

E-PROCEEDING OF THE INAUGURAL  
**CONFERENCE ON FUTURE AND  
SUSTAINABLE EDUCATION**  
**CFSE 2022**

**Embracing Change and Transformation:  
Build the Future of Education**

29th - 30th November 2022

**VOLUME 1**

Centre for Foundation Studies  
International Islamic University Malaysia



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Norhazwanie Binti Jatin

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Dr. Noor Saadiah Mohd Ali  
Muhammad Ridhwan Bin Saleh  
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## PREFACE

In the name of Allah, the Most Beneficent and the Most Merciful. May peace, mercy, and blessings of Allah be upon you.

Dear colleagues, academics, researchers, ladies, and gentlemen. On behalf of Centre for Foundation Studies, International Islamic University Malaysia, I would like to express my sincere gratitude and welcome you to the 1st Conference on Future and Sustainable Education 2022 (CFSE 2022). Furthermore, I honourably welcome our keynote and invited speakers Prof. Datuk Chm. Ts. Dr. Taufiq Yap Tun Hin, Prof. Dr. Ainol Madziah Zubairi, Tuan Haji Mustafa Kamal Osman and Mr. Samuel Isaiiah.

It is my hope that the Conference on Future and Sustainable Education 2022 would be able to successfully accomplish its objective in providing a platform for the normal research paper presentation and the research poster competition to be incorporated together. As there has occasionally been a disparity between research and pictorial representation, this conference serves as an effective approach to exhibit creativity and innovation research among scholars, intellectuals, and professionals at once. In addition to that, the three categories of research involving teaching and learning experience, research and management and innovation are to be highlighted.

It is pleasing to note that it covers a wide range of areas and interests, and it also welcomes research papers written in English, Arabic and Bahasa Melayu. All in all, the presentations of empirical research, concept papers, innovation and case studies related to the categories mentioned, as well as sustainable education are designated for knowledge exchange. It is hoped that all parties may benefit from the conference and apply the knowledge acquired in their areas of interest and expertise.

Last but not least, my deepest gratitude goes to the Organizing Committee of Conference on Future and Sustainable Education 2022, institutions, companies, and volunteers who have directly and indirectly supported and assisted the success of this conference. The committee has done a wonderful job in organizing a prodigious programme such as this one. I wish you an eye-opening conference with exciting knowledge exchange sessions so that together we can anticipate a future of ground-breaking knowledge and research.

Best Regards,

Tuan Haji Murshid bin Kassim  
Dean,  
Centre for Foundation Studies  
International Islamic University Malaysia



## ABOUT CFSE 2022



Centre for Foundation Studies, International Islamic University Malaysia (CFS, IUM) is the main organizer of the inaugural Conference on Future and Sustainable Education (CFSE 2022) in collaboration with the Higher Education Leadership Academy (AKEPT). The theme of the conference is "Embracing Change and Transformation, Build the Future of Education". CFSE 2022 is the first-ever national-level conference integrating the normal research paper presentation together with a research poster competition that showcases creativity and innovation research among scholars, intellectuals, and professionals. This conference is expected to involve universities, pre-university institutions as well as secondary schools across Malaysia.

CFSE 2022 welcomes all scholars to present their empirical research, concept papers, innovation, and case studies. Additionally, CFSE 2022 will highlight case studies (in regards to sustainable education) to be presented and shared by local and international researchers. This conference aims to be a platform for knowledge exchange between academic researchers to share experiences and research findings related to education. Prospective authors are invited to submit full papers for publication.

Conference of Future & Sustainable Education 2022



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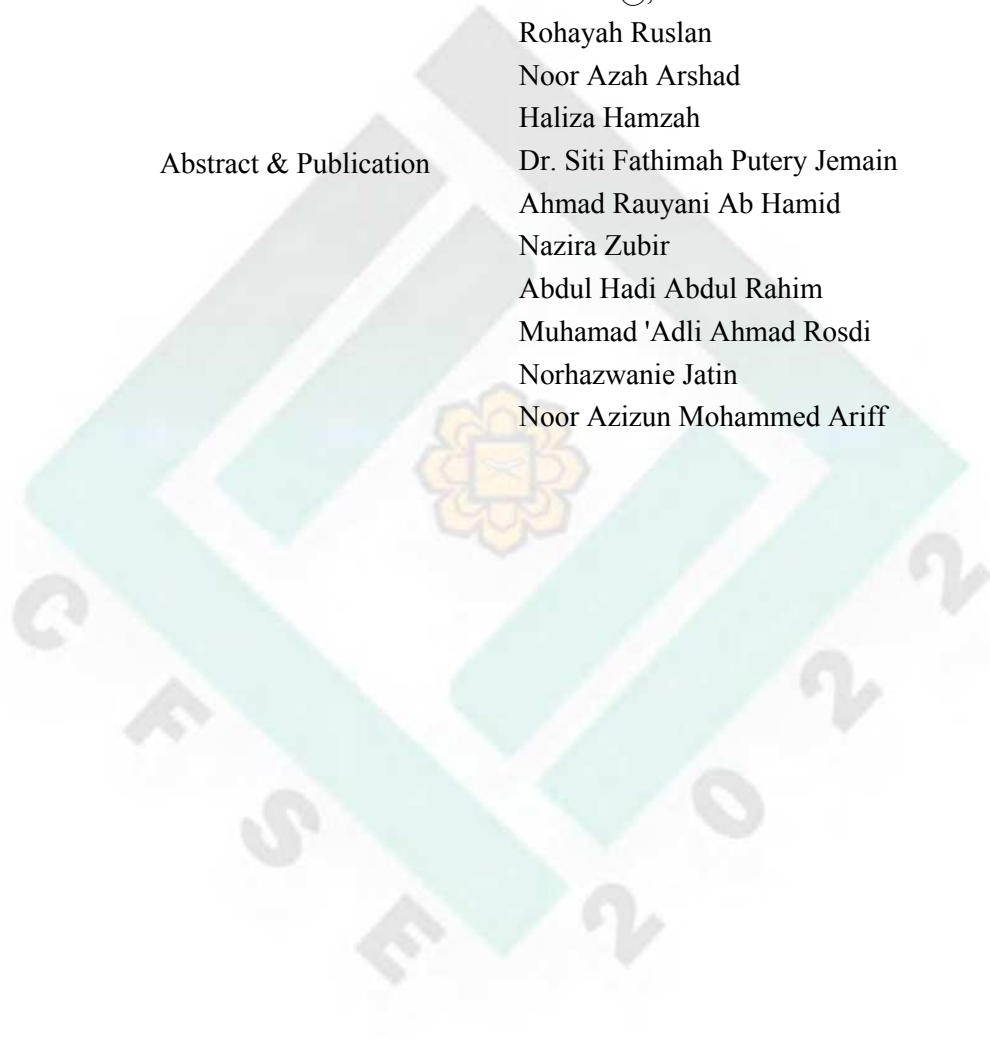


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# ISLAMISATION TOOLS IN TEACHING PHYSICS AT THE CENTRE FOR FOUNDATION STUDIES, IUM

Izdihar Ishak<sup>1,\*</sup>, Mohd Nazir Mat Nawi<sup>1</sup>

*Department of Physics, Centre for Foundation Studies, International Islamic University Malaysia, Gambang Campus, 26300, Gambang, Pahang,*

\*Corresponding author: [izdihar@iium.edu.my](mailto:izdihar@iium.edu.my)

**Abstract.** Islamisation is one of the components stated in International Islamic University Malaysia (IIUM) Mission. It had been the fundamental core of IIUM since its inception. IIUM aims at producing Insan Sejahtera, that is a well balance person with the Spirit (Rūh), the Soul (Nafs) and the Heart (Qalb). Physics Department, Centre for Foundation Studies (CFS) IIUM had been embarking in using Islamic Learning Tools (ILT) to Islamize the Physics Content. Two major tools that had been use are the ENRICHS Tools and DFS Box to enhance the Islamic Content. This paper will discuss these tools and the role they plan in Islamization of Physics contents. A survey had also been conducted among the selected student to access the understanding of Islamisation. Descriptive statistics were used to analyze the data. Majority of the students, 68.2% of strongly agreed that they can relate Physics with Islam. 54.54% of the students also said that they have clear understanding on the concept of Islamisation. None of the students said that they don't have any idea about the relation of Physics to Islam. This early study shows that the Islamisation tools are relevant in integrating Islamisation concept in Physics. More work needs to be done in enhancing the Islamisation concept in Physics.

**Keywords.** Islamisation, Insan Sejahtera, ENRICHS Tools, Islamic Learning Tools

## INTRODUCTION

The holy Quran have given a powerful impetus to the early Muslim to study nature and its surrounding realities to bring them closer to Allah swt. In Surah Al-Ikhlās Allah swt clearly state to seek knowledge as it is the sign of Allah swt in the world. There have many books written by early Islamic Scholars, such as Kitab Al Manazir, or The Books of Optics written by Ibn Al Haitam [1]. He is known is the west as AlHazen and his book in Latin is known as De Aspectibus or Perspectiva. However, currently most Physics textbooks are written by western scholars, and they are written from western point of view. Some of the theory sometime misleading and deviate from the true teaching of Islam. Those books do not glorify Allah as the Absolute Creator, The Sustainer. Islamization had been the fundamental agenda in the International Islamic University Malaysia (IIUM) Mission. This had been done by previous Muslim Scholars during the Golden Age of Islam. The Muslim learn from Greek civilization and purify it by integrating Islamic values. At the Zenit of Muslim Civilization, we have managed to integrate the Modern Science and the Islamic Faith[2]. The Muslim Civilization goes further by enhancing the knowledge and some of the knowledge still had been use today. IIUM seeks to restore the leading role of Muslim Ummah in all branches of knowledge. In Centre for Foundation Studies, IIUM, Islamization works have been going on from our humble beginnings back in 1985.

## LITERATURE REVIEW

The early Muslim Scholars travel all around the world to seek knowledge. They gratefully accepted, assimilated, integrated the study of natural phenomena with Islam. Modern Science are grateful to this early Muslim Scholars. Tan Sri Prof. Dr. Kamal Hassan had revived the concept of Islamisation of Knowledge, especially in field of hard sciences [3]. He had devised a framework for Islamisation of Sciences. In this paper we will describe how the integration is done. Currently, there is no Physics textbook that is written from Islamic point of view. There is a need to integrate back Islam to Science.

Islamic Education is different from education in the west. The concept of Holistic Integrated education is discussed extensively by Rahimah et. al [4], [5]. She discusses the need to have a holistic approach rather than just an insertion, infusion or a cosmetic make up. She compared the approach done by IIUM and USIM. Another issue is how to teach Islamic Science. It is not just enough to add sentences, words from the holy Quran and sprinkle it with Islamic Values.

There are much research done to look at the effectiveness of Islamisation at IIUM from our early inception in 1983. There are many model being used [6], [7]. All these models lies the foundation of Islamisation of knowledge in IIUM. However, it still does not mention about the tools needed to do it.

Science in the Western world embraced the idea of secularism after the Age of Enlightenment in the seventeenth and eighteenth centuries. This paradigm shift did not coincide with the thinking of Muslim society and its scholars during this time. The path of secularism separates the concept of religion with knowledge in the west. That approach had deviated from Islamic way to thought [8].

In developing an integrated higher education curriculum based on the Islamic framework, it is necessary that a careful structuring of the curriculum be conducted to ensure that knowledge, skills, and spiritual development, and thus market needs are taken into consideration. This indicates that the teaching of both religious sciences as well as modern sciences must be included in the curriculum. Religious sciences are the sciences of the Qur'an, the Prophet's Tradition (Hadith), Oneness of God (Tawhid), Islamic worldview, Maqasid Syariah and other sciences of Islamic heritage including the Arabic language, while modern sciences include the human, social, natural, applied and technological sciences[9], [10], [11].

## METHODOLOGY

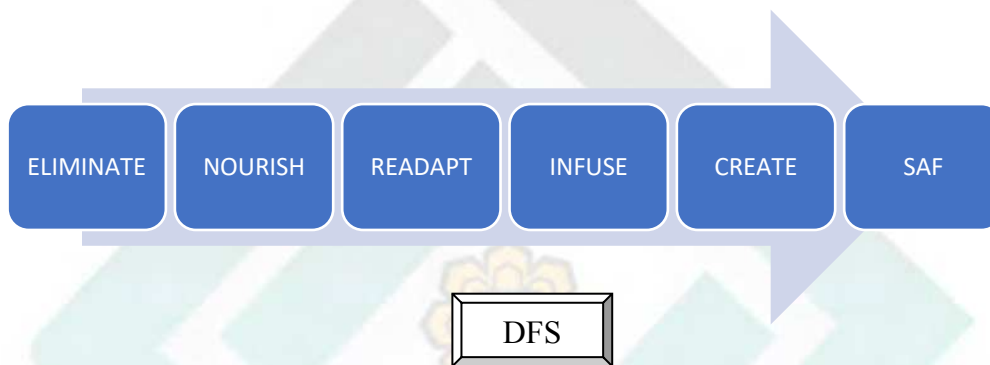
Islamisation is one of the main components stated in International Islamic University Malaysia (IIUM) Mission or also known as IIICE. It had been the fundamental core of IIUM since its inception back in 1983. IIUM aims at producing Insan Sejahtera, that is a well balance person with the Spirit (Rūh), the Soul (Nafs) and the Heart (Qalb). Physics Department, Centre for Foundation Studies (CFS) IIUM had been embarking in using Islamic Learning Tools (ILT) to Islamize the Physics Content.

As had been mentioned before, there are many Muslim scholars that states the importance of Islamization of Science. However, not many mentioned about the tools use in Islamising the contents. After several workshop between Physics Department, Centre for Foundation Studies, and Kulliyah of Engineering Gombak, we come out with several tools to Islamise the Physics contents. The tools are shows in Figure 1. The tools comprise of 6 elements that includes:

- a. **Eliminate:** Any element of the concept of Physics that contradicts with Islam is eliminated and replace with a concept that had been Islamise. For example, the concept of Nature is replaced with Tauhidic concept. Nature from point of view means that things happen naturally, without a creator. This contradict Islam, where Allah is the absolute creator.
- b. **Nourish:** The concept of Physics that deem secular is nourish so that it can be Islamise. For example in the teaching of magnetic field surrounding the earth, Allah mention in surah Al Hadeed in Al Quran (57:25) "And We also sent down iron in which there lies great force and which has many uses for mankind...". The source of the magnetic field is from Iron that scientist in the west discovered later. By integrating Al-Quran and western knowledge, it nourishes the Physics contents.
- c. **Readapt:** Some of the terminology is readapted to align with Islam. For example, the concept of conservation of energy. Energy cannot be created or destroyed. Allah mentioned in Surah Anbiya in Al Qur'an (21:30) "Have not those who disbelieve known that the HEAVENS and the earth (land not the planet) were of one piece, then We parted them,...". Allah swt created the universe during the Big Bang and the energy was constant up till today. The Physics concept need to be readapted with the knowledge from the Al-Quran.
- d. **Infuse:** Every phenomenon surrounding us can be infuse with Islamic knowledge. For example, why the sky is blue, why the sky changes different colors during down, can be related to Islam. Ibn Al-Haitam in

his book *Al-Manazir*, had explain that light from in a straight line. The diffraction of light at various angles creates the different colors.

- e. **Create:** All the knowledge in science lead to Allah as the Absolute Creator, the Sustainer. In the Physics text, we need to create the relation between Islam and Science. This Tauhidic approach is very important in ensuring that the student understand the concept of Islamisation in Physics.
- f. **Sejahtera Academic Framework (SAF):** All the concept in Physics need to be align with Sejahtera Academic Framework that comprises the concept of Sustainability Development Goals (SDG), National Education Philosophy (FPK), Maqasid Syariah and Mission and Vision of IIUM. For example, in the case of Global Warming, energy changed from one form to the other. Fuel change from chemical energy to kinetic energy and then heat. The hat goes into the environment and heat up the planet Earth. We need to change to different types of energy, for example electric energy, that does not pollute the environment and does not emit heat into the environment.



**FIGURE 1: ENRICHS tools and DFS Box**

We also include the Dhikr (Remember Allah swt , Fikir (Thinking) and Syukur (Gratefully to Allah swt.) This box contains any Dhikr or Doa that is normally recited by Muslim and applicable to the content of Physics. We also infuse the 99 names of Allah swt that is related to the text. For example, Ar-Razzaaq, one of the 99 names of Allah is known as the Sustainer. By integrating all this tools, it molds the text in an Islamic Perspective.

## RESULTS

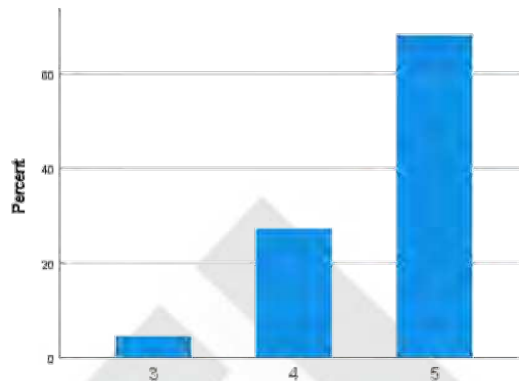
A survey was conducted to those students who are exposed to the new syllabus. 220 students participated in the survey. They are given a survey using Likert Scale, 1-5, with score 5 to be most satisfactory. One of the questions asked was to measure the ability of the student to relate Physics with Islam by the end of the course. The results are shown in **Table 1**. 68.2% of the students give a score of 5, 27.3% gives a score of 4 and 4.5% give a score of 3. None of the students give core 1 or 2.

**TABLE1: The response of the students in relation of Physics with Islam**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	10	4.5	4.5	4.5
	4	60	27.3	27.3	31.8
	5	150	68.2	68.2	100.0
Total		220	100.0	100.0	



**Figure 2** shows the graph of the response of the students in relation of Physics with Islam. The graph shows that most of the students gave the highest score. This again shows that the students can understand the relation of Physics with Islam.

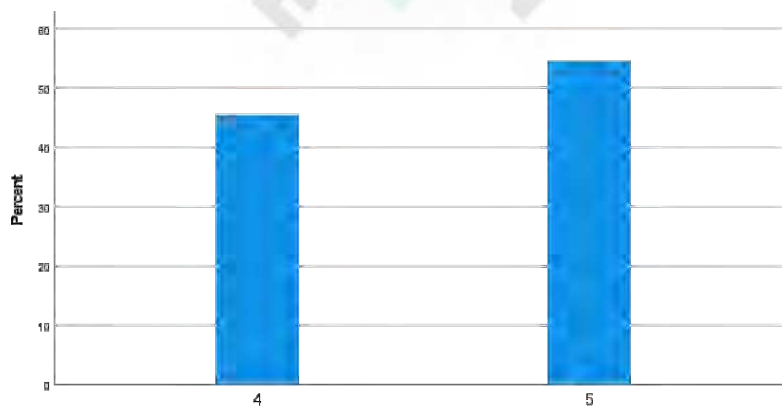


**FIGURE 2: The graph of the response of the student in relation of Physics with Islam**

We also measure the understanding of the concept of Islamization among the students. The students only show the scoring of 4 and 5, and indication that all the students are very satisfied with the Islamization concept. 54.5% of the respondent give a scoring of 5 and 45.5% of the respondent give a scoring of 4.

**TABLE 2: The response of the student on understanding the concept of Islamization**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 4	100	45.5	45.5	45.5
5	120	54.5	54.5	100.0
Total	220	100.0	100.0	



**FIGURE 3: The graph of response of the students in understanding concept of Islamization**

**Figure 3** shows the graph of response of the student in understanding the concept of Islamisation. The graph shows that most of the student gave a score 5. It means that they really understand the concept of Islamisation that is being taught using the approach.

## DISCUSSIONS

Further analysis is done on the data to look closely at the response of the students. Descriptive statistics analysis is done on the data using **SPSS Ver Version 28**. 220 students responded to the survey. On the response of the student in relating Physics with Islam, the analysis shows that the mean is 4.55 with standard deviation of 0.499. This shows that the response is near to the mean value. The mean value of 4.55 shows that most of the students gave a high response or in other words really satisfy in relating Physics with Islam. The skewness of -0.184 indicates that the graph is skewed to the right, again shows that the students tend to give high response. Kurtosis of -1.984 shows that the graph has lighter tail compared to a normal distribution. This shows that the response is not concise, not disperse as in a normal graph.

**Table 3: Descriptive statistics of the research done**

		Descriptive Statistics		
		I can understand the concept of Islamization	I can relate Physics with Islam	Valid N (listwise)
N	Statistic	220	220	220
Range	Statistic	1	2	
Minimum	Statistic	4	3	
Maximum	Statistic	5	5	
Sum	Statistic	1000	1020	
Mean	Statistic	4.55	4.64	
	Std. Error	.034	.038	
Std. Deviation	Statistic	.499	.569	
Variance	Statistic	.249	.324	
Skewness	Statistic	-.184	-1.302	
	Std. Error	.164	.164	
Kurtosis	Statistic	-1.984	.726	
	Std. Error	.327	.327	

Further analysis was also done on the ability of the student to understand the concept of Islamisation. The means shows a slightly higher value of 4.64. The standard deviation is also higher 0.569. The graph is also skewed to the right, as indicated by the skewness value of -1.302. However, the kurtosis value of 0.726 that indicates that the graph has a peak and a thick tail. All this data shows that the student understands the concept of Islamisation and managed to relate Physics with Islam.

## CONCLUSIONS

The results concludes that the ENRICH Tools and DFS Box are successful in Islamisation of Physics contents. The students managed to relate Physics with Islam and they also managed to understand the concept of Islamisation in Physics. This new approach does not distort the understanding of Physics itself, but it enriches the knowledge by infusing the Tauhidic approach. This different approach gives a new meaning in teaching Physics. The students found that its more meaningful to study Physics with this new approach. Further work is needed to enhance the Physics textbook and hopefully in these few years the textbook will be complete.

## ACKNOWLEDGEMENTS

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