

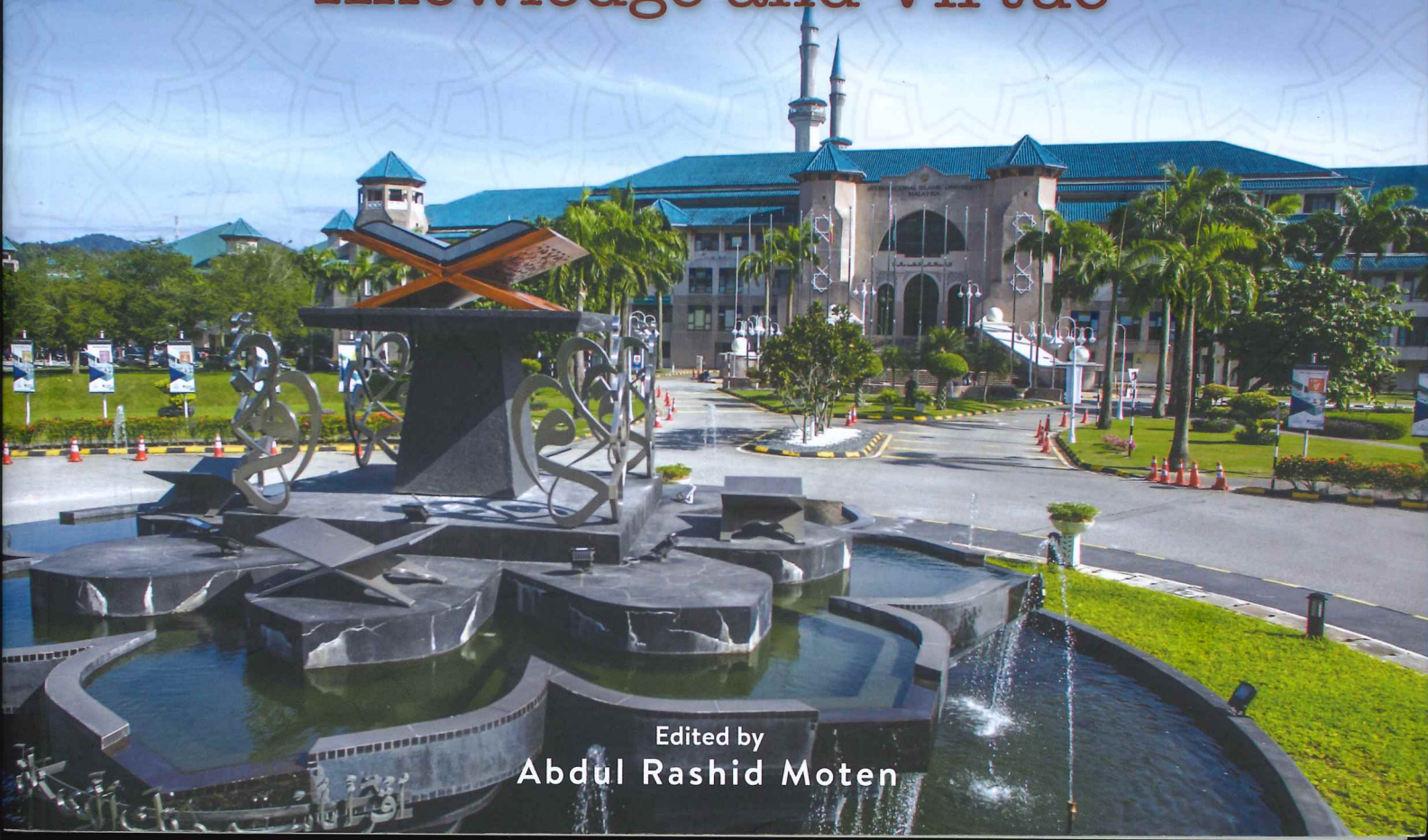


الجامعة الإسلامية العالمية ماليزيا
INTERNATIONAL ISLAMIC UNIVERSITY MALAYSIA
يُؤْتِيهِ سُبْحَتِي إِسْلَامًا وَأَنَا إِخْلَاصًا مُلِدِّسِيَا

Garden of Knowledge and Virtue

THE INTERNATIONAL ISLAMIC UNIVERSITY MALAYSIA

The Garden of Knowledge and Virtue



Edited by
Abdul Rashid Moten

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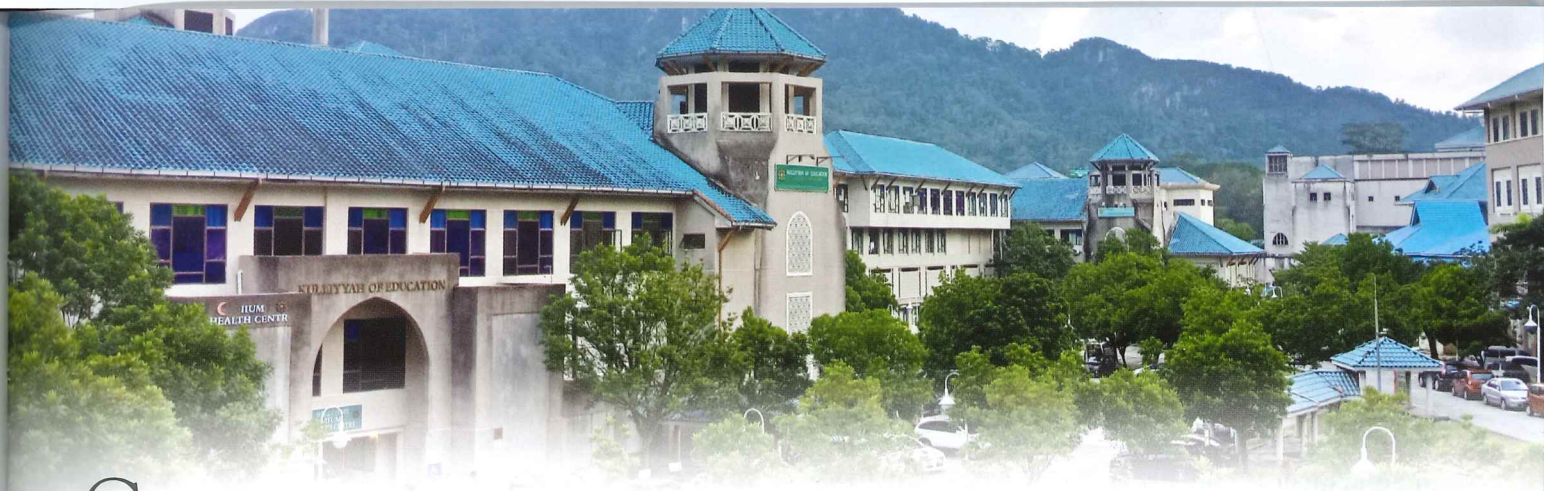
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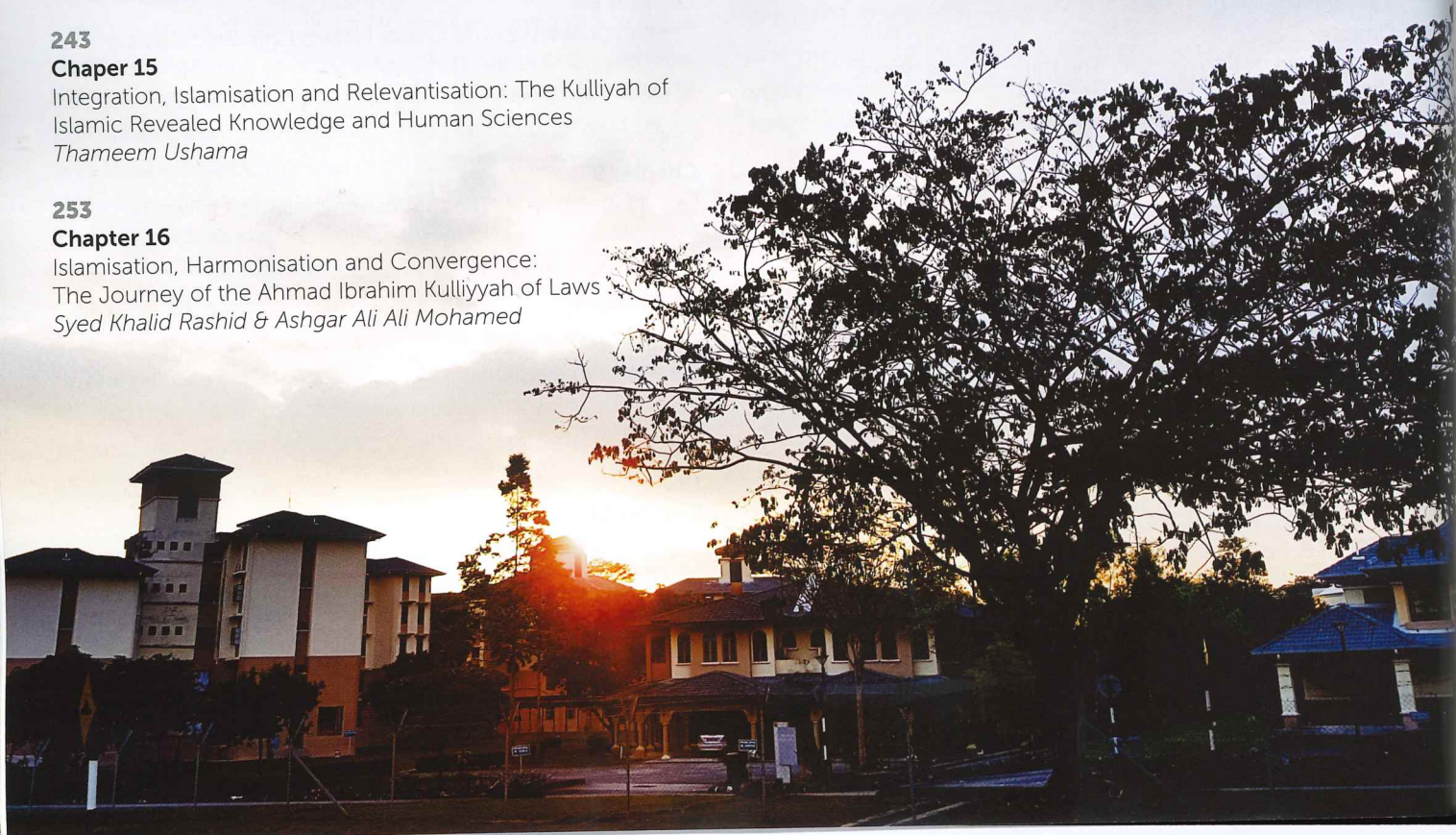
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CHAPTER 12

HOLISTIC STUDENT DEVELOPMENT AT THE INTERNATIONAL ISLAMIC UNIVERSITY MALAYSIA

Shamsul Jamili Yeob

The International Islamic University Malaysia (IIUM) provides a comprehensive modern teaching and learning ecosystem with an emphasis on the physical, spiritual and social development of the individual. The teaching and learning experience at the IIUM, therefore, pays attention to moral and spiritual development as much as it does to knowledge, skills and expertise. At the heart of IIUM is the Islamization of knowledge, and the development of curricula that facilitate the acquisition of knowledge. IIUM aspires to be unique and to be truly global and inclusive Centre of higher learning (Zaleha Kamaruddin and Moten, 2013).

Holistic education seeks to blend the intellectual with the ethical and the moral. It seeks to fuse professional

excellence with spiritual awareness. According to Anwar Ibrahim, the former deputy Prime Minister of Malaysia, "knowledge itself, without the requisite virtues such as humility, generosity, the love of truth and justice, will be as cold as death, like Satan's progeny... but if it blends with love it joins the ranks of high celestial spirits" (cited in Sardar and Henzell-Thomas, 2017, p. 90). IIUM graduates are trained to see the acquisition of knowledge as an act of worship, as a means to attain Allāh's pleasure. Students, as Mahathir Mohamad points out, "...should learn science, seek knowledge and accumulate wealth in the service of Allāh, to defend and protect His religion and the Ummah" (Mahathir Mohamad, 2006, p. 11).

University training needs to look at education as a process where one's personality is being nurtured and molded into a good and well-rounded human being. Holistic student development at IIUM goes beyond the textbook and the confines of the classroom. IIUM includes in its curriculum not only traditional courses on various disciplines, but also courses on subjects like "family and childrearing" as well as "critical thinking" among others. For this reason, he notes, the modules developed at IIUM aim to promote "a culture of debate and discussion throughout the entire student body. The objective of this approach by IIUM is to train students as future citizens and leaders in their respective countries to "appreciate others' points of view, mentalities, motives, and aims. As such, "IIUM has

succeeded in promoting flexibility, good communication skills, tolerance and humility (AbuSulayman, 2011, pp. 142-43). IIUM aspires to produce creative graduates with wholesome personalities. They "possess cognitive, communicative and affective competence." They possess "skills in selecting vocabularies and phrasing sentences ... and leadership qualities that help them establish good interpersonal relationships with their predecessors, contemporaries and successors" (Tan Ai Girl, 1997; p. 79).

IIUM: An International Islamic University with a Soul

IIUM aspires to be a world renowned University for the development of holistic students. Towards this aim, a Holistic Development IIUM Strategic Planning Team has been established under the Office of the Deputy Rector Student Affairs to coordinate the efforts of the various divisions and centres to work together for the implementation of the University's strategic plan. The members of this important team include the Dean of Student Affairs and Development

Division (STADD), the Director of the Counselling and Career Services Centre (CCSC), the Director of Sports and Recreational Centre, the Director of the Entrepreneurship Development Centre (EDC) and the Director of Alumni Relations Division (ARD). The composition of this team illustrates the comprehensive approach taken by the university in defining Student Holistic Development.

At the Centre of all efforts at holistic student development is the Student Affairs and Development Division (STADD). The STADD's role is to facilitate the conception, organization, and the day to day management of the various student training programmes and extra curricula activities within the University. It acts as a "one stop centre" for student services. Through the STADD, the University's top management has managed to channel its support to various student societies and clubs. With this solid support structure, IIUM students have consistently won several international awards in various competitions and co-curricular activities.

STADD's vision is to be a leading agency in contributing towards the

nurturing of well-rounded personalities through excellent management of student affairs and development. Thus, its mission is to function as a critical component of the University's ecosystem to nurture students' talents and abilities through management of quality services and co-curricular activities. The core values of STADD include teamwork, reliability, integrity, development of an ethical work culture, competence, continuous upgrading of skills and customer oriented service.

Organisationally, the STADD consists of the Administration and Services Department (ASD), the Sports Development Centre (SDC), the Non Credited Co-curriculum Department, the Credited Co-curriculum Department and Disability Services Unit (DSU). Each of these offices perform an important role to ensure the collective success of the ODRSA in achieving its objectives, vision and mission. For instance, the Administration and Services Department works to ensure the smooth running of the administration of STADD office which includes finance, quality, asset, transportation, special needs for students, welfare

and sport development of the students. This includes managing the Council of Principal Meeting (COPS), providing training for Principals and Fellows, selection and appointment of Principals and Fellows as well as the STADD Safety and Health Committee.

The Credited Co-Curriculum Department helps with the supervision and management of co-curricular courses including course study plans, course offering and scheduling, course registration, academic assessment, module development, registration of class or student bodies, and reviewing the policy of student bodies (Regulations and Constitution). The Recruitment and Student Activity Unit (RESA) is responsible in recruiting LTIFs, Training of Trainers, Student Feedback Survey (SFS), and Credited Student Activity, Student Activity Record System (STARS) and Credited UBS. In addition, RESA also serves as an approval committee for student activities organised either locally or internationally. The units under the Non Credited Co-Curriculum Department help to manage induction courses for student committees, Ta'aruf (new students induction) programme, Student Development

Training, SPAC, Student Activities Guidelines & Procedures, Record of Office Bearer/ Profile., etc. As the following sections show, while the responsibilities of the various agencies under the ODRSA are separate and clearly demarcated on paper, there is a high degree of coordination and working together among the various offices under the ODRSA. The paragraphs below outline some of the contributions by some of the offices under the ODRSA as well as their most recent efforts towards the implementation of the holistic student development strategic plan.

The Leadership and Training Department

The various Units under the IIUM Leadership and Training Department (LTD) plan, organize and conduct several programmes that are aimed to provide the necessary training for future leaders. In addition to organizing the annual Ta'aruf (orientation) week programme for new IIUM students, the LTD through its Media and Student Relations Unit (MESRA) is responsible for matters related to Biro Tata Negara (BTN),

student parliament programmes, media relations for students, coordination of student activities at the various Mahallah (on campus student residential areas) and Student's Award Programme i.e. Anugerah Tokoh Siswa. MESRA is also in charge of several important student bodies which include among others Persatuan Anak-Anak Felda (PERSADA), Sahabat YADIM, Sekretariat Rukun Negara (SRN) and the Journalism Club. Through the Programme Management Unit the LTD takes care of the affairs of the Students Representative Council (SRC) Elections, registration of student societies, policies for student bodies (e.g. e-book and ROS), the appointment of advisors, and the management of Student Activity Record System (STARS).

The IIUM adopts a comprehensive approach in the nurturing of student abilities and talents. The development of the body (e.g. through sports activities), mind (through tarbiyah and counselling services) and the spiritual component (through the various religious programmes such as *Usrah*, and *Halaqah*) is complemented by a considered approach towards

THE INTERNATIONAL ISLAMIC UNIVERSITY MALAYSIA

The Garden of Knowledge and Virtue

This book analyses the International Islamic University Malaysia (IIUM) described as the “Garden of Knowledge and Virtue” and its multi-dimensional features. The University provides excellent educational facilities for its students and is internationally recognised for providing high-quality learning environments. It contains chapters, contributed by the first five rectors themselves, on the contributions they made during the duration they occupied the office. It also contains a chapter by the current rector that focuses on the challenges the University is likely to face and alerts the University community to face these challenges and lead the way. The book also contains chapters contributed by the deputy rectors and directors of the University explaining achievements in various areas that make IIUM a leading international centre of educational excellence. Finally, the book contains chapters written by academic administrator heading the faculties and departments providing a brief overview of the historical development of the institution, its current set-up and the contributions it makes towards achieving the University's mission of Islamisation, Integration, Internationalisation and Comprehensive Excellence. Taken as a whole, the book provides readers with a deeper understanding of the core concerns of IIUM from its inception to its current position.

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