

# Intellectual Discourse

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# *Intellectual Discourse*

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the best practices from many other jurisdictions. The book provides a comprehensive explanation of the Malaysian Federal Constitution. The structure is clear and contains helpful headings to enable easy access to the relevant information. The book is written in clear and simple language and deserves a special place on Library shelves.

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***Metodologi Penyelidikan Dalam Pendidikan: Amalan dan Analisis Kajian.* By Ghazali Darusalam & Sufean Hussin. Kuala Lumpur: Penerbit Universiti Malaya, 2019, pp. 630. ISBN: 978-967-488-009-5.**

*Reviewer:* Khairil Husaini Bin Jamil, Department of Qur'an and Sunnah Studies, Kulliyah of Islamic Revealed Knowledge and Human Sciences, International Islamic University Malaysia. Email: husaini@iiu.edu.my

Offering a review for the third print of a second edition of a book has proven to be a daunting task. Whilst considering the fact that the book must have achieved a certain level of reception to have justified the new print, I have to also admit at this very early instance that my area of concentration does not relate directly to the subject of the book. Nevertheless, the book under review deserves to be consulted and discussed by the intellectual community, particularly in departments where teacher training and research on education are showcased amongst its main agenda. On the other hand, I stumbled upon this book while looking for references to be utilised in expounding research philosophy and methodology for Qur'an and Sunnah education. Since this book concentrates on educational research methodology in general, it would not be too far-fetched to consider this review as a contribution from a different perspective to the enhancement of research methodology in education, especially when Islamic education or scriptural dimensions are concerned.

Entitled originally as *Metodologi Penyelidikan Dalam Pendidikan: Amalan dan Analisis Kajian (On Methodology of Educational Research: Research Techniques and Data Analysis)*, the book was written in the intermediate level of the standard Malay language and explicitly targeted undergraduate and postgraduate students at private

and public higher education institutions. The book was also targeted towards teacher candidates at teacher training institutions, in addition to individuals and organisations interested in research activities. Although the subject seems to be exclusively constrained to educational issues, the authors' preface did invite the attention of researchers from other fields of social sciences. The book claimed to be an exhaustive library of all issues and references pertaining to research methodology to the extent that researchers will no longer need to rely on any other additional references. According to the authors, the topic on validity and reliability in the whole book alone provides forty references to be consulted by the readers. Based on the content in the 630 pages, as well as the table of contents, this aim should have been fairly achieved.

The book consists of twenty-two chapters divided unevenly between four parts. The first part is made up of two chapters which speak of the virtue of science (praiseworthy knowledge in general) and the concept of scientific or academic writing. The second part, which covers quantitative research, enjoys nine chapters covering topics such as data collection, sampling, validity and reliability, types of quantitative research, and statistical analysis. Undoubtedly, its counterpart, qualitative research, is elaborated in the succeeding part comprising ten chapters addressing similar topics as the former. As expressed in the Abstract, the authors characterised the book as 'not too theoretical', and so less effort was made in elaborating the philosophy and the history behind the emergence of these two types of research. One is reminded of the discussion forwarded by Renata Tesch in 1990 where she argued that the word 'qualitative' may lead some people to assume that it has something to do with 'being excellent' - as in 'high quality'. Since the books which describe ways in which quantitative data can be analysed are called statistics books, Tesch proposed calling the data in qualitative research 'textual', and its type of research as 'descriptive' or 'interpretive/critical' - or in my opinion, and if the English allows, 'statemental' as opposed to 'statistical'. Nevertheless, a guidebook such as the one under review should avoid contradicting convention with unpopular views, though it may assist researchers in choosing and embracing the most suitable research philosophy and design. The authors have also incorporated the emerging trend of 'mixed methods' in the fourth and final part of this book where one chapter is dedicated to it. All twenty-two chapters are of unequal length with the longest



chapter tackling statistical analysis consuming 156 pages of the book, and the shortest chapter recounting the areas of qualitative research forming only 4 pages.

The strength of this book lies in its compilation of methods, modes, approaches, models, techniques, and operational instruments which provide any researcher with a variety of choices, as well as practical examples, deemed necessary for their undertaking. For instance, the authors have presented, as a survey instrument, all Wade Vagias' Likert-type scale response anchors supplied with their translation in Malay. Research types and designs for both quantitative and qualitative methods are given adequate explanation and examples. Eleven models and approaches are elucidated under the section of theoretical framework and thirty-two models are highlighted for the development of the conceptual framework. The authors not only include the well-known models such as the causal model, the critical events model, CIPP model, CIRO model, IPOO model, etc., but they also explore Islamic approaches such the educational models of Ibn Ṣaḥnūn (d.256AH), al-Qābisī (d.403AH), Ibn Sīnā (d.427AH), al-Ghazālī (d.505AH), Rifā'ah al-Taḥṭawī (d.1290AH), and Ibn Khaldūn (d.1406AH). There are times in the book when the authors would allude to other references for further exploration. For example, on page 454, the authors mentioned that Tesch (1990) listed 45 approaches for qualitative research – however, the information about this work by Renata Tesch is missing from the bibliography. In addition, the book also translates useful academic phrases for writing proposals, dissertation, and research reports, which are taken from the Academic Phrasebank of the University of Manchester.

With all the benefits of the book already mentioned, it can be further improved by addressing two aspects. Firstly, given that the concept of methodology is based on a deeper philosophical construct, it would be rewarding for the readers to be given a brief overview of the historical background of *methodo+logos*, encompassing the Greek *Organon* and logics, the Muslim *manṭiq* and *uṣūlī* tradition, and the rise of *Novum Organum* and its modern extension and revision. In what sense, and to what extent, were educational researchers impacted by the evolution of this 'thinking-about-the-method' tradition? Secondly, the book, in my humble opinion, can make use of better organisation. Both quantitative and qualitative methods seem to share seven common

subtopics: the definition or concept; types and designs; population and sampling; data collection; data analysis (statistical or coding); validity and reliability; and research report. It is a bit disruptive to the flow to find chapters dealing with preparing research proposals, writing the title of the research, chapter organisation, literature review, citation style and bibliography interpolated between chapters on the distinctive nature of quantitative and qualitative methods. Since the principles and guidelines for these subjects are the same for both methods, they should be explained beforehand. Moreover, the absence of numbering for subsections and subheadings has contributed to the difficulty in enjoying the sense of organisational aesthetics in the book.

Finally, the book as a whole proves to be highly comprehensive and useful, particularly for novice researchers. The references are extensive and, by count, include 336 works. Some spellings, especially of Arabic names, should be revised. For instance, al-Ni‘amī instead of al-Nukmi as spelled in the book, Muḥammad Munīr Mursī instead of Muḥammad Munir Musa, Aḥmad Fu‘ād al-Ahwānī instead of Fuad al-Wahnie, *al-Tarbiyah fī al-Islām* instead of *al-Tarbiyah wa al-Islami*, etc. Unfortunately, I have found some other articles that repeat the same mistakes since they derived information from this book. As mentioned previously, some references cited in the book are missing from the bibliography while others are included twice such as the work by Robert K. Merton (in addition to some typographical errors). Nonetheless, this does not deplete the value of the contribution made by the authors who have been recognised beyond doubt as the authoritative scholars in the field. Due to their extremely practical approach, the book will definitely not fail to be enlightening and valuable to anyone concerned with educational research.



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