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ISLAMIZATION OF KNOWLEDGE IN THE  
CURRICULUM AMONG ACADEMICS AT THE  
INTERNATIONAL ISLAMIC UNIVERSITY MALAYSIA:  
A STRUCTURAL EQUATION MODELING (SEM)  
APPROACH

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**Abstract**

*Islamization of Knowledge (IOK) is documented in the vision and mission of the International Islamic University Malaysia (IIUM) which impetuses its implementation in many aspects of the IIUM academic and non academic programmes. The main objective of this study is to examine the importance of the IOK particularly in addressing the strategies and practices among the academics to integrate the IOK in the curriculum. There are seven components of the implementation of the IOK at the IIUM. The components include Belief, Content, Teaching and Learning Process, Evaluation/Assessment, Purpose, Product, and Student Improvement (Value). This paper aims to further investigate or evaluate the implementation of the IOK through identifying the relationships among these components as perceived by IIUM academics. A 65-item self-reported questionnaire was developed to collect the data on the IOK from 306 academics. The Statistical Package for Social Science (SPSS) Version 15 was used to compute the descriptive statistics. Analysis of a Moment Structures (AMOS) version 16.0 was used to perform Confirmatory Factor Analysis (CFA) and full-fledged Structural Equation Model (SEM). The hypothesized model of the IOK among the academics was tested using Structural Equation Modeling (SEM). The results have shown a good model fit (RMSEA=0.058; cfi=.948; and tli=0.942). However, Belief in the IOK as a component was not a significant predictor of two*

*curriculum dimensions namely pedagogy and evaluation (C.R.>1.96). This indicates that recognizing the importance of the IOK is not sufficient in both adopting evaluation methods and selecting appropriate pedagogical approaches among academics. However, when the academics believed in the importance of the IOK, they sought for further training and knowledge from the experts. Thus, the relationship between Belief in the IOK and training and knowledge collectively impact the academics' evaluation in the classroom. Furthermore, there was a significant relationship between pedagogical approaches and selected products of the IOK. There was an indication that lecturers who adopted the IOK in their pedagogy approaches had the tendency to produce items of the IOK such as articles, chapter of a book, a book, proceeding and thesis. The study suggested that future study to emphasis on accomplishment of the IOK.*

**Keywords:** Curriculum, IOK, IIUM Academics, SEM.

## **Introduction**

In July 1983, the International Islamic University Malaysia (IIUM) was established based on the recommendations of the First World Conference on Muslim Education held in Mecca in 1977. Since its establishment, IIUM has been committed to the integration of Islamic with the modern fields of knowledge. Thus, Islamization of Knowledge (IOK) later became instrumental for her vision and mission. Indeed, the IOK has become a niche area for IIUM, which sets it apart from other universities in Malaysia. In the implementation of the IOK, IIUM is unsurpassed by any other institutions in Malaysia. This has been supported by the study conducted by Ssekamanya, Suhailah, Nik A. Hisham,<sup>1</sup> where the experiences of the IOK were abundance at IIUM as in comparison to other higher education institutions in Malaysia. The study found that

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<sup>1</sup> S.A. Ssekamanya, Suhailah Hussein., & Nik Ahmad Hisham, "The Experience of Islamization of Knowledge at the International Islamic University Malaysia: Successes and Challenges." *New Intellectual horizon in Education*, 2007.

the integration of Islamic with modern fields of knowledge in the curriculum were among the IOK aspects which was actively pursued by the IIUM academics.

The intergration of the curriculum is one of the strategies outlined by the University to achieve its vision and mission for the IOK. It has also become one of the Key Performance Index (KPI) in the University Balance Scorecard Framework (UBSF). Hence, there is a need for a specific mechanism to measure and evaluate the process of the IOK into the IIUM curriculum. This study, therefore, aims to examine indicators that can be used to evaluate the process of the IOK in the IIUM curriculum. A focus will be given on the identification of constructs that define the implementation of the IOK into the curriculum by different individuals, groups and Kulliyyah at IIUM in their effort for intergration.

## **Background**

Curriculum is an important component in education as it determines the way in which educational process should take place. Related literature has offered many definitions to curriculum, reflecting the various perspectives among authors.<sup>2</sup> For instance, Taba<sup>3</sup> defined curriculum as a plan for learning consisting of certain components i.e. the curriculum in general, comprises of interlinked components such as aims, content, methods and evaluation. Figure 1 shows the interlinkages of different components of curriculum development.

The curriculum should be designed towards reality taking into consideration the cultural, social, ideological, spiritual, philosophical and psychological dimensions of a society. In other words, it is necessary to determine the aims and goals of the curriculum in relation to all cultural and social structure, demographic, economic, political, and social, as well as ideological and spiritual aspects of the society. It is also necessary to consider theories of learning styles and

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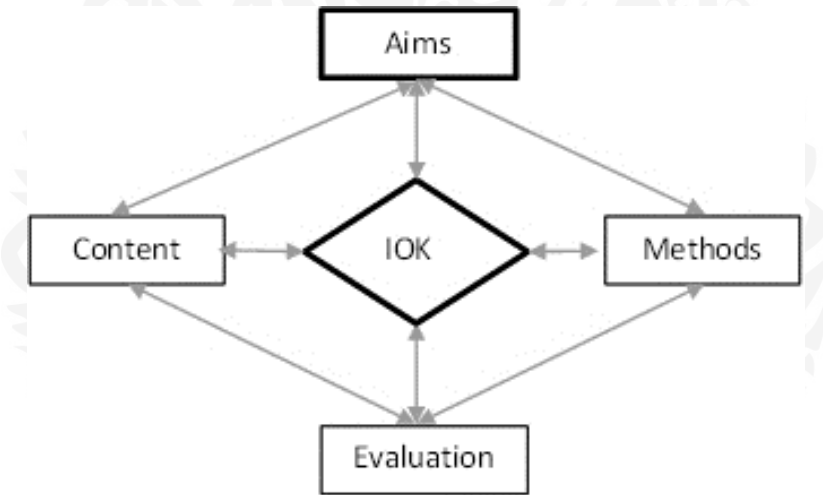
<sup>2</sup> P. Oliva & W. Gordon, *Developing the curriculum (8th ed)*. (Boston: Pearson/Allyn and Bacon, 2013); C.J. Marsh and G. Willis, *Curriculum: Alternative Approaches, Ongoing Issues (3rd. ed)*. (Upper Saddle River, NJ: Pearson Education, 2003).

<sup>3</sup> Hilda Taba, *Curriculum Development: Theory and Practice*. (New York: Harcourt, Brace & World, Inc., 1962).

human development in developing a curriculum. Then only the curriculum contents and subject matters could be determined

It is important to add that the role of religion should also be considered in the framework of a curriculum design. In the Muslim community, Islam is not only the religion but also the way of life.<sup>4</sup> Thus, Islam should be the guiding framework in the curriculum design, and the main source of reference. This special character in Islamic curriculum makes it fundamentally different to that of other curriculum. Thus, in this study the role of the IOK in the development of curriculum can be summarized in Figure 1.

Figure 1: The Intergration of IOK and the Curriculum Dimensions.



### **Belief in Islamization of Knowledge**

Islam was once known as the reference to a number of civilization in the world. Muslim scholars were considered as the major contributors to a large field of knowledge, such as science, mathematics, history, education and philosophy. The Muslim golden age was a time of pride and honour. Since then, evidences of advancement in science and technology was gradually replaced by other civilizations.

<sup>4</sup> Ismail R. Al-Faruqi, (1982). *Islamization of Knowledge: General Principles and Work Plan*, (Herndon: IIIT, 1982).



Today, Muslim countries have been gradually westernized and secularized by the external and internal agents of their foes.<sup>5</sup> Muslims have used their hands to take in heinous ideas from the west. The minds of the Muslims have been mutilated by the philosophies of materialism, at the hand of Carl Marx, subjugated by the concept like auto-eroticism from the hand of Sigmund Freud and affected by the concept atheism and evolutionism from the hand of Darwin.<sup>6</sup> Muslims have now become aliens in their own countries. The system of education and its content were pirated and imported directly from their western secularized counterpart. Consequently, the majority of Muslim are cynic, morally bankrupt, and became nominal Muslim. Rich Muslim countries are competing through their colossal building and expanding their facilities in order to serve the cause of their secularist counterpart.<sup>7</sup> For the educational system in the Muslim land, it has been baptized by the western and secular system to the extent that, the garb of values, morality and modesty have been stripped off the Muslim land.

It was then assumed that one of the causes of the Muslim malaise was the secular education in the Muslim land. The existing educational system is the breeding source of the above diseases, schools, colleges and universities generate and perpetuate that estrangement from Islam.<sup>8</sup> The separation of Islam and modern fields of knowledge especially in the curriculum was the basis for reform especially in education that was greatly needed in Muslim lands. Al Faruqi posited that Islamization of modern fields of knowledge is the task ahead for the Muslim world today.<sup>9</sup>

After few decades of the integration of Islam and modern fields of knowledge was implemented, little influence has been observed in the progress of the IOK in the curriculum. Indeed, there are needs to develop practical ways to integrate the IOK in the

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<sup>5</sup> International Institute of Islamic Thought. *Islamization of Knowledge: A First Step to Integrate and Develop Muslim Personality and Outlook*. (Herndon Virginia. USA. IIIT, 1988)

<sup>6</sup> A.K. Brohi, *Islamization of Knowledge: A First Step to Integrate and Develop Muslim Personality and Outlook*, (Herndon Virginia U. S. A.: IIIT, 1988).

<sup>7</sup> International Institute of Islamic Thought. *Islamization of Knowledge...*

<sup>8</sup> Ibid.

<sup>9</sup> Ismail R. Al-Faruqi, *Islamization of Knowledge...*

curriculum so as to achieve the desired change within the Muslim educational system.

### **Pedagogical Approach of the Islamization of Knowledge**

The importance of an appropriate pedagogical approaches in the IOK is crucial for its processes. The pedagogical approach revolves around the method of transferring knowledge, skills, values as well as reforming individuals. Therefore, in considering the academics who will take on the challenges to integrate Islam and modern fields of knowledge in the curriculum at the IIUM, they must be able to outperform the conventional instructor or mere teacher. Ashraf posits that an individual who is ready to take on the challenges of integrating the IOK must be imbued with the act of dedication, devotion, discipline, breadth of vision and critical acumen, as well as good relationship with his Lord. With all these qualities, he will serve as a model, as well as discharging his responsibility as a Muslim instructor or a teacher.<sup>10</sup> On the other hand, Al-Najjar stresses the fact that Muslim should strive to re-write the curriculum of science courses and teach them from the Islamic perspective in order to eradicate un-Islamic and anti-Islamic expressions and comments.<sup>11</sup> This means, Muslims must demonstrate deep understanding of both Islamic and worldly knowledge. Al Najjar further explains that the majority of instructors and teachers in the Muslim land today have received their knowledge from western and secular scholars.<sup>12</sup> Therefore, one of the principal challenges that face the Muslim today is how to improve and train Muslim professionals on the process of integrating the IOK with modern fields of knowledge.

### **Training and Knowledge in the Islamization of Knowledge**

The greatest challenge facing the Muslim world today in the area of

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<sup>10</sup> A.S. Ashraf, *New Horizons in Muslim Education*, (Islamic Academy cambridge, 1986).

<sup>11</sup> Z.R. Al-Najjar, "Islamizing the Teaching of Science: A Model in Challenge and Response," in IIIT, *Islamization of Knowledge, Islam Source and Purpose of Knowledge. Proceedings and Selected Papers of Second Conference on Islamization on Knowledge*, (Herndon, VA: IIIT, 1982).

<sup>12</sup> Ibid.

the IOK is the insufficient number of the personnel who can impart training skills and knowledge to the recipients. Thus, it is suggested that institution of higher learning in the Islamic world to make it compulsory for a Muslim student to take Islamic civilization as a required subject irrespective of their area of specialization.<sup>13</sup> However, for Muslim professionals, it was suggested that they have to take perennial on-the-job trainings to equip themselves with the knowledge and skills required to carry out their responsibilities as Muslim professionals. Fortunately with the advancement of technology, many of these training courses can be offered online. These advantages cannot be ignored by Muslim in championing the intergration of the IOK. When these Muslims professional possess all the necessary knowledge and skills and have undergone the required training, and discharge their responsibilities, their efforts and outputs must be clearly assessed as to evaluate their effectiveness.

### **Method of Assessment in Islamization of Knowledge**

Assessment in the IOK is a challenging task because it is not easy to determine which areas of concern to assess: the materials, the personnel, the institution, or others. In this vein, Ibrahim states that the areas to which assessment should be directed towards and based on are the materials and the personnel themselves;

1. That relevant Islamic knowledge material should be taken into consideration by looking at the relevance of the verses from the glorious Quran and the Hadith used.
2. The work of the prominent Muslim personnel should also be considered in this area, the relevance and the personality of the personnel should be assessed, in order to ascertain that he does not have personal interest.

Assessing the effectiveness of the IOK in every institution or Muslim community is also necessary according to the protagonists of this concept. They explicated that we should ensure the achievement of the basic objective of introducing the concept of Islamization, which is for Muslims to abandon and discard the notion of

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<sup>13</sup> International Institute of Islamic Thought. *Islamization of Knowledge...*

westernization, secularism and modernization, and bring in the comprehensive Islamization. They, thereafter highlighted some agendas in order to achieve their objectives, which include among others:

1. to enlighten the *Ummah* as to place of Islamic thought in the present time;
2. to work towards reviving the Islamic ideology of the *Ummah*;
3. to work toward incorporating Islamic ideas and methodology in the field of education; and
4. to work earnestly to develop Islamic culture in order to bring about Islamic principles and legacies...etc.

All these objectives are considered as part of the criteria for assessing any institution that claims to be a proponent of the IOK. The last aspect of the assessment relates to the products that spring up from the educational system.

### **Product of the Islamization of Knowledge**

The success of an academic and of a university today as a whole is measured through the number of research, publications and intellectual properties produced by academics as well as students. In principle, academic products are the manifestation of the vision and mission of a university and the field of studies. Henceforth, yielding successful products give rise to professional excellence, creating an academic reputation, both of which are considered essential attributes in gaining high competitive positions for both academics and the institutions.

Nevertheless, products of an institution of higher learning can also be measured through the success of moulding the values, characters and culture of the university. Thus, products are not always tangible, concrete and which require given figures. The impact of IOK can be seen not only in the academic products but also in the values, characters and culture of the academics and the institution. For example, this wonder was mooted through a study conducted by researchers from the same university. They stated that:

“Over the years, IIUM has produced many committed

graduates who are starting to have an impact in various countries. Many of them graduated with double degrees, some of them after earning postgraduate degrees. Their impact is starting to be felt at IIUM and other institutions in the Muslim world. Interestingly, even ordinary students, who appeared not to be very committed to Islam, are having some positive influences on their societies. A good example of the group are the students from the Balkan states of Bosnia and Herzegovina, Serbia and Montenegro, Croatia, and Albania.”<sup>14</sup>

It was also reported that the integration of IOK has a very positive effect on the lecturers in the university, to the extent that the university has attracted many lecturers from outside Malaysia and been able to train them to be specialists on modern fields of knowledge and Islamic knowledge.<sup>15</sup> This shows that the IOK has succeeded in inculcating values, characters, and culture collectively with academic products for majority of lecturers and students at the IIUM.

### **Students Improvement through Islamization of Knowledge**

The International Islamic University, which is the institution under study has highlighted some programs in order to inculcate Islamic values and characters into the students. The Department of General Studies of the Kulliyah of Revealed Knowledge and Human Sciences was established to take the responsibility to teach compulsory and comprehensive Islamic worldview to all students at the IIUM irrespective of their specialization.<sup>16</sup>

Another avenue that exposes the students to Islamic ideals and values is the establishment of Centre for Co-Curricular Activities (CCCA). It was established in order to produce graduates who could be resilient toward this ever challenging millennium. The students will

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<sup>14</sup> S.A. Ssekamanya, Suhailah Hussein., & Nik Ahmad Hisham, “The Experience of Islamization of Knowledge...”

<sup>15</sup> Ibid.

<sup>16</sup> Ibid.

also be prepared to be able to continually interact with their environment in their future endeavours. The activities provided by the CCCA are essentially the practical steps that accolade the IOK in the curriculum.

### **Statement of the Problem**

To a large extent the IOK in the Muslim world is making headway in the world at large with the support of institution such as the International Islamic University Malaysia. Thereby, IIUM as an institution of higher learning has the obligation to continuously championing and producing competent academics and graduates, both Islamic and academically, to nearly every part of the world. In order to objectify and maintain this noble mission, the IOK has to be embedded in its curriculum and further development should be devoted to ensure the success of the IOK at the IIUM.

Ssekamanye et.al. indicate that the tolerant atmosphere at the IIUM has encouraged many academics to use their own approaches to implement the IOK in their teaching and academic works. In other words, the IIUM academics are using different approaches or strategies to integrate Islamic knowledge into the university curriculum, teaching and academic products. Thus, this has created a challenge in the evaluation of the IOK at IIUM. However, there is a need to identify indicators that can be used to measure the works and practices of the IOK among academics.<sup>17</sup>

An effort to identify the indicators for the IOK at the IIUM will help IIUM management to monitor the success of the IOK process, and able to determine areas that need further improvement. Therefore, this study mainly aims to further investigate and evaluate the implementation of the IOK by identifying the relationships among selected components as perceived by IIUM academic staff.

### **Research Questions**

1. What is the relationship between the belief in the IOK and aspects of teaching and learning?
  - a) What is the relationship between belief in the IOK and

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<sup>17</sup> Ibid.

- pedagogical approaches?
- b) What is the relationship between belief in the IOK and assessment?
2. What is the relationship between training of the IOK and aspects of teaching and learning?
- a) What is the relationship between training of the IOK and pedagogical approach?
  - b) What is the relationship between training of the IOK and assessment?
3. What is the relationship between the aspects of teaching and learning and products of the IOK?
- a) What is the relationship between pedagogy and products of the IOK?
  - b) What is the relationship between assessment and products of the IOK?

## **Research Method**

### **Study Design and Sampling**

The study is quantitative in nature and it employed the cross-sectional survey research design.<sup>18</sup> A self-reported questionnaires was used to collect data on the IOK. The population of this research consisted of academics from all Kulliyahs (Faculties), Institutes and Centers at the IIUM campuses in Gombak and Kuantan campuses. A representative sample, consisting of 350 academics from all K/I/C using the simple random sampling technique was selected. The population of the study is closer to 2000 and a sample size of 300 is recommended to adequately represent the population.<sup>19</sup> However, the researchers were able to get back 306 questionnaires included in the final analysis (Table 1)

Table 1: Study Sample Size and Distribution according to Kulliyah

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<sup>18</sup> W.J. Creswell, *Qualitative Inquiry and Research Design. Third Edition.* (Washington D.C. Sage Publication, 2013).

<sup>19</sup> R.V. Krejcie and D.W. Morgan, Determining Sample Size for Research Activities. *Educational and Psychological Measurement*, 30, 1970, 607-610.

No	Kulliyah	No of Respondents
1	Engineering	36
2	Institute of Education	30
3	Sciences	28
4	Medicine	24
5	Economics	17
6	IRKH	37
7	Dentistry	22
8	Architecture & Environment Design	15
9	Law	9
10	Allied Health Sciences	20
11	ICT	7
12	CELPAD	61
	Total	306

### Research Instrument

The questionnaire used in this study consisted of 65 items. It is divided into two sections. Section A elicited demographic information about the respondents. The respondents were asked to state the followings: gender, kulliyah, nationality, post, and year of service. Section B consisted of seven variables namely: *Belief, Content, Teaching and Learning Process, Assessment, Aims/Purpose, Product, and Student Improvement/Values* (Table 2). All the items in this section were measured by a five-point Likert scale, (Never, Seldom, Sometimes, Most of the time and Always).

The research survey was developed based on the literature review and data taken from focus group interviews conducted in the



first phase of this research. The researchers conducted focus group interviews with academics at six kulliyahs, namely Kulliyah of Engineering, ICT, Laws, Economics, IRKHS, and Sciences at IIUM to gather preliminary feedback on the IOK and to identify the constructs and dimensions that represent the IOK in the curriculum at the different Kulliyahs of IIUM. The interview questions were developed within the components of curriculum such as AGO (aims, goals, objective), content & learning experiences, teaching and learning strategies, materials and activities, assessment/evaluation techniques and the dimensions of curriculum design (scope, sequence, continuity, integration and balance). The results of the focus group interviews were analysed to identify the recurring patterns. The patterns were then transformed into constructs and dimensions, which were used in the development of the survey items used in this study.

### **Validity and Reliability of the Instrument**

The psychometric properties of identified indicators measuring the integration of Islamic values in the curriculum at IIUM was examined using the Rasch Measurement Model in a previous study. A sample size of 306 academics from the Kulliyahs at the IIUM completed the survey. The Rasch analysis showed that overall the instrument provides useful measures.<sup>20</sup>

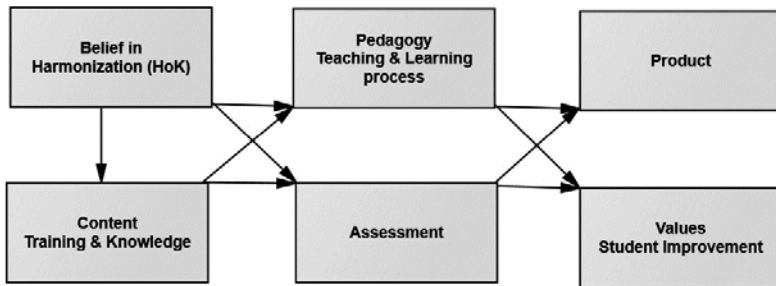
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<sup>20</sup> Nik A. Hisham, Kamal J. Badrasawi, Noor Lide Abu Kassim, "Indicators of Integration of Islamic Values in Human Knowledge." A paper presented at Pacific Rim Objective Measurement Symposium 2014, Guangzhou, China, From August 2-6, 2014. Springer: Verlag Berlin Heidelberg. <https://books.google.com/books?isbn=3662474905>

Table 2: The Distribution of Item according to the Variables Examined in the Study

Code	Variable	Distribution of Items	Total
B1	Belief	B1.1, 2, 3, 4, 5, 6 and 7	7
B2	Content (training & Knowledge)	B2.1, 2, 3, 4, 5, 6, 7 and 8	8
B3	Pedagogy Teaching & Learning Process	B3.1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18 and 19	19
B4	Assessment	B4.1, 2, 3, 4, 5, 6, 7, 8 and 9	9
B5	Aims	B5.1, 2, 3, 4, 5 and 6	6
B6	Product	B6.1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11 and 12	12
B7	Student improvement (values)	B5.1, 2, 3, 4 and 5	5
	<b>Total</b>		<b>65</b>

Figure 1: Conceptual Framework of the Impact of Harmonization on Productivity and Human Capital



## Data Analysis

This study utilized quantitative methodology using a 5- Likert scale (Never, Seldom, Sometimes, Most of the time and Always). The Statistical Package for Social Science (SPSS) Version 15.0 was used to compute the descriptive statistics. Analysis of moment structures (AMOS) Version 16.0 with Maximum likelihood estimation (MLE) was used to perform confirmatory factor analyses (CFA) and covariance structure analyses or structural equation model (SEM). Selection of variables was based on the CFA where only loadings of 0.5 and above were taken for final analysis of SEM. All violations were addressed (error variances  $>0.8$ ) with model fit indices were in the threshold point (RMSEA $<0.08$ , CFI-comparative fit index $>0.9$ , Tucker Lewis fit index $>0.9$ , GFI-goodness fit index $>0.9$ ).  $P$  significant value is expected to be non significant ( $>0.05$ ) to indicate a fit model to the data. The procedure has addressed the guidelines parallel with Hair et.al., Kline and Bryne.<sup>21</sup>

## Research Hypotheses

H1: Belief in the IOK has a direct relationship with the pedagogical approach selected by academics at the IIIM.

H2: Belief in the IOK has a direct relationship with the evaluation/assessment carried out by academics at the IIUM.

H3: Belief in the IOK has a direct relationship with the training and knowledge by academics at the IIUM.

H4: Training and knowledge has a direct relationship with evaluation/assessment by academics at the IIUM.

H5: Pedagogical approaches selected for the IOK has a direct relationship with the product by academics at the IIUM.

H6: Pedagogical approach selected for the IOK has direct

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<sup>21</sup> J.F. Hair, W.C. Black, B.J. Babin, and R.E. Anderson, R. E., *Multivariate Data Analysis*. (Seventh Edition. Pearson Prentice Hall, 2010); P. Kline, *An Easy Guide to Factor Analysis*. (London. Routledge, 2002); B.M. Byrne, *Structural Equation Modeling with AMOS Basic Concepts, Application and Programming*. (Second Edition, 2010).

relationship with student improvement (value) at the IIUM.

H7: Assessment has a direct relationship with the student improvement (value) at the IIUM.

H8: Evaluation/Assessment has a direct relationship with the products of the IOK at the IIUM.

### Results

There were 306 lecturers who (173 males and 133 females) responded to the survey. The highest number of respondents was from the Kulliyah of Engineering (11.8%). The Kulliyah of ICT and Law had the lowest responses with only 4 lecturers (Table 3).

Table 3: Breakdown of Respondents according to Kulliyah and Gender

		Gender		Total
		Male	Female	
Kulliyah	Engineering	29	7	36
	Education	16	14	30
	Sciences	19	9	28
	Medicine	14	10	24
	Economics	8	9	17
	IRKH	24	13	37
	Dentistry	12	10	22
	Architecture	9	6	15
	Law	4	5	9
	Allied Health	7	13	20
	ICT	4	3	7
	CELPAD	27	34	61

		Gender		Total
		Male	Female	
Kulliyah	Engineering	29	7	36
	Education	16	14	30
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	Dentistry	12	10	22
	Architecture	9	6	15
	Law	4	5	9
	Allied Health	7	13	20
	ICT	4	3	7
	CELPAD	27	34	61
Total		173	133	306

In Table 4, the results revealed the years of service according to Kulliyah, where a number of academics in the Kulliyah of IRKH and Education had the most experience (more than 26 years). As expected, the least teaching experience (less than 5 years) in the IIUM was dominated by the Kulliyah of Dentistry (21 academics) because the Kulliyah was only established in 2010. All the academics regardless of the Kulliyah had to take courses in pedagogical method and the IOK as the compulsory requirements for confirmation in service. This is to ensure that teaching orientation is geared towards the vision of the University which is inspired by the *Tawhidic* and Islamic *weltanschauung*. This vision is comparable with the holistic education approach championed by the Malaysian Ministry of Education.

Table 4: Breakdown of Respondents Based on Years of Service

		Year of service						Total
		0-5 years	6-10 years	11-15 years	16-20 years	21-25 years	above 26 years	
Kulliyah	Engineering	11	14	7	2	0	2	36
	Education	3	3	6	11	6	1	30
	Sciences	16	7	5	0	0	0	28
	Medicine	11	3	10	0	0	0	24
	Economics	4	2	7	2	2	0	17
	IRKH	7	7	7	7	6	3	37
	Dentistry	21	1	0	0	0	0	22
	Architecture	0	5	9	0	1	0	15
	Law	0	1	3	4	1	0	9
	Allied Health	9	11	0	0	0	0	20
	ICT	2	2	2	1	0	0	7
	CELPAD	16	19	14	5	4	3	61
Total		100	75	70	32	20	9	306

### Structural Equation Modeling (SEM)

The hypothesized model of Harmonization of Knowledge implementation among the lecturers at IIUM was tested using Structural Equation Modeling (SEM) technique (Figure 1). The results showed a fit model (RMSEA=0.058; cfi=.948; and tli=0.942), but the path of Belief in IOK is not significant towards pedagogy and evaluation (C.R.>1.96). Thus, the model has been re-specified (Figure 3). Details of items and standardized regression weights are provided in Table 5.

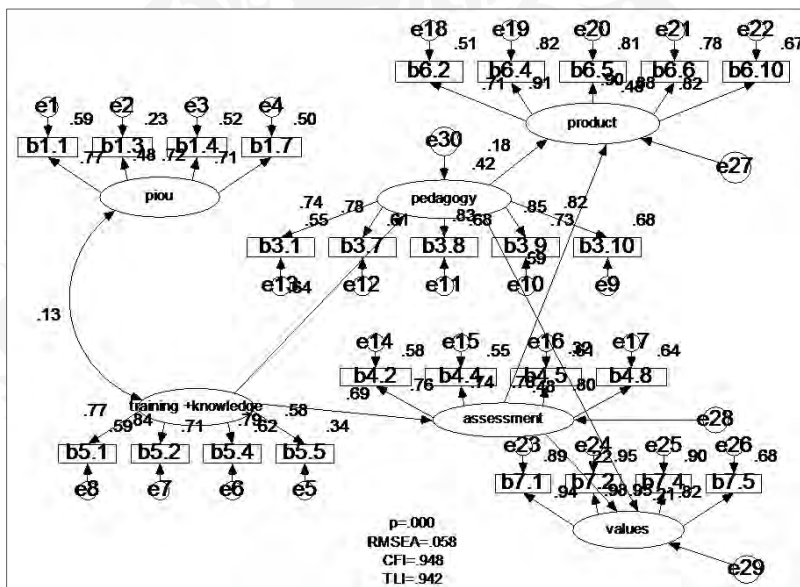


Figure 3: Structural Model of IOK at IIUM

Table 5: Standardized Regression Weights

Paths	loadings	
evaluation	←- training+knowledge	.693
pedagogy	←- training+knowledge	.645
student improvement (values)	←- pedagogy	.318
product	←- pedagogy	.181

Paths	loadings	
product	←- evaluation	.591
student improvement (values)	←- evaluation	.219
Items loadings		
important mission of IIUM	←- Belief	.770
successful story for IIUM	←- Belief	.484
challenge to IIUM	←- Belief	.722
continuous process for IIUM establishment	←- Belief	.709
refer to mentor	←- training+knowledge	.584
Refer to committee	←- training+knowledge	.788
refer to external expert	←- training+knowledge	.845
refer to colleague	←- training+knowledge	.771
Workshops	←- pedagogy	.824
Group dynamics	←- pedagogy	.854
Comparative approach	←- pedagogy	.825
Question and answer	←- pedagogy	.783
Dialogue	←- pedagogy	.740
Take home assignment	←- evaluation	.765
Colloquium	←- evaluation	.741
Examination	←- evaluation	.783
Project	←- evaluation	.802
In student Behaviour	←- student improvement (values)	.712
In student Personality	←- Student improvement (values)	.908
In student Attitude	←- student improvement (values)	.902
In student Appearance	←- student improvement (values)	.881
Consultancy	←- product	.817
chapter in a book	←- product	.942



Paths	loadings	
Book	←- product	.976
Proceeding	←- product	.948
Thesis	←- product	.823

Note: All parameters are significant at C.R.>1.96

***Direct Relationship between Belief in the IOK and Pedagogy (H1)***

The results show that Belief in the IOK gave no impact to the pedagogical approach selected by them. The hypothesis has to be rejected as the result yielded a non significant relationship ( $\beta=0.02$ ; C.R.<1.96). There is an indication in which by believing the importance of IOK will not be sufficient in adopting it in the teaching process.

***Direct Relationship between Belief in the IOK and Assessment (H2)***

The results show that the Belief in the IOK gave no impact to the evaluation carried out in classroom. The hypothesis has to be rejected as the result yielded a non significant relationship ( $\beta=0.01$ ; C.R.<1.96). There is an indication that by believing the importance of IOK will not be sufficient to adopt the IOK in assessment and evaluation.

***Correlation between the IOK and training and knowledge will influence the academics' pedagogical approach (H3)***

When the lecturers believe the importance of Harmonization of Knowledge, they sought training and knowledge with the experts at the same time. This pattern was detected from the empirical evidence shown in the significant correlation ( $r=.13$ ; C.R.>1.96). As a result, the knowledge and training of the IOK will be transpired through their pedagogical approach in teaching ( $\beta=0.645$ ; C.R.>1.96).

***Correlation between the IOK and training and knowledge will influence the academics assessment and evaluation (H4)***

The relationship between the IOK and training and knowledge also worked hand in hand to impact on academics' assessment and

evaluation in the classroom. As a result, the knowledge and training of IOK will be transpired through their assessment and evaluation in teaching ( $\beta=0.693$ ; C.R. $>1.96$ ).

***Direct relationship between pedagogy and the product of the IOK (H5)***

The results have yielded a significant relationship between pedagogical approaches selected with the product of the IOK. ( $\beta=0.181$ ; C.R. $>1.96$ ). There is an indication that lecturers who adopt the IOK in their pedagogical approaches will influence them to produce articles, chapter of a book, a book, proceeding and thesis. Thereby, it shows the materials used for the teaching can also be part of the source of information for producing the products of the IOK.

***Direct relationship between pedagogy and the student improvement (values)(H6)***

The results have produced a significant relationship between pedagogical approaches selected with the internalization of IOK among the students. ( $\beta=0.312$ ; C.R. $<1.96$ ). The pedagogy chosen by the lecturers will enhance them to inculcate the values ascribed in the IOK to the students.

***Direct relationship between assessment and evaluation and the student improvement (values) (H7)***

The relation has been proven significant with  $\beta=.318$  (C.R. $>1.96$ ). Thus, it can be suggested that the assessment and evaluation opted by the academics namely; take-home exam, colloquium, final exam and seminar influence their inculcation of values ascribed in the IOK to their students.

***Direct relationship between assessment and evaluation and the product of IOK (H8)***

The relation has been proven significant with  $\beta=.591$  (C.R.>1.96). Thus, the strength of the relationship is identified with the explanation of the assessment and evaluation chosen by the academics which will influence the production of articles, chapter of a book, a book, proceeding and thesis. There is an indication that the lecturers may use the evaluation materials given to the students and convert it as a partnership product with their students.

**Discussion**

The IOK has been the mission and vision of IIUM since its inception in 1983. However, its implementation is not easy. The belief in the IOK has a direct relationship with the pedagogical approach selected by academics at the IIUM (H1); and the belief in the IOK has a direct relationship with the assessment/evaluation carried out by academics at the IIUM (H2) have revealed that perceiving that the IOK is important and should be integrated in the curriculum is never enough to realize the true meaning of the IOK as that perception gives no impact to lecturers' pedagogy and evaluation. The IOK should not be developed and delivered in theoretical method all the time; the IIUM community should be thinking of how to make and deliver the IOK in a more practical approaches.

Since the IIUM academics come from different background, it is crucial that they should be given training on how to develop and implement the IOK in their curriculum. They also should be exposed to potential materials to help them with the IOK. This is not an easy task since almost everyone is relying on western textbooks and materials in the development of the curriculum and the teaching and learning processes. Therefore, the method of providing academics the philosophy, fundamental knowledge and theories of the IOK should no longer be the main emphasis for training of the IOK; the focus now should stress on how to integrate the IOK in the existing curriculum so it can be successfully attained and on how to practically implement it in the teaching and learning processes at the IIUM. Al Najjar raised his concern on the lacking of Muslim

professionals who can help to achieve the IOK mission successfully. He further stressed that training of academics is important and it is the most challenging part of accomplishing IOK's mission since many Muslim academics were trained in the west.<sup>22</sup>

The belief in the IOK has a direct relationship with the training and knowledge by academics at the IIUM (H3) and the training and knowledge has a direct relationship with assessment by academics at the IIUM (H4) have proven that the combination of training and knowledge on the IOK gives impact on academics' pedagogical approaches and evaluation/assessment. It is predicted that when the spirit of the IOK is felt and practiced by the IIUM academics in their pedagogical approaches and evaluation/assessment then the effect could be widened to the students' understanding and practices of the IOK.

The hypotheses such as the pedagogical approaches selected for the IOK has a direct relationship with the products by academics at the IIUM (H5); the pedagogical approaches selected for the IOK has direct relationship with student improvement (value) at the IIUM (H6); the evaluation/assessment has a direct relationship with the student improvement (value) at the IIUM (H7); and the evaluation/assessment has a direct relationship with the products of the IOK at the IIUM (H8) have proven that the academics who adopted the IOK in their pedagogical approaches and evaluation/assessment tend to integrate the IOK in their academic and intellectual products like books, articles and others. These academics have successfully integrating the IOK not only in their curriculum and yet they have successfully disseminating the IOK to the students through their academic and intellectual products. This is in line with the call of Al-Najjar to train Muslim professionals who are able to re-write science courses and teach them from the Islamic perspective, in order to eradicate un-Islamic, anti-Islamic expression and comments in many of the western books.<sup>23</sup> So far it was reported that the IOK has shown positive results to students and academics of the IIUM. The IIUM graduates are reported to have positive

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<sup>22</sup> Z.R. Al-Najjar, "Islamizing the Teaching of Science..."

<sup>23</sup> Ibid.

influences on their societies especially in the Balkan states like Bosnia and Herzegovina, Serbia and Montenegro, Croatia, and Albania.<sup>24</sup> If this continues to happen, it could be confidently said that the mission and vision of the IIUM in pioneering the idea of the IOK is moving steadily and successfully. Otherwise, it is unfortunate and sad if the IIUM is only known as the pioneer institution of the IOK.

### **Conclusion**

The findings showed that training of academics is the most fundamental strategy to materialize the IOK at the IIUM. With sufficient training, academics will be able to understand and see the wisdoms behind the implementation of the IOK, its importance and effects on their students. Practical trainings will enable all academics, regardless of their background to integrate the IOK elements in their curriculum and teaching and learning processes. This will further encourage them to produce Islamic textbooks, reference books, studies and articles for teaching and learning, thus enriching the Islamic intellectual materials needed to make the IOK implementation in the IIUM curriculum successful.

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<sup>24</sup> S.A. Ssekamanya, Suhailah Hussein., & Nik Ahmad Hisham, “The Experience of Islamization of Knowledge...”



## TRANSLITERATION TABLE

### CONSONANTS

Ar=Arabic, Pr=Persian, OT=Ottoman Turkish, Ur=Urdu

Ar	Pr	OT	UR	Ar	Pr	OT	UR	Ar	Pr	OT	UR	
ء	'	'	'	ز	z	z	z	گ	—	g	g	g
ب	b	b	b	ژ	—	—	ʀ	ل	l	l	l	l
پ	p	p	p	ژ	—	zh	j	م	m	m	m	m
ت	t	t	t	س	s	s	s	ن	n	n	n	n
ث	—	—	ṭ	ش	sh	sh	ʃ	ه	h	h	h'	h'
ث	th	th	th	ص	ṣ	ṣ	ʃ	و	w	v/u	v	v/u
ج	j	j	c	ض	ḍ	ḍ	ʒ	ی	y	y	y	y
چ	—	ch	çh	ط	ṭ	ṭ	ṭ	ة	-ah	—	—	-a <sup>2</sup>
ح	ḥ	ḥ	ḥ	ظ	ẓ	ẓ	ẓ	ال	al <sup>3</sup>	—	—	—
خ	kh	kh	kh	ع	'	'	'	—	—	—	—	—
د	d	d	d	غ	gh	gh	ğh	—	—	—	—	—
ڈ	—	—	d	ف	f	f	f	—	—	—	—	—
ذ	dh	dh	dh	ق	q	q	k	—	—	—	—	—
ر	r	r	r	ك	k	k/g	k/ñ	—	—	—	—	—

<sup>1</sup> – when not final  
<sup>2</sup> – at in construct state  
<sup>3</sup> – (article) al - or l-

### VOWELS

	Arabic and Persian	Urdu	Ottoman Turkish
Long	ا	ā	ā
	آ	Ā	—
	و	ū	ū
	ي	ī	ī
Doubled	ي	īy (final form ī)	īy (final form ī)
	و	uww (final form ū) uvv (for Persian)	uvv
Diphthongs	و	au or aw	ev
	ی	ai or ay	ey
Short	ا	a	a or e
	ا	u	u or ū
	ا	i	o or ö
	ا	i	ī

### URDU ASPIRATED SOUNDS

For aspirated sounds not used in Arabic, Persian, and Turkish add h after the letter and underline both the letters e.g. جھ jh گھ gh

For Ottoman Turkish, modern Turkish orthography may be used.

# AL-SHAJARA

## Special Issue

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