

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

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

# تحديات دراسة الأدب الإسلامي: الجامعة الإسلامية العالمية بماليزيا أنموذجاً

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الجامعة الإسلامية العالمية ماليزيا  
INTERNATIONAL ISLAMIC UNIVERSITY MALAYSIA  
يُونُثُ بَرَسِيَّتِي إِسْلَامُ أَنْتَارَا بَغْسِيَا مِلْدَسِيَا

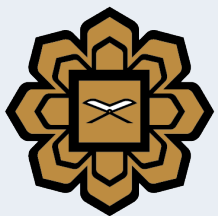
Garden of Knowledge and Virtue

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# Challenges in Studying Islamic Literature: The Case of IIUM

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*Garden of Knowledge and Virtue*

# الأدب الإسلامي

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.

# الأدب الإسلامي

يتم هذا 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.

# Islamic Literature

- **A realization of the Prophet's spiritual message, the attempt to represent the modalities of this message in literary modes.**

# Islamic Literature: Contemporary Context

- **Pragmatic worldview and its control of the modern mind.**
- **Literature and exploring the depths of the human experience.**

# Islamic Literature: Contemporary Context

- **Throughout Islamic literary history, writers across the world have expressed Islamic experiences and attitudes and their underlying theological concepts. This leaves contemporary writers and critics with a rich heritage that can be studied, promoted, and emulated to ensure the revival of this indispensable aspect of Islamic culture and values.**

# Importance of Islamic Literature

- **Islamic literature presents a common foundation that can bring closer readers across Muslim societies.**
- **Islamic literature can also bring together followers of different religions as plentiful field for comparative literary and religious studies. This can encourage readers and critics to engage with Islamic literature from different perspectives.**



# Importance of Islamic Literature

- **The enduring popularity of Islamic literature indicates that readers are receptive to its messages and style that are not necessarily didactic and moralizing. The focus of Islamic literature has classically been on poetry. There are other genres of writing and performance that can be always explored to promote Islamic literature.**

# Themes

- **Teaching through**
- **Teaching about**
- **Teaching Islamic Literature**

# Objective

**Explore the major topics of teaching and learning IsLit**



**Identify the major challenges in teaching and learning IsLit**

# Methodology

1

Literature Review

2

Expert Interviews

3

Focus Groups

# Methodology: Interview

- **10 interviews with experts teaching Islamic literature in English in IIUM.**
- **Probing questions in semi-structured interviews.**
- **Transcribed and thematically analysed.**

# Methodology: Focus Groups

- **15 local and international participants studying BENL and MHScELS IIUM.**
- **3 groups in 3 sessions.**
- **Transcribed and thematically analysed.**



Findings

# Definition

- The need to use a consensus definition.
- The need to define various Islamic component.



# Motivation

- Students should feel entertained and have fun vs. students should be challenged.
- Intrinsic motivation vs. using accumulated grades to maintain motivation.
- **To motivate:** connect with students, empathize, appreciate, value, show importance of IsLit, use topics that are personally and socially relevant to students.

# Class Environment

- **Supportive**
- **Celebrates differences**
- **Open and friendly**
- **Variety**



Challenges

# Course and Teachers

- **Lack of textbooks**
- **Conflation with other forms of literature**
- **Training for lecturers**
- **What's assessed is what's focused on**
- **Lack of assessment training**
- **One course**
- **Lack of references**

# Course and Teachers

- **Lost in translation**
- **Geographic span**
- **Historical contexts**
- **Cultural contexts**
- **Style**
- **References within texts**
- **Long works**

# Conclusion

- Further studies are needed to pinpoint the best strategies and tools for teaching and learning Islamic literature