

SEJAHTERA ACADEMIC FRAMEWORK

Humanising Education for Raḥmatan lil- Ālamīn
post-COVID-19 disruption

saf

/ʃaff/

Quranic

صف /ʃaff/

in 'solid' ranks (ʃaff), as if they were a solid cemented structure

سورة الصف 61:4

English

row /rɔʊ/

a number of people or things in a more or less straight line

Malay

baris /ba.ris/

satu deret yang merupakan susunan memanjang

Arabic

صف /ʃaff/

سَطْرٌ مُسْتَقِيمٌ مِنْ كُلِّ شَيْءٍ



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IIUM**

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SEJAHTERA ACADEMIC FRAMEWORK

Humanising Education for Raḥmatan lil- Ālamīn
post-COVID-19 disruption



LEADING THE WAY
KHALIFAH · AMĀNAH · IḠRĀ · RAḤMATAN LIL-ĀLAMĪN



PHILOSOPHY OF KNOWLEDGE

The University shall be guided by the philosophy and principles which shall include the following:

- A. the meaning and spirit of *surah Al-'Alaq*, verses 1 to 5 of the Holy *Qur'ān* as the fundamental constituent principle of the University;
- B. the acceptance of *tawhīd* in recognising Allah as the Absolute Creator and Master of the Universe
- C. the ultimate source of knowledge is the acceptance of Allah as the Absolute Creator and Master of Mankind;
- D. the propagation and advancement of knowledge is a trust (*amānah*) and shall be in conformity with the purpose of Allah's creation of the universe;
- E. knowledge shall be utilised by mankind as the servant (*'abd*) and vicegerent (*khalīfah*) of Allah on earth, in accordance with the will of Allah;
- F. the quest for knowledge is regarded as an act of worship (*'ibādah*); and
- G. the University shall be Islamic and international in character.

VISION

Inspired by the worldview of *tawhīd* and the Islamic philosophy of the unity of knowledge as well as its concept of holistic education, the University aims at becoming a leading international centre of excellence in education research and innovation which seeks to restore the dynamic and progressive role of the ummah in all branches of knowledge for the betterment of human life and civilisation.

MISSIONS

Towards actualising the University's vision, IIUM endeavours:*

1. To undertake the special and greatly needed task of reforming the contemporary Muslim mentality and integrating Islamic Revealed Knowledge and Human Sciences in a positive manner
2. To produce better quality intellectuals, professionals and scholars by integrating the qualities of faith (*īmān*), knowledge (*ilm*), and good character (*akhlaq*) to serve as agents of comprehensive and balanced progress as well as sustainable development in Malaysia and in the Muslim world
3. To promote the concept of Islamisation of human knowledge in teaching, research, consultancy, dissemination of knowledge and the development of academic excellence in the University;
4. To nurture the quality of holistic excellence which is imbued with Islamic moral-spiritual values, in the process of learning, teaching, research, consultancy, publication, administration and student life
5. To exemplify an international community of dedicated intellectuals, scholars, professionals, officers and workers who are motivated by the Islamic worldview and code of ethics as an integral part of their work culture
6. To enhance intercultural understanding and foster civilisational dialogues in Malaysia as well as across communities and nations
7. To develop an environment that instills commitment for life-long learning and a deep sense of social responsibility among staff and students

The Mission Statement of the University may be summarised as the following four core elements:

- Integration
- Islamisation
- Internationalisation
- Comprehensive Excellence

(*these mission statements are not hierarchical)

EDUCATIONAL GOALS

Graduates

Nurture graduates who are balanced and harmonious (*Insān Sejahtera*) as stipulated in the *Falsafah Pendidikan Kebangsaan*, crafted on values-based holistic and integrated education for sustainable development (Education 2030)

Teaching and Learning

Provide conducive shared learning (culture of *Iqra'*) ecosystem geared towards the convergence of knowledge founded on the worldview of *Tawhīd* (affirmation of the absolute Oneness of Allah swt) in realising comprehensive excellence

Responsible Research and Innovation

Engage in research and innovation relevant to *Maqāṣid Ash-Sharī'ah* and Sustainable Development Goals (SDG) aimed at mercy for all the worlds (*Raḥmatan lil- 'Ālamīn*)

Insān Sejahtera and *Khalīfah*

The main outcome of the Educational Goals is to nurture *Insān Sejahtera* (a balanced and harmonious person), equipped with useful knowledge and specialised skills, and committed to Islamic values and practices imbued with integrity, *Amānah*, *Īmān*, *Akhlāq* and *Taqwā* towards the realisation of virtuous civilisation

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Education for Sustainable Development

The Education for Sustainable Development category of the UniCORE is to especially undertake Mission 2 of IIUM, which is to produce better quality intellectuals, professionals and scholars by integrating the qualities of faith (*īmān*), knowledge (*‘ilm*), and good character (*akhlāq*) to serve as agents of comprehensive and balanced progress as well as sustainable development in Malaysia and in Muslim world.

It consists of three courses Sustainable Development and *Usrah* in Action (UIA) 1 and 2. Carrying the name of '*Usrah*-in-Action', these courses will be divided into two parts. The first part will be Community Profiling where the students are expected to build rapport with the designated community and run a need analysis on the issues in the community. The second part of *Usrah*-in-Action will take place in the next year of students' academic study years as they are more equipped with the knowledge and skills of their major course and now ready to contribute more to the community. The second part will be the implementation of a community engagement project based on the need analysis in the first part. Both courses of *Usrah*-in-Action will be preceded by an Introductory Course of Sustainable Development as the pre-requisite course.

The Unicore Agenda Beyond UniCORE

UniCORE only provides a basic foundation in the areas listed above. For the objectives of UniCORE to be truly fulfilled, students should be given various opportunities to extend and apply the knowledge and skills gained in these courses throughout their student life. This may be in the form of student clubs, student societies, course assignments, discussions and seminar (formal and informal), kulliyah activities -- the possibilities are endless. What this requires is a conscious effort by other members of the University to learn more about the content and implementation of UniCORE and be able to connect with their own areas of expertise or activities. Students should also be proactive in approaching lecturers and instructors and fellow students on ways to extend their knowledge beyond these UniCORE courses.

PEDAGOGY

As befit the overarching principle of humanising education, the pedagogical practices shall reflect more student-centred learning (SCL) rather than teacher-led instruction. An SCL environment is not an environment where the students are always right, and their desires are pandered to. Instead, it is an environment where they are engaged and take responsibility for their own learning. The instructors will provide the environment and opportunities towards this end. With both fulfilling their *amānah*, the classrooms (including labs, studios etc.) will become dynamic spaces buzzing with intellectual discourse and the genuine pursuit of knowledge and skills.

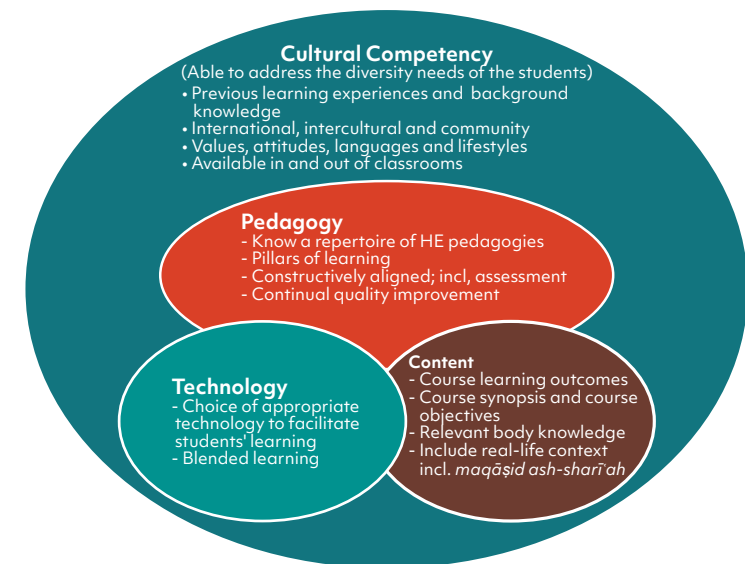
Towards this end, the University will not be prescribing specific pedagogical practices to be uniformly applied by all. Instead the University will provide the infrastructure and training necessary for instructors to create this dynamic learning space. This includes providing avenues for the instructors to acquire the teaching competencies needed.

Discovery learning, blended learning, transformative learning, flipped classrooms would be some of the terms that will no longer remain alien to anyone in the University, be them directly involved in the classroom or indirectly so. Intuitive learning and indigenous knowledge could form part of the approaches informing our pedagogy. The pillars of learning and the philosophy of education will continue to inform the instructors as they plan their meeting sessions.

Lecturers should leverage on the empowerment and flexibility given to them to expand on their repertoire of pedagogical practices, and to innovate and develop novel practices; all the while being mindful of their accountability. Lecturers should keep up on the pedagogical approaches for face-to-face meetings, and also the technological tools available to facilitate their remote learning practices.

A useful framework to base the murabbi competency is the ESD teacher competency framework (UNECE, 2019). The adapted version is presented below.

Murabbi competency framework Able to create and provide transformative learning opportunities for learners to develop as *Insān Sejahtera*



A handbook on Teaching and Learning based on this *Murabbi* competency framework for better implementation of SAF will be produced, not to be prescriptive, but to provide guidelines for best practices.

GLOSSARY

<i>Abd</i>	Servant or creation of Allah
<i>Adab</i>	Islamic etiquette or Islamic behaviour
<i>Akhlaq</i>	behaviour; ethics
<i>al kawn</i>	the universe
<i>al-'Alaḡ</i>	Chapter 96 of the Holy <i>Qur'ān</i>
<i>al-mal</i>	Wealth or properties
<i>al-ṣirāṭ al-mustaqīm</i>	the true path
<i>amānah</i>	trust or upholding trusts
<i>an-nafs</i>	life
<i>an-nasl</i>	lineage
<i>'aqīdah</i>	belief or creed
<i>'aql</i>	Reason
<i>Biah</i>	Condition Premise Environment
Co-curricular	Activities that complement students' learning in University
Electives	Optional courses
<i>Falah</i>	holistic well-being
<i>Falsafah pendidikan Kebangsaan</i>	National Philosophy of Education
<i>Fasad</i>	relating to corruption
FGD	Focus Group Discussion
Free Electives	optional courses offered by one kulliyah that can be taken by student from other kulliyahs
<i>hifz ad-din</i>	Faith
<i>'ibādah</i>	practices of worship
<i>Ikhlās</i>	Sincerity
<i>'ilm</i>	knowledge
<i>iman</i>	faith
<i>imārāt al-kawn</i>	construction of the universe
<i>Inṣāf</i>	realisation of the truth
<i>Insān</i>	human being
<i>insān kāmīl</i>	perfect human being
<i>iqra'</i>	To read
<i>islah</i>	reform
<i>islamicise</i>	bring under influence of Islam
<i>Istiqamah</i>	Steadfastness unwavering resolute
<i>Jasad</i>	the body flesh
JERIHAS	a Malay acronym of <i>Jasmani emosi rohani intelek hamba Allah alam sekitar sosialisasi</i> ; Physical Emotional Spiritual Intellectual
JERIHAS	Servant Environment Socialization a Malay acronym of <i>Jasmani Emosi Rohani Intelek Sosialisasi Alam Sekitar Hamba Allah</i>
KhaAIR	an acronym of <i>Khalifah Amānah Iqra' Raḥmatan lil-'Ālamīn</i> ;

<i>khalifah</i>	a ruler or a leader
LLL	Life-long Learning
LWL	Life-wide Learning
<i>mahallah</i>	hostel or students' accomodation
<i>maqāṣid shari'ah</i> or <i>Maqāṣid Ash-Shari'ah</i>	the purpose of shari'ah
<i>masjid</i>	Muslims' place of congregational prayer
MPU	Muslims' place of congregational educators
<i>murabbi</i>	Faculty; Centre of Studies
Kulliyah	courses taken by students but bear no credit hours such as clubs, societies and sports activities
non-credited extra-curricular	master or creator of the universe
<i>Rabb al-'ālamīn</i>	mercy to all the worlds
<i>Raḥmatan lil-'Ālamīn</i>	an important purpose for one's being
<i>raison d'etre</i>	Regional Centre of Expertise on Education for Sustainable Development
RCE Greater Gombak	the spirit or the soul
<i>Rūḡ</i>	Giving of alms or charity
<i>Sadaqah</i>	<i>Sejahtera</i> Academic Framework
SAF	Sustainable Development Goals
SDG	Sustainable Development
SD	Students Feedback Survey
SFS	Islamic law or religious precepts based on the <i>Qur'ān</i> and the prophets
<i>shari'ah</i>	piety or the state fear towards Allah
<i>Taqwa</i>	a form of balance in the world
<i>tawazun</i>	the concept of oneness of God or monotheism
<i>tawḥīd</i>	Recitation of the <i>Qur'ān</i>
<i>Tilawah</i>	Brotherhood or solidarity of Muslim society
<i>Ukhuwah</i>	brotherhood or muslim society
<i>ummah</i>	University General Studies courses
UNGS	University Required Courses
UniCORE	relating to Bachelors' Degrees programme
Undergraduate Studies	relating to Master's and Doctoral degree programme
Postgraduate	divine revelation
<i>wahy</i>	Whole Institution Transformation
WIT	human being
Homo-sapiens	The United Nations Educational, Scientific and Cultural Organization
UNESCO	

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Links

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<http://www.ibe.unesco.org/en/geqaf/technical-notes/concept-governance>

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Yusrizal Rejab
Zurina Abdul Ghani

SENATE ENDORSEMENT 468th SENATE 28th AUGUST 2020

S.P. No. D1945/468/2020

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Gairuzazmi Mat Ghani (Secretary)
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Ahmad Hafiz Zulkifly
Nor Faridah Abdul Manaf
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Shukran Abd Rahman
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Tunku Mohar Tunku Mohd Mokhtar (Academic Staff Association)
Zaidi Abd. Ghani (Representative of Finance)

Secretariat:

Haslina Hassan
Yasir Mohd Mustafah
Zeny Sofina Martias
Zulaifah Sharif

In attendance:

Tuan Anuzi Nik Him
Ilmyzat Ismail

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