

## Documents

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**MASTERY-HUMILITY MODEL: FROM CONVERGENCE TO INTEGRATION**

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**Abstract**

The perpetuation of dualism has permeated the field of engineering education, resulting in professional outputs not synchronised with personal life. The absence of a spiritual value system persists in the curriculum, which relies on pragmatism, positivism, constructivism, and relativism. This highlights the pressing need for the integration of spiritual values. This two-step process develops a convergent mastery-humility model using a sequential exploratory design approach. The construct validity, a key aspect of this research, achieved CFI.963 ≤ .95, TLI.956 > .90 and RMSEA.068 < .08, validating the model's reliability. Upon verifying the measurement model, SEM then confirmed the theoretical proposition that mastery and humility form the converging variable. The converging platform is at the state of Al-Adl, the correct position of knowledge is mastery where all things should be, and for man, the proper position is in the 'sujud' position, as 'Abd'. The Islamisation of Knowledge (IOK) takes place when any theoretical development, derivations of formulation, and application is based on the governing concept of Bil-Mizan (balance, equilibrium, justice) towards the state of Al-Adland then Al-Khaliq. The next step involves this cognisance of meaning. The latter concerns the meaning of our existence with the humility of an Abd who must respect the truth. Hence, cognisance is required to seek the truth and differentiate between the Creator and the created. Thus, integration occurs at the same phase, though, in cognitive and affective domains. In conclusion, for this two-part process, the IOK is given a more defined form preceding the integration in the thought process, invigorating the spiritual dimension in the engineering curriculum. © 2024, International Islamic University Malaysia. All rights reserved.

**Author Keywords**

Affective; Cognitive; Convergence; Justice; Meaning

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