

**PSYCHOLOGY FROM AN ISLAMIC
PERSPECTIVE:
A GUIDE TO TEACHING
AND LEARNING**

Editor

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SOCIAL PSYCHOLOGY

Nor Diana Mohd Mahudin

INTRODUCTION

A majority of undergraduate psychology programmes offer a course in social psychology (Purdy, Reinehr & Swartz, 1987). At the International Islamic University Malaysia, social psychology is a core course for majoring and minoring students. A common expectation that students have about the course regardless of their level of study is that they will have to memorise many terms and theories. Some may also go into the class with a preconceived idea that the course teaches common phenomena that they already know. With these ideas in mind, it is a challenging task for the instructors to add another dimension in the teaching and learning of the course, i.e., integration and Islamisation components in the discussion topics. Realising the need for resources to assist in analysing, and synthesising the existing body of knowledge with Islamic evaluations, this chapter suggests ways of teaching and adapting materials in understanding human social behaviours.

Teaching social psychology with Islamic evaluations shares the same objectives as those of customary objectives, which are to describe, explain, predict, and to some extent control human social behaviours. However, what makes it distinctive from the latter is that students will be introduced to evaluating facts, theories, hypotheses, or even interventions from Islamic literature on factors that can influence individual social behaviours. Islamic guidance and principles are emphasised when teaching social psychology so that *hidāyah* on “what it is” is complemented with *hidāyah* on “what it should be.”