

REFORM IN MUSLIM HIGHER EDUCATION

Today as we embark into the twenty first century we are facing Muslim higher education institutions which has led to a new position and programmes vis-à-vis others. This examination is crucial for the survival of these institutions. Top on the list is globalisation and its accompanying effects which are moving every state and community throughout the world that has access to and communication technologies. The presence of the Internet, Youtube, blogs, Facebooks, twitters and the latest, WhatsApp, has paved the way for the dissemination of information and misinformation. This has been partially responsible in mobilisation of the masses. The demonstration that may even lead to revolutions could be galvanised easily in the case of the Arab Spring and the change of guard in Thailand. The technologies and their applications on a massive scale have definitely changed the landscape of the world. This monograph deals with the issue emerging from globalisation and highlights the attempts made by Muslim higher education institutions to deal with these issues. Specifically, the issues discussed are privatisation of education in the Arab world, internationalisation of education in cultural diversity in Malaysia, Islamic higher education of Muslim minorities in Europe and the United Kingdom, and three different attempts in formulating integrated higher education in Indonesia and Brunei. In addition to globalisation, there are other critical issues peculiar to the Muslim scholarly tradition. First, the issue of the educational dichotomy of the traditional Islamic Sciences and contemporary acquired sciences such as the humanities, social sciences, and natural sciences that has led to the negligence and decline of the latter in the Muslim world; secondly, the issue of the decline of intellectualism in Muslim higher education, and thirdly, the issue of academic freedom. This book's chapters written by scholars from various parts of the world analyses each of these issues in depth with the hope to enlighten its readers. Awareness of a problem is the first important step towards solving it. This book will be useful to scholars and students of higher Islamic education.

ISBN 978-967-418-381-3



9 789674 183813

IUM Press

International Islamic University Malaysia

P.O. Box 10, 50728 Kuala Lumpur, Malaysia

Tel: +603-6196 5014

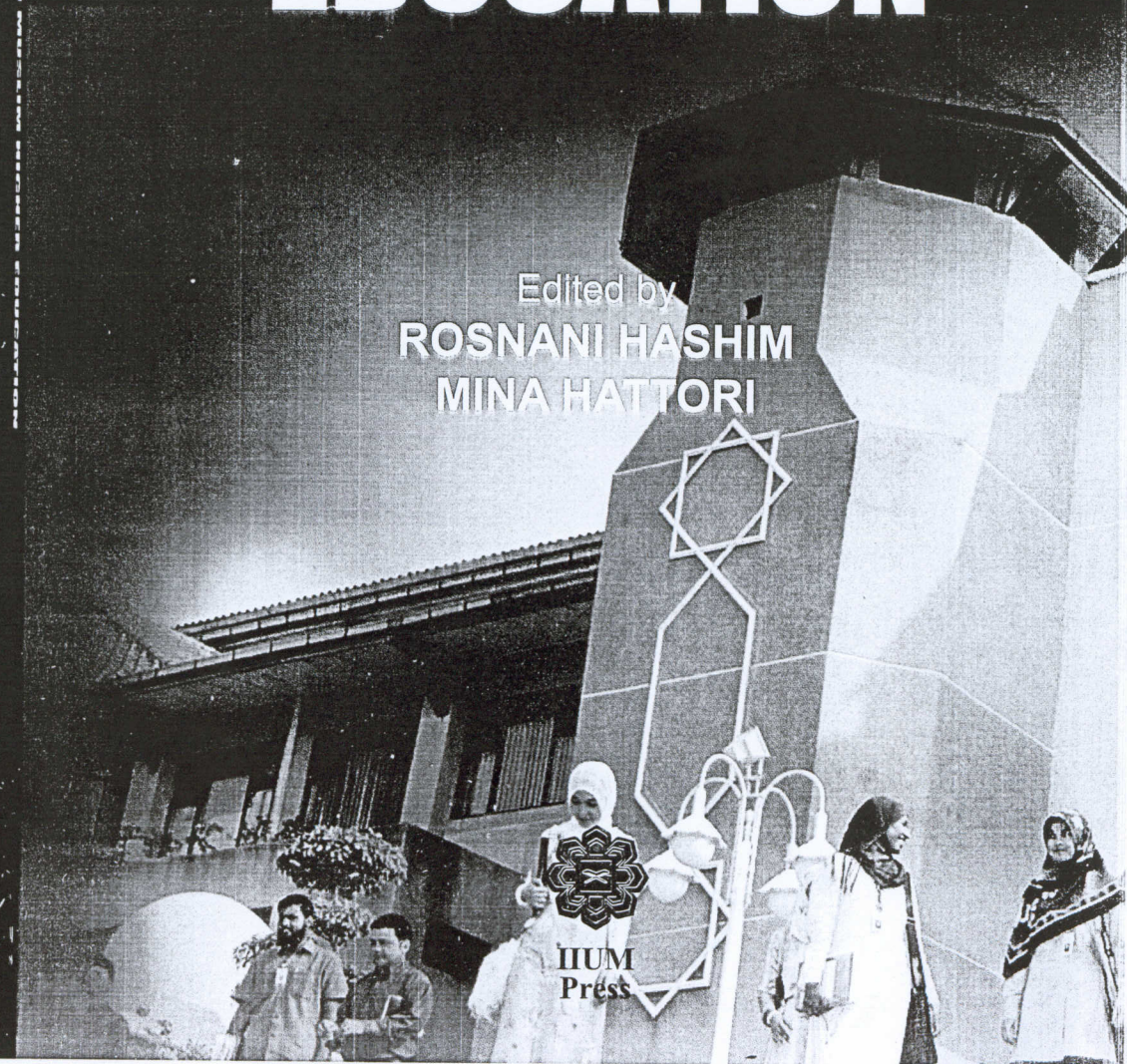
Fax: +603-6196 4862

E-mail: rescentre@ium.edu.my

Website: <http://research.ium.edu.my>

Critical Issues and REFORM IN MUSLIM HIGHER EDUCATION

Edited by
ROSNANI HASHIM
MINA HATTORI



Critical Issues and
**REFORM IN
MUSLIM HIGHER
EDUCATION**

Edited by
Rosnani Hashim
Mina Hattori



**IIUM
Press**

Gombak • 2015

First Edition, 2015
© IIUM Press, IIUM

IIUM Press is a member of the Majlis Penerbitan Ilmiah Malaysia - MAPIM
(Malaysian Scholarly Publishing Council)

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without any prior written permission of the publisher.

Perpustakaan Negara Malaysia

Cataloguing-in-Publication Data

CRITICAL ISSUES AND REFORM IN MUSLIM HIGHER EDUCATION /
EDITED BY ROSNANI HASHIM & MINA HATTORI
ISBN 978-967-418-381-3

1. Muslims--Education. 2. Islamic education. 3. Education, Higher.
I. Rosnani Hashim. II. Hattori, Mina.
378.0088297

Published by:
IIUM Press
International Islamic University Malaysia
P.O. Box 10, 50728 Kuala Lumpur, Malaysia

Printed in Malaysia by :
NAGA GLOBAL PRINT (M) Sdn. Bhd.
No. 1, Jalan Industri Batu Caves 1/3
Taman Perindustrian Batu Caves
68100 Batu Caves, Selangor Darul Ehsan.
Tel : 03-6188 1542

Contents

	<i>Figures</i>	vii
	<i>Tables</i>	ix
	<i>Acknowledgements</i>	xi
	<i>Introduction</i>	xiii
CHAPTER 1	Privatisation of Arab Higher Education with Special Reference to Jordan <i>Aref Tawfiq al-Atari</i>	1
CHAPTER 2	Internationalisation of Contemporary Muslim Higher Education and Ummatic Development: A Case Study of the International Islamic University Malaysia <i>Rosnani Hashim</i>	20
CHAPTER 3	Pluralistic Co-Existence and the Role of Comparative Religion in Islamic Higher Education in the Context of Malaysia <i>Kamar Oniah Kamaruzzaman</i>	57
CHAPTER 4	Issues of Freedom and Creativity in Muslim Higher Education <i>Yedullah Kazmi</i>	63
CHAPTER 5	Academic Freedom in the Islamic Tradition: Can Islamic Higher Learning be Anything but Creative? <i>Saheed Ahmad Rufai</i>	85
CHAPTER 6	The Decline of Intellectualism in Higher Islamic Traditional Studies: Reforming the Curriculum <i>Rosnani Hashim</i>	110

Figures

CHAPTER 7	The Role of Islamic Higher Education for Communities in Europe: A Case Study of the Islamic University of Rotterdam (IUR) <i>Ahmet Akgunduz</i>	140
CHAPTER 8	The Functions of Islamic Higher Education in Multicultural Societies: A Comparative Analysis of the United Kingdom and the Netherlands <i>Mina Hattori</i>	162
CHAPTER 9	Integrating Science and Islam: A Case Study of State Islamic University (UIN) Sunan Kalijaga, Yogyakarta, Indonesia <i>H. Sutrisno</i>	178
CHAPTER 10	The Role of Islamic Higher Education in Harmonising Religion and Sciences: A Case Study at UIN (State Islamic University) Syarif Hidayatullah, Jakarta, Indonesia <i>Bambang Suryadi</i>	198
CHAPTER 11	Harmonising Faith and Science in an Integrated Teacher Education Curriculum: A Case Study of Seri Begawan Religious Teachers University College <i>Ghazali Basri</i>	215
	<i>Contributors</i>	237
	<i>Index</i>	241

Figure 2.1:	Internationalisation model: key performance categories	23
Figure 6.1:	The American liberal education curriculum model	128
Figure 6.2:	Al-Attas curriculum model of an Islamic university	128
Figure 6.3:	Rosnani's proposed curriculum model of an Islamic university	128
Figure 9.1:	The construction of the interconnected entities in UIN	181
Figure 9.2:	The development of the secular sciences	184
Figure 9.3:	The chronology of the development of the integrated sciences	185
Figure 11.1:	Apportionment of each knowledge domain	221
Figure 11.2:	The integration of knowledge in the curriculum structure	221
Figure 11.3:	Bridging the faith and the science realms	229