DEVELOPING INDICATORS FOR EVALUATING THE INTEGRATION OF ISLAMIC VALUES IN THE ACADEMIC CURRICULUM AT INTERNATIONAL ISLAMIC UNIVERSITY MALAYSIA: A PRELIMINARY FINDINGS

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Abstract

The main purpose of this study is to firstly identify the constructs and dimensions that represent the works of integration of Islamic values in the curriculum as had been practiced by the different Kulliyyahs of IIUM and secondly to develop indicators for evaluating such integration by utilizing Balanced Scorecard Framework. The study consists of two phases; the first phase involved focus group discussion and the second involved a survey. Data gathered in the first phase were analysed using thematic approach; categorization of themes. The second phase involved analysis of survey data using descriptive approach. Findings of the study showed that Islamization of Knowledge (IOK) is the important mission of IIUM, the process of Islamization for teaching and learning among academics at IIUM are good, the participants perceived that they have integrated IOK in the contents and practices of their subject matters, IOK is evident during class presentation and assignments. Majority of the participants referred to their respective colleagues for IOK and the outcomes and product of IOK could be traced from student's assignment and student's project. Finally the participants revealed that IOK can also be observed through positive improvement in attitude and appearance among IIUM students. The study suggested few recommendations for enhancement and improvement of IOK such as developing the IOK indicators to reflect the needs for postgraduate and undergraduate programmes, aggressively and constantly promoting IOK among staff of IIUM, including IOK trainings as part of staff development programme at the IIUM, crystalizing the process and procedures of IOK to academic staff, enhancing the process and procedures to evaluate IOK among IIUM academic staff and encouraging works on IOK.

Key words

Islamisation

Indicators for Evaluation

Islamic Integration

IIUM Curriculum

Education

Introduction

The most fundamental problem facing the Ummah today is the problem of "confusion and error of knowledge" (al-Attas, 1993; Wan Mohd Nor, 1998). Having become estranged from the intellectual and cultural legacy of Islam, today's Muslims are incapable of making any significant contributions to human knowledge in the physical as well as in the human sciences. Unable to create and innovate solutions to contemporary human problems in a way that is compatible with their Islamic worldview, Muslims worldview have ended up as passive consumers particularly of ideas coming from the dominant Western civilization. Unfortunately, Western knowledge is not neutral as it is infused with secular of "religious and cultural presuppositions, reflecting the consciousness and experience of Western individuals" (Wan Mohd Nor, 1998).

In resolving this problem, Muslim intellectuals have called for a process of "Islamization", "Islamicization", or "de-Westernization" of contemporary (Western-dominated) knowledge. This would ensure that Muslims accept and adopt only those of contemporary knowledge that are not in conflict with the worldview of Islam (Husain & Ashraf, 1979). The process of Islamization, according to one of its foremost advocates, is aimed at providing "methodological schemes that may enable Muslims to see through, and practically overcome, longstanding confusion, without losing their religious and cultural authenticity, nor depriving themselves of whatever is good and useful from other intellectual and cultural sources" (Wan Mohd Nor, 1998).

In July 1983, International Islamic University Malaysia (IIUM) was established based on the recommendations of the First World Conference on Muslim Education held in Makkah in 1977. The IIUM has been committed to the integration of Islamic values with the modern fields of knowledge, which later became the core of its vision and mission. Indeed, Islamization of Knowledge (IOK) has become IIUM's niche area, which sets it apart from other universities in Malaysia

STATEMENT OF PROBLEM

In the implementation of the ideal of Islamization, IIUM is unsurpassed by any other institution in the world. This has been supported by the study conducted by Ssekamanya, et.al, (2007) in analyzing the experience of IOK at IIUM. The study suggested that some aspects of Islamization works that is actively being practiced by the academic staff of IIUM is the integration of Islamic perspective into the University curriculum. This is one of the strategies that has been outlined by the University to achieve its vision and mission of Islamization. A previous study has found that there are various phases and orientations of the implementation of IOK at the IIUM (Ssekamanye et.al, 2007). The study asserted that the tolerant atmosphere in the IIUM has encouraged many scholars and staff to use their own approaches of Islamization. The IIUM academic staff also integrates Islamic values into the University curriculum, in different ways. However, the problem is in evaluating these various ways of integrating Islamic values into the University curriculum. This evaluation is important as it helps IIUM to identify and monitor areas of specialization that need to be improved. Therefore, there is a need for a specific mechanism to measure the impact of this strategy since the integration of Islamic perspective has become one of the key performance indicators (KPI) in the University Balance Scorecard Framework, which need to be monitored. With that urgent need in mind, the purpose of the study, therefore, is to develop indicators that could be used to evaluate the integration of Islamic perspective or Islamization into the University curriculum. Focus will be on the dimensions that would be possible to integrate Islamic values into the curriculum that has been practiced by academic staff individually or in group from different Kulliyyahs of IIUM.

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RESEARCH OBJECTIVES

The aims of the study are to:

1. Constructs dimensions of integrating Islamic values in the curriculum as had been practiced by different Kulliyyahs of IIUM.
2. Develop indicators for evaluating the integration of Islamic values in the curriculum by IIUM in its Balanced Scorecard Framework.

RESEARCH QUESTIONS

1. What are the perceptions from the academics' staff toward Islamization of Knowledge (IOK)?
2. What are the dimensions of the integration of Islamic values in the curriculum as had been practiced by the different Kulliyyahs of IIUM?
3. What are the indicators for evaluating the integration of Islamic values in the curriculum of IIUM?

METHODOLOGY OF STUDY

The study combines the qualitative and quantitative methods of data collection and analyses. The first phase of the study is exploratory in nature which is to address the first objective of the study. A focus group discussion (FGD) were conducted to gather preliminary feedbacks from six kulliyyahs namely: Kulliyyah of Engineering, ICT, Laws (AIKOL), Economics (ENM), IRKHS, Sciences. Each FGD lasted for about forty minutes to an hour. Five to six lecturers from each Kulliyyah were involved.. Results of the focus group interviews were analyzed to identify the recurrent patterns.

The second phase of the study employed the survey method. The patterns identified in the first phase of the study were transformed into dimensions, which were used in the development of the survey items. The survey gathers information on the integration of Islamic values in the curriculum as had been practiced by the IIUM academic staff. A random sample, consisting of 306 academic staff was selected, as shown at Table 1. The data collected were analyzed using a simple descriptive of statistical analysis. The indicators developed would be useful in guiding the practice of integrating Islamic values in the IIUM curriculum.

Table 1
The Sample Size

No	Kulliyyah	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**

Instrumentation

i) Interview Protocol.

The interview questions in the protocol was developed within the components of curriculum such as AGO (aims, goals, objective), content & learning experiences, teaching and learning strategies, materials and activities, evaluation techniques and the dimensions of curriculum design (scope, sequence, continuity, integration and balance). The FGDs were transcribed and a total of seven broad themes were generated. The themes are: (a) Perceptions toward IOK; (b) Subject content; (c) Teaching and Learning process; (d) Evaluation of Coursework; (e) Source or Reference; (f) IOK Products and (g) Students' Improvement. These themes were later used as the dimensions in the survey questionnaire.

ii) Survey Questionnaire.

The questionnaire contains of 65-items and divided into two sections. Section (A),elicits demographic information about the respondents. The respondents were asked to state the following: Gender, Kulliyyah, Nationality, Post, and year of service. Section (B), consists of seven variables as mentioned on Table 2, namely: B1 (Belief in Islamization of Knowledge), B2 (Content), B3 (Teaching & Learning

Process), B4 (Evaluation), B5 (Resource person), B6 (Product), and B7 (Emphasize on the Positive improvement of student's). Items in section B1 to B7 are measured by the Likert-type scale.

Table 2

The distribution of item

Code	Variable	Distribution of Items	Total
B1	Belief in Islamization of Knowledge	B1.1, 2, 3, 4, 5, 6 and 7	7
B2	Content	B2.1, 2, 3, 4, 5, 6, 7 and 8	8
B3	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	Evaluation	B4.1, 2, 3, 4, 5, 6, 7,8 and 9	9
B5	Resource person	B5.1, 2, 3, 4, 5 and 6	6
B6	Product	B6.1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11and 12	12
B7	Emphasis on the Positive improvement of student's	B5.1, 2, 3, 4 and 5	5
	Total		**65**

FINDINGS OF RESEARCH

1) Belief in Islamization of Knowledge

Table 3 shows respondent's belief in Islamization of knowledge. The mean scores range from 2.89 to 4.56 respectively. The finding reveals that the highest rating was the Islamization of Knowledge (IOK) is important of mission of IIUM (4.56), followed by the challenge to IIUM (4.31) while, the lowest rating was the overemphasized mission (2.89) and the enterprise of certain quarters in IIUM (3.11).

Table 3
I Believe that Islamization of Knowledge (IOK) is:

No	Item		SD	D	N	A	SA	Mean	Std. D
B1 1	An important mission of IIUM	N	9	2	13	66	216	4.56	.852
		%	2.9	.7	4.2	21.6	70.6		
2	A unique experience to IIUM only	N	12	27	58	109	100	3.84	1.096
		%	3.9	8.8	19.0	35.6	32.7		
3	A successful story for IIUM	N	8	17	88	115	78	3.78	.977
		%	2.6	5.6	28.8	37.6	25.5		
4	A challenge to IIUM	N	7	6	27	112	154	4.31	.885
		%	2.3	2.0	8.8	36.6	50.3		
5	An overemphasized mission	N	44	72	95	65	30	2.89	1.186
		%	14.4	23.5	31.0	21.2	9.8		
6	An enterprise of certain quarters in IIUM	N	27	56	105	92	26	3.11	1.081
		%	8.8	18.3	34.3	30.1	8.5		
7	A continuous process for IIUM	N	5	5	19	139	138	4.31	.796
		%	1.6	1.6	6.2	45.4	45.1		

2) The Practice of Islamization of Knowledge in the Content

Table 4 shows respondent's practices of Islamisation of knowledge in the content of the subject. The mean scores range from 2.60 to 3.56 respectively. The highest rating revealed that participants integrate the content of the subject with IOK (3.56). However they emphasize IOK on certain weeks of the course outline only (3.08). While, the lowest rating was; the content of my subject: is all about IOK (2.60) and the content of my subject: indicates IOK in the learning outcome only (2.61).

Table 4
The Content of My Subject:

No	Item		N	S	ST	MT	A	Mean	Std. D
B2 1	Integrates IOK	N	3	23	113	93	54	3.56	.900
		%	1.0	7.5	43.5	30.4	17.6		
2	Emphasizes IOK on certain weeks of the course outline only	N	25	46	136	76	23	3.08	1.011
		%	8.2	15.0	44.4	24.8	7.5		
3	Is difficult to be integrated with IOK	N	59	71	116	50	10	2.61	1.072
		%	19.4	23.2	37.9	16.3	3.3		
4	Is all about IOK	N	65	82	87	53	19	2.60	1.178
		%	21.2	26.8	28.4	17.3	6.2		
5	Is integrated superficially with IOK	N	38	67	124	67	10	2.82	1.017
		%	12.4	21.9	40.5	21.9	3.31		
6	Indicates IOK in the learning outcome only	N	66	74	88	66	12	2.62	1.157
		%	21.6	24.2	28.8	21.6	3.9		
7	Indicates IOK in the assessment strategy	N	47	67	113	65	14	2.78	1.088
		%	15.4	21.9	36.9	21.2	4.6		
8	Uses IOK in exercises and assignments	N	43	63	105	70	25	2.91	1.148
		%	14.1	20.6	34.3	22.9	8.2		

3) The Practice of Islamization of Knowledge through Teaching and Learning Process

Table 5 shows the methods applied by participants in integrating IOK through teaching and learning process. The mean scores range from 2.38 to 3.73 respectively. The three highest rating were; in my teaching and learning process, I integrate IOK through: giving examples and evidences (3.73), discussion (3.68), lecture and explanation (3.63) while, the three lowest ratings were through the games (2.38), the patching (cut and paste) (2.39) and the simulation (2.63).

Table 5
In My Teaching and Learning Process, I Integrate IOK through:

No	Item		N	S	ST	MT	A	Mean	Std. D
B3 1	Discussion	*N*	7	21	98	117	63	3.68	.952
		%	2.3	6.9	32.0	38.2	20.6		
2	Lecture	*N*	6	19	112	115	54	3.63	.912
		%	2.0	6.2	36.6	37.6	17.6		
3	Workshops	*N*	49	46	112	63	36	2.97	1.213
		%	16.0	15.0	36.6	20.6	11.8		
4	Giving examples and evidences	*N*	6	22	82	135	61	3.73	.928
		%	2.0	7.2	26.8	44.1	19.9		
5	Explanation	*N*	8	28	89	126	55	3.63	.968
		%	2.6	9.2	29.1	41.2	18.0		
6	Problem based learning	*N*	30	54	104	81	37	3.13	1.142
		%	9.8	17.6	34.0	26.5	12.1		
7	Group dynamics	*N*	32	54	95	93	32	3.13	1.142
		%	10.5	17.6	31.0	30.4	10.5		
8	Comparative approach	*N*	27	53	88	97	41	3.24	1.152
		%	8.8	17.3	28.8	31.7	13.4		
9	Question and answer	*N*	15	48	101	101	41	3.34	1.051
		%	4.9	15.7	33.0	33.0	13.4		
10	Dialogue	*N*	29	52	92	93	40	3.21	1.157
		%	9.5	17.0	30.1	30.4	13.1		
11	Forum	*N*	65	56	95	60	30	2.78	1.257
		%	21.2	18.3	31.0	19.6	9.8		
12	Debate	*N*	75	61	88	56	26	2.66	1.263
		%	24.5	19.9	28.8	18.3	8.5		
13	Patching (cut and paste)	*N*	91	69	99	30	17	2.39	1.169
		%	29.7	22.5	32.4	9.8	5.6		
14	Internship and practical	*N*	75	59	89	52	31	2.69	1.287
		%	24.5	19.3	29.1	17.0	10.1		
15	Simulation	*N*	79	59	85	61	22	2.63	1.258
		%	25.8	19.3	27.8	19.9	7.2		
16	Role play	*N*	70	50	99	60	27	2.75	1.253
		%	22.9	16.3	32.4	19.6	8.8		
17	Games	*N*	101	63	85	38	19	2.38	1.253

| | | | % | 33.0 | 20.6 | 27.8 | 12.4 | 6.2 | | |

No	Item		N	S	ST	MT	A	Mean	Std. D
18	Demonstration	N	61	56	96	70	23	2.80	1.214
		%	19.9	18.3	31.4	22.9	7.5		
19	Cooperative Learning	N	43	57	96	80	30	2.99	1.186
		%	14.1	18.6	31.4	26.1	9.8		

4) The Emphasis of Islamization of Knowledge in Evaluation

Table 6 shows the Islamization of knowledge in respondent's evaluations. The mean scores range from 2.42 to 3.34 respectively. The highest rating reveals that IOK is emphasized in the classroom presentation (3.34), followed by the class assignment (3.09) while, the lowest rating was in the colloquium (2.42) followed by practicum and internship (2.66).

Table 6
In the Evaluation of My Coursework, IOK is emphasized in:

No	Item		N	S	ST	MT	A	Mean	Std. D
B4 1	Class assignment	N	34	55	100	84	33	3.09	1.152
		%	11.1	18.0	32.7	27.5	10.8		
2	Take home assignment	N	54	51	103	71	27	2.89	1.204
		%	17.6	16.7	33.7	23.2	8.8		
3	Thesis proposal	N	89	42	85	61	29	2.67	1.333
		%	29.1	13.7	27.8	19.9	9.5		
4	Colloquium	N	104	54	82	47	19	2.42	1.268
		%	34.0	17.6	26.8	15.4	6.2		
5	Examination	N	47	53	88	83	35	3.02	1.233
		%	15.4	17.3	28.8	27.1	11.4		
6	In class presentation	N	25	37	100	96	48	3.34	1.129
		%	8.2	12.1	32.7	31.4	15.7		
7	Practicum and internship	N	85	49	87	56	29	2.66	1.312
		%	27.8	16.0	28.4	18.3	9.5		
8	Project	N	56	41	99	77	33	2.97	1.246
		%	18.3	13.4	32.4	25.2	10.8		

No	Item		N	S	ST	MT	A	Mean	Std. D
9	Fieldwork	*N*	76	52	91	62	25	2.70	1.268
		%	*24.8*	*17.0*	*29.7*	*20.3*	*8.2*		

5) The Resource person for Integrating Islamization of Knowledge

Table 7 shows resource person that had been referred to by the participants in integrating IOK. The mean scores range from 2.51 to 3.29 respectively. The highest rating was; for the purpose of integrating IOK in my coursework I will refer to: my colleague (3.29). While, the lowest rating was; for the purpose of integrating IOK in my coursework I will refer to: an external expert (2.51).

Table 7
For the Purpose of Integrating IOK in My Coursework I will refer to:

No	Item		N	S	ST	MT	A	Mean	Std. D
B5 1	A mentor	*N*	72	57	74	68	35	2.79	1.331
		%	*23.5*	*18.6*	*24.2*	*22.2*	*11.4*		
2	A committee	*N*	74	67	87	58	20	2.62	1.223
		%	*24.2*	*21.9*	*28.4*	*19.0*	*6.5*		
3	An internal expert	*N*	71	46	91	70	28	2.80	1.280
		%	*23.2*	*15.0*	*29.7*	*22.9*	*9.2*		
4	An external expert	*N*	95	62	74	48	27	2.51	1.311
		%	*31.0*	*20.3*	*24.2*	*15.7*	*8.8*		
5	My colleague	*N*	28	48	85	98	47	3.29	1.174
		%	*9.2*	*15.7*	*27.8*	*32.0*	*15.4*		

6) The Outcome of Islamization of Knowledge Through Product

Table 8 shows the products of IOK. The mean scores range from 2.36 to 3.10 respectively. It reveals that the two highest ratings for IOK's products are student's assignment (3.10) and student's project (3.02). While, the two lowest ratings are book (2.36) and proceeding (2.41).

Table 8
My Products of IOK are:

No	Item		N	S	ST	MT	A	Mean	Std. D
B6 1	Research	N	80	40	78	65	43	2.84	1.390
		%	26.1	13.1	25.5	21.2	14.1		
2	Consultancy	N	91	53	78	52	32	2.61	1.344
		%	29.7	17.3	25.5	17.0	10.5		
3	Article	N	91	45	68	63	39	2.72	1.407
		%	29.7	14.7	22.2	20.6	12.7		
4	A chapter in a book	N	103	45	64	54	40	2.62	1.440
		%	33.7	14.7	20.9	17.6	13.1		
5	Book	N	133	45	48	46	34	2.36	1.440
		%	43.5	14.7	15.7	15.0	11.1		
6	Proceeding	N	117	43	77	42	27	2.41	1.348
		%	38.2	14.1	25.2	13.7	8.8		
7	Workshop	N	99	48	79	57	23	2.53	1.313
		%	32.4	15.7	25.8	18.6	7.5		
8	Seminar	N	92	51	77	57	29	2.61	1.337
		%	30.1	16.7	25.2	18.6	9.5		
9	Conference	N	100	45	69	59	33	2.61	1.390
		%	32.7	14.7	22.5	19.3	10.8		
10	Thesis	N	98	55	59	55	39	2.61	1.417
		%	32.0	18.0	19.3	18.0	12.7		
11	Student's project	N	57	43	79	90	37	3.02	1.292
		%	18.6	14.1	25.8	29.4	12.1		
12	Student's assignment	N	49	39	90	89	39	3.10	1.251
		%	16.0	12.7	29.4	29.1	12.7		

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7) Emphasis on the Positive Improvement of Students

Table 9 shows respondents emphasize on the student's positive improvement as part of IOK. The mean scores range from 3.89 to 4.06 respectively. The highest rating was the emphasize on the positive improvement of student's attitude (4.06) while, the lowest rating was the emphasize on the positive improvement of student's appearance (3.89).

Table 9
For the Purpose of Evaluating IOK, in My Teaching and Learning, I will also
Emphasize on the Positive Improvement of My Student's:

No	Item		N	S	ST	MT	A	Mean	Std. D
B7	Behaviour	*N*	8	13	62	119	104	3.97	.975
1		*%*	*2.6*	*4.2*	*20.3*	*38.9*	*34.0*		
2	Personality	*N*	9	12	55	127	103	3.99	.970
		%	*2.9*	*3.9*	*18.0*	*41.5*	*33.7*		
3	Morality	*N*	9	13	53	113	118	4.04	.998
		%	*2.9*	*4.2*	*17.3*	*36.9*	*38.6*		
4	Attitude	*N*	8	12	53	113	120	4.06	.978
		%	*2.6*	*3.9*	*17.3*	*36.9*	*39.2*		
5	Appearance	*N*	10	15	68	118	95	3.89	1.007
		%	*3.3*	*4.9*	*22.2*	*38.6*	*31.0*		

CONCLUSION

The study revealed that the Islamisation of knowledge is the important mission of the IIUM as opposed to over emphasized mission of the university. The process of Islamisation was evident during teaching and learning sessions conducted by the academics at IIUM. The participants perceived that they had integrated IOK in subject matters by giving examples and evidences, discussion, lecture and explanation. In addition IOK was practiced during the class presentation and class assignment as mechanisms for evaluation. As for the resource persons for integrating IOK, majority of the participants would refer to their respective colleagues. The participants believed

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that the outcomes and product of IOK could be traced from student's assignment and student's project. Finally the participants revealed that IOK could be observed through positive improvement in attitude and appearance among IIUM students'.

Study recommendations are as follows:

a. IOK indicators should be developed to reflect the needs for postgraduate and undergraduate programmes.

b. IOK should be aggressively and constantly promoted among staff of IIUM.

c. Trainings on IOK should be included in the staff development programme at the IIUM.

d. The process and procedures of IOK should be made clear to academic staff..

e. The process and procedures to evaluate IOK among IIUM academics should be further enhanced and reengineered.

f. Works on IOK should be encouraged and motivated.

g. Future research should be conducted in a different environment such as in Saudi Arabia, Morocco, Bosnia, Turkey and Maldives to study approaches in the integrating human knowledge in their higher education curriculum.

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