and usury has been in place for a long time, and different groups came to a single conclusion that it is not permitted. However, as the economy developed, some have changed their arguments into accepting interest-based practices. This paper reviews the Islamic and western perspectives on the prohibition of usury, whether it is being discussed as an illegal act or immoral. The first part presents the historical background of how riba and usury came into place, from the Qur'anic revelation and its practice since ancient Greece time. The discussion is followed by the literature of some Islamic economic scholars and their views on the prohibition of riba, i.e., Borhan, Chapra, Ahmad & Hassan, Qutb, and Islahi. Also, the western idea of the prohibition of usury is explained by Mews & Abraham, the Christian Church's impression, and Vincent. This paper further analyses the reviews made by both Islamic and western scholars in the prohibition of riba and usury, highlighting their distinctions and similarities that forms today's perspective on the issue, which leads to the findings that Muslims and non-Muslims not only share the exact moral origin but the same ends during the legal and moral conflict. All in all, interest is necessary to run the economy in modern society; however, the abolition of interest is a topic that is being debated more and more as the world continues to develop due to its adverse effects and its morally conflicting nature.

Keywords: riba, usury, interest, illegal, immoral

A BIBLIOMETRIC ANALYSIS OF 21ST CENTURY LEARNING RESEARCH DURING COVID19 USING SCOPUS DATABASE

Nurul Ashikin Izhar¹, and Nor Asniza Ishak^{*2}

1, 2 School of Educational Studies, Universiti Sains Malaysia, Pulau Pinang, Malaysia.

(E-mail: asnizaishak@usm.my)

ABSTRACT

The 'Information Age' is taking shape in the twenty-first century. The promotion of more complex ideas and the development of creative teaching methods are crucial features of learning in the twenty-first century learning. The aim of this study is to examine the twenty-first-century bibliometric in the Scopus database based on (i) document and source types, (ii) citation trend, (iii) topic of discussion and (iv) regional distribution during the pandemic COVID 19 . The PRISMA method was used for data collection. VOSviewer and Harzing's Publish or Perish were used for data analysis in this bibliometric analysis study. Bibliometric analysis has long been used to discover significant trends and patterns in an area of study. It was found that the most frequently referenced publications all deal with 21st century skills development in students, but there is still a gap from an educator's perspective. Although the number of publications in this area is relatively small, the high number of annual citations indicates that the area is promising for research.

Keywords: 21st-century learning, COVID19, bibliometric, Scopus database, trend

CAN PROFICIENT TERTIARY LEARNERS OF ENGLISH SPEAK PERSUASIVELY? A DISCOVERY OF SKILLS, MISTAKES AND PROBLEMS

Lilisuriani Abdul Latif @ Bapoo

Department of English Language,
Kulliyyah of Languages and Management,
International Islamic University Malaysia,
Pagoh Campus Johor Darul Takzim, Malaysia.
(E-mail: lilisuriani@iium.edu.my)

ABSTRACT

Speaking persuasively is a skill needed in social and workplace communication contexts. Even though the importance of using appropriate language discourse in persuasion has been acknowledged since the time of ancient Greek, persuasive speaking strategies are not commonly taught to students who speak English as their second language. Information on the metadiscourse used by proficient second language speakers of English when speaking to persuade, also needs to be obtained. Hence, the persuasive strategies of 30 proficient undergraduates who were studying English for International Communication at an English medium university in Malaysia were investigated using Hyland's (2005) interpersonal model of metadiscourse. The students' short persuasive speeches were recorded and their use of interactive and interactional metadiscourse to show the Aristotelian rhetorical appeals of logos, ethos and pathos were analyzed. Focus group discussions were also conducted after a 14 week persuasive speech course to gather information on the students' thoughts about their own abilities to speak persuasively before they attended the course. Findings show that the students could speak with appeals to emotion, but improvements are needed to build well supported arguments and to display credibility of the speaker. In the focus group discussions, the students mentioned that prior to the course, they were not mindful of word choice, politeness, and ethics. They also felt that they had failed to focus on the audience. Moreover, they highlighted their initial problems in differentiating informative from persuasive speeches, applying good presentation skills, using appropriate persuasive appeals; and displaying confidence. These findings imply that due to the complex relationship between language and psychological factors in persuasion, speaking persuasively can be difficult even for proficient second language learners of English. Hence, instructors for language, communication and psychology courses should collaborate to come up with a persuasive speech course for tertiary learners to enhance their speaking skills.

Keywords: persuasive communication, presentation skills, metadiscourse, Aristotelian rhetorical appeals.

USING QUIZIZZ TO TEACH ARABIC VOCABULARY TO UPPER SECONDARY STUDENTS AT THE IZZUDDIN SHAH SCHOOL: ITS EFFECTS ON STUDENTS' VOCABULARY ACQUISITION AND PERCEPTIONS

`Izzah binti Md Suaid and Arifin bin Mamat

¹, ²Kulliyyah of Education, International Islamic University Malaysia, Gombak, Selangor

(izzahsuaid@gmail.com)

(drarifin@iium.edu.my)

ABSTRACT

This study aims to find out the perceptions of upper secondary students in Sekolah Izzuddin Shah on the implementation of Quizizz in teaching Arabic vocabulary. The study was conducted at Sekolah Izzuddin Shah, Perak. A total of 59 students from form five in schools participated in this study. They were assigned to experimental and control groups. A quasi-experimental design was applied in this quantitative-based study, which consisted of a survey and pre -and post-test. The data obtained were analyzed quantitatively using a simple descriptive statistical analysis of frequency and percentage and the Independent Sample T-Test. Findings from the survey showed that students viewed the implementation of Quizizz in learning Arabic vocabulary positively. In addition, findings from the pre -and post-test showed significant differences in mean gain scores between the control and experimental groups. The results showed that those who learned vocabulary with Quizizz did better than those who learned the exact text without Quizizz. This study, through its findings, is meant to add to the expanding knowledge about the effectiveness of Quizizz in Arabic language classes.

Keywords: quizziz, teaching arabic vocabulary, upper secondary students, effect of quizziz on students' arabic vocabulary

ISLAMIC PERSPECTIVE IN TEACHING ANATOMY&PHYSIOLOGY: CONTEXTUALIZATION OF VESTIGIAL STRUCTURES

Mohd Yusof bin Mohamad *1 Muhamad Rozaimi Ramle2

1Department of Physical Rehabilitation Sciences, Kulliyyah of Allied Health Sciences,
International Islamic University Malaysia, Jalan Sultan Ahmad Shah, 25200 Kuantan,
Pahang, Malaysia

yusofkajs@iium.edu.my

2Department of Islamic Studies, Faculty of Human Science, Sultan Idris Education
University, 35900, Tanjung Malim, Perak, Malaysia

rozaimi@fsk.upsi.edu.my

ABSTRACT

The concept of non-functional structures known as vestigial taught in anatomy and physiology around the world. These structures are thought to be remnants of our ancestors that lost its functionality due to human evolution. In contrast, Islam does not condone the idea of structures without any purpose since it seems to be conflicted with the idea of human as the best creation. The present paper intends to contextualize the non-functional structures and the idea of human as best creation. Major books of Anatomy and Physiology used in allied health sciences and nursing were scrutinized for the presence of vestigial structures. Alternatively, research papers and books were consulted in deriving the latest findings. The results shows that many of the structures were taught as vestigial such as appendix, male nipple, body hair and wisdom teeth. On the other hand, certain structures were listed as vestigial but later were removed. These demonstrates that the list vestigial structures are updated according to the recent findings of its functions. Therefore, it does not undermine the idea of human as best creation. Sources of Islam indeed acknowledge the superiority of non-human in terms of structure and functions in which to point out the superiority of Allah as the best creator. The concept of human as best creation must be expanded not only referring to physical attributes but rather superior cognitive and mental capacities. It is hope that Muslim anatomist and physiologist will embark in better pedagogical methods of teaching in line with the teaching of al-Quran dan as-Sunnah.

Keyword: vestigial organs, anatomy & physiology, best creation.

Memorization and Thinking: Contrasts or integration (relevancy of the retention Islamic pedagogy to 21st century instructional approaches)

Tahraoui Ramdane and Merah Souad

"Memorization is a scourge of Islamic educational curricula", an unfair phrase that is falsely repeated by many in the Muslim world today. This is simulated by a Western claim that the memorization for which Islamic educational curricula are famous has weakened their quality and limited their effectiveness. This paper tries to contest this claim and argues that memorization did not mean in its genuine sense and application that the learner should become a recording device or a duplicate carbon copy of others. Rather, it meant that he would be able to recall and focus on the information, then rotate his understanding of it, and relate it to other information. Memorizing was an exercise that stimulated the senses of

memory and recalling info and data. when needed. The learner did not stop at the confines of indoctrination, but proceeded from it in building a foundational path that compared the information according to a prototype, and then chose the best information. Learners were able to digest what they memorized, and eventually developed great abilities to understand and criticise.

Keywords: *Memorization, Islamic pedagogy, Creative thinking, Critical thinking, 21st Instructional approaches*

TEACHING QUALITY AND QUALITY ASSURANCE AS DETERMINANTS OF STUDENTS' COURSE EXPERIENCE IN MALAYSIAN HIGHER EDUCATION INSTITUTIONS

Jafar Paramboor, Abdul Majid Aldaba & Tunku Badariah Tunku Ahmad
Corresponding author
email: pjafar@iium.edu.my

Abstract

The purpose of this study is to investigate the underlying factors of course experience in selected six Malaysian public higher education institutions. Specifically, the study examines the relationship between Teaching Quality Initiative (TQI), the mediating factor, Quality Assurance Initiative (QAI), and the dependent variable, Course Experience (CE). Referring to the confidence interval guidelines of 95% and margin of error at $\pm 3\%$, 1200 students were sampled to collect the data. The research used a survey instrument and employed simple random sampling technique with a quantitative research design. The statistical techniques including SPSS version 20.0, Confirmatory Factor Analysis (CFA), and a full-fledged Structural Equation Modeling (SEM) with Analysis of Moment Structures (AMOS) software version 22.0 were used to analyze the received questionnaire, address the research questions, and test the hypotheses. TQI represented two distinct dimensions, enthusiasm, and group interaction; QAI represented three dimensions, quality practices, facilitators, and obstacles; and CE represented three dimensions, student empowerment, good teaching, and appropriate assessment. The result also demonstrated the validity and reliability of each factor. Subsequently, the proposed theoretical model of course experience was tested using SEM technique. The results were indicative of the direct causal effect of TQI and QAI on CE, as well as the indirect causal effect of TQI on CE through the mediation of QAI. The research is significant in its contribution towards understanding how teaching quality and quality assurance could influence students' course experience with special reference to Malaysian HEIs.

Keywords- Malaysia, Higher Education Institutions, Teaching Quality, Quality Assurance, Course Experience

DEBATE ASSESSMENT: THE INTEGRATION OF PROTECTION OF INTELLECT AND ADAB AL-IKHTILAF

Sahida binti Safuan* and Siti Farhana binti Abu Hasan

- Department of Legal Studies, Centre for Foundation Studies, International Islamic University of Malaysia, Kuantan, Pahang, Malaysia.
(E-mail: sahidasafuan@iium.edu.my)
- Department of Legal Studies, Centre for Foundation Studies, International Islamic University of Malaysia, Kuantan, Pahang, Malaysia.
(E-mail: sitifarhana@iium.edu.my)

ABSTRACT

Debate has been used as a form of assessment that effectively engages the students to discuss multiple viewpoints and derive at a fair judgement. It is a discussion involving multiple people with the aim of influencing people's views, proving an argument, demonstrating the truth, disproving false suspicions and refuting false assertions and conceptions. The subject of Introduction to Legal Skills taught at the Centre for Foundation Studies, International Islamic University of Malaysia has adopted this assessment as a tool to assess students. The debate process aims to stimulate a weaker mind where those who are more learned might pass on their knowledge to others who are less knowledgeable. In achieving the aim, debate should be held with the earnest cooperation of the debaters to uncover the truth and appropriately present it to others. By promoting the active engagement during the session, the students not only learning about the contents of the topic of the debate but it also helps to instill the concept of protection of intellect and *Adab al-Ikhtilaf*. Muslims scholars have succinctly stated the principles of debate in an aphorism, "if quoting, maintain accuracy; if claiming, show proof". Since the nature of debate is exposing to different sides of perspective, it opens the chance for them to analyze and criticize the arguments critically. The paper aims to explore how debate process could be used as a tool to instill *Adab al-Ikhtilaf* among the debaters as well as to inculcate the *Maqasid Syariah* principle i.e. the protection of intellect. It adopts a qualitative approach by referring to the practice of earlier Muslim scholars debating in times of disagreement. The instillation of *Adab al-Ikhtilaf* as well as the protection of intellect in the debating process is intended to assist students in becoming more mature in their expression of opinions.

Keywords: debate, assessment, *Adab al-Ikhtilaf*, protection of intellect, *Maqasid Syariah*.

TOWARDS EFFECTIVE IMPLEMENTATION OF SCHOOL DIGITIZATION PROGRAM

Mohamed Ishan
Islamic University of Maldives, Maale City, Maldives
Mohamedishan777@gmail.com

Introduction

In present time, the term “technology” is a word that almost everyone is familiar with. Today, technology has been incorporated into every aspect of human life, to the extent that we believe that life is impossible without it. Although technology is considered as a part of our daily life, and schools are trying their best to incorporate technology in lessons to build a technology friendly generation, there are some important questions that needs to be considered; do we really understand what technology is? What would be the effect of implementing technology at a large scale in schools? Does the use of technology bring out the characteristics of creativity and innovation it is intended? These critical questions are main reason behind emergence of this topic. The purpose of this study is to identify proper ways to introduce students to technology through school digitization program. Using document analysis, the feasibility of implementing school digitization program will be explored. Many studies have shown that, proper implementation of school digitization programs benefit students and community at large. Likewise, Maldivian schools can benefit from the experiences of these schools to adopt the same methodology in order to accrue the maximum benefit of such programs.

Keywords: Online education, Technology and Education, Future Education

ESL TEACHERS’ READINESS IN TEACHING ONLINE CLASSES – A CASE STUDY OF SK SG BINJAI

Nor Fairuz Mohamed Idris, Siti Fatimah Abd Rahman
(Email: norfairuz.shy@gmail.com)

Kulliyyah Of Education, International Islamic University Malaysia, Gombak, Malaysia.
(Email: insted@iium.edu.my)

Global pandemic, infamously known as Covid-19 has brought sudden shift in teaching and learning process. As the virus spread notoriously all around the world, many sectors are forced to halt operation including educational institutions. Schools all around the world transitioned to online teaching and learning including Malaysia. However, the transition period was not easy, as teachers were perceived as hesitant and inept at navigating virtual

classrooms. Based on the given fact, this study aims to explore ESL teachers' readiness in online teaching as well as challenges faced by them during online teaching implementation.

The present study adopts qualitative research design, in which semi-structured interview, observation and document analysis are utilized as data collection method. Using purposeful sampling, the participants in this study consists of 3 English teachers from SK Sg Binjai, Klang with different years of teaching background. The findings revealed that teachers were not prepared for online teaching at the beginning because the abrupt shift left no room to adapt and adopt, but their confidence gradually improved. The challenges in implementing online classes were mainly related to infrastructure, poor internet connection, inability to use learning management system, to name a few.

As online teaching and learning is the new future of education, the findings of this study will provide an in-depth view of teachers' needs, concerns, and what can be improved. The Ministry of Education, school administrators, and teachers will benefit the most from this research.

Keywords : online teaching, readiness, virtual classroom

THE PROPRIETY OF INTEGRATION OF KNOWLEDGE IN IMMUNOLOGY AND MICROBIOLOGY EDUCATION

Irwan Hanish^{1,2,3}

¹Department of Microbiology, Faculty of Biotechnology and Biomolecular Sciences, Universiti Putra Malaysia, 43400 UPM Serdang, Selangor, Malaysia.

²International Institute of Islamic Thought and Civilisation (ISTAC), International Islamic University Malaysia, 50480 Kuala Lumpur, Malaysia

³Islamic and Strategic Studies Institute, 59200 Kuala Lumpur, Malaysia.

Email: irwanhanish@upm.edu.my

ABSTRACT

Among the natural sciences, Immunology and Microbiology are the two fields that have impacted human beings, especially at the biological level. Immunology is the study of how our body defends itself against harmful substances and microorganisms. Microbiology, on the other hand, is the study of microorganisms such as viruses and bacteria. These two fields, although not identical, are studied together in universities. In this article, we explore whether Integration of Knowledge is appropriate for Immunology and Microbiology Education. Integration of Knowledge emphasises active engagements with the philosophical and theological foundations of the educational experience. Despite its importance, Integration of Knowledge is not part of contemporary Immunology and Microbiology Education. This can be observed even in Muslim-majority countries where Integration of Knowledge has crucial theological implications. Does this indicate that Integration of Knowledge is not appropriate for Immunology and Microbiology Education? To address this question, we

clarify several epistemological ideas of Integration of Knowledge. We then analyse whether they are appropriate for current Immunology and Microbiology Education. Such propriety analysis is valuable for both Islamic philosophers of science and natural science educators. For the philosophers, this analysis will assess the utility of Integration of Knowledge in highly specialised fields such as Immunology and Microbiology. For science educators, this article is an opportunity to explore the possibility of enriching Immunology and Microbiology Education with deeper philosophical perspectives. Adoption of those perspectives will prepare future scientists for ideological challenges beyond their technical expertise.

Keywords: Integration of Knowledge, Immunology, Microbiology, Education

EDUCATION FOR HUMAN DEVELOPMENT IN MALAYSIA: MODELING FACTORS INFLUENCING EMPATHY OF UNIVERSITY STUDENTS

Abdulmajid M. A. Aldaba¹

drmajid@iium.edu.my

Rosnani Hashim¹

rosnanih@gmail.com

^{1,2} *Kulliyah of Education, International Islamic University Malaysia, Kuala Lumpur,
Malaysia*

ABSTRACT

Purpose: The purpose of this study is threefold; (i) to investigate the attitudes of university students toward values of consciousness; (ii) to validate the psychometric properties of the model of Malaysian university students' empathy, and (iii) to examine the influence of university students' self-efficacy, self-regulation, sense of belonging and problem-solving on their empathy.

Method: Using a quantitative survey approach, data were collected from 164 students drawn from two Malaysian public universities, i.e., Universiti Utara Malaysia (UUM) in Kedah and University Sultan Zainal Abidin (UNISZA) using a five-point Likert scale. The study employed variance-based SEM by using Smart-PLS to achieve the objectives. First, the measurement model was employed to test the psychometric properties (such as convergent validity, divergent validity, and reliability) for all constructs. Second, the structural model was conducted to test the direct and indirect hypothesized relationship.

Results: The measurement model provided evidence for the convergent and discriminant validity of the study constructs. The hypothesized structural model for university students confirms empathy as the outcome variable which is directly influenced by self-efficacy and

emotion regulation. Meanwhile problem solving and sense of belonging indirectly influence empathy through self-efficacy. Forgiveness was not seen as one of the outcome variables as hypothesized in the literature. The model explained 77.1% of the variance in the Malaysian university students' empathy.

Significance: With the identifications of the factors that influence Malaysian university students' empathy, i.e., students' emotion-regulation, sense of belonging and problem-solving, more effective support and interventions can be provided to help in enhancing university students' empathy.

Keywords: Malaysian university students, empathy, self-efficacy, emotion regulation, modeling.

Paradigm shift towards Quranic Teachings: Need for a Humanitarian Education

Mir Lutful Kabir Saadi

This paper aims to undertake an objective initiative to link about paradigm shift towards Quranic teaching and accomplishing humanitarian education for the wellbeing of mankind. At the digital age of twenty first century era it gives the impression that severe crisis of ethics, morality and lack of humanitarian feelings prevailing all around the world. Modern education system ruthlessly failed to produce good human being. All around the world now serious crisis of good people with human values are prevailing starting from family, community, society and nation states. To overcome this severe crisis concept of paradigm shift may help. A paradigm shift is defined as an important change that happens when the usual way of thinking about or doing something replaced by a new and different way. A paradigm shift, a concept identified by the American physicist and philosopher Thomas Kuhn, is a fundamental change in the basic concept and experimental practices of scientific discipline. The concept of a paradigm shift has also been used in numerous non-scientific contexts or in social science to describe a profound change. There is a tremendous scope of paradigm shift through Qur'an- the word of Almighty Creator Allah and the ultimate source of knowledge. The first revelation of Qur'an, where Prophet Muhammad (PBUH) was commanded with 'IQRA', which means reading. The Quran helps Muslims to understand the secrets of the universe they lived in find answers of life, the identity of man, the final destination and the path of achieving real happiness and tranquility. Interestingly Qur'an does no reveal only for Muslims but for mankind and Qur'anic education is actually humanitarian education. Humanitarian education teaches various social topics from a humanitarian perspective to reduce suffering, save lives and maintain human dignity.

TITLE: SYSTEMIC THEMATIC INTERPRETATION CONCEPT IN EDUCATIONAL RESEARCH

Miftah Khilmi Hidayatulloh* 1 , Hamka Hasan 2 , Farid F. Saenong 3

1 Department of Hadith Science, UAD Yogyakarta, Indonesia

(Email: miftah @ilha.uad.ac.id)

1, 2, 3 The Graduate School for Islamic Studies, UIN Jakarta, Indonesia

(Email: 2 hamkahasan@uinjkt.ac.id, 3 faridsaenong@yahoo.com)

ABSTRACT

Thematic interpretation is a modern phenomenon that emerges due to the influence of Islamic society social development. The concept of thematic interpretation is developed by Muslim scholars with the pattern of *min al-naş ila al-wāqī'*. Therefore, Al-Qur'an can be used as a source of knowledge to advance the life of the people. This type of interpretation pattern is criticized by *min al-wāqī' ila al-naş* interpretation paradigm adherents. This research, on the other hand, combines the two paradigms into a systemic thematic interpretation idea. This research elaborates the definition and genealogy of thematic interpretation, thematic interpretation paradigm, systemic research development in education, and research synthesis of thematic interpretation with R&D. The findings of this research suggest that the interpretation paradigms of *min al-naş ila al-wāqī'* and *min al-wāqī' ila al-naş* can be integrated into a systemic thematic interpretation method in educational research.

Keywords: Thematic Interpretation, Systemic Research and Development, R&D, Educational

Research, Systemic Thematic Interpretation

INTEGRATION OF BUSINESS ETHICS AND CORPORATE SOCIAL RESPONSIBILITY COURSES IN HIGHER EDUCATION CURRICULA

Hajdin Berisha¹ Yusof Ismail,² and Agron Hoxha^{*3}

¹ Department of Business Administration, Riinvest College, Prishtina, Republic of Kosovo
E-mail address: hajdin.berisha@riinvest.net

² Department of Business Administration, International Islamic University Malaysia,
Gombak, Selangor, Malaysia
E-mail address: yusof@iium.edu.my

³ Department of Psychology of Assessment and Intervention, Heimerer College, Republic of
Kosovo
E-mail address: agron.hoxha@kolegji-heimerer.eu
[*Corresponding author](#)

ABSTRACT

Three types of skills are essential for a successful management process: technical skills, conceptual skills and human (interpersonal) skills. All types of skills are important, but in specific organizational settings and occasions, some may supersede the others in their importance. Managers need to supervise subordinates, communicate information and make decisions on regular basis. All these pursuits require high level of ethical and responsible values. Contemporary Higher Education Institutions (HEIs) are extensively oriented toward offering professional and technical programmes (including conceptual and technical development skills) with a mixture of soft skills development co-curricular activities but have neglected the significance of instilling the ethical and socially responsible values to university students. The objective of this paper is to find out whether the HEIs offer one-semester courses of Business Ethics (BE) and Corporate Social Responsibility (CSR), separately or in combination, and if the course(s) are not offered, whether there exist equivalent courses in the undergraduate curricula. The study uses a cross-institutional and content analysis approach and structured interviews. The unit of analysis are the undergraduate programmes of public and selected private higher education institutions in the Republic of Kosovo. The database of the Kosovo Accreditation Agency, the designated institution responsible for the evaluation and accreditation of HEIs and the interviews with relevant staff of academic service units are the primary sources of data. The findings reveal four significant trends: (1) only 55% of the institutions included in the study offer Business Ethics course; (2) both public and private institutions offer Business Ethics as an elective course; (3) the institutions offer Business Ethics related courses for one semester only; and (4) except for one HEI that offers CSR as a separate course, other institutions have included it as part of other courses. The study contributes to the academia and management practitioners by identifying the gaps in the current programmes among HEIs in Kosovo and advocating for the inclusion of Business Ethics and CSR courses in their curricula.

(323 words)

Keywords: Business Ethics, Corporate Social Responsibility, curricula, Higher Education Institutions.

THANK YOU