ECONOMICS AND MANAGEMENT SCIENCES: REFLECTIONS ON HUMANIZING EDUCATION

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INTERNATIONAL ISLAMIC UNIVERSITY MALAYSIA

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Synopsis

This book compiles twenty (20) written expressions of the participants from 2021 KENMS *'Ibadah* Camp with the theme "attributes of true believers in the Quran and *Sunnah*" in the framework of humanizing education with *maqasid al-shari'ah*. The attributes of true believers should be rooted in spirituality. Azniza argued that *tazkiyyah al-Nafs* should be the root for humanized education. The spirituality root should be related to the responsibility of academics. Ahmad Zamri reflected on the roles of academics in humanizing education. In fact, Rodrigue Fontaine argued that everyone needs to go back to basics.

Suhaimi reflected on *sabr* (patient) quality in the humanizing education agenda. The quality of academics can be related to the lifestyle. Siti Salwani emphasised on the need to strive for work life balance. Azura Omar was unable to comprehend the operations of humanizing education with *maqasid al-shari'ah* when the reality was not humanizing. Jarita gave an example of humanizing education in the post-graduate supervision for both supervisors and supervisees. Nur Kamariah argued on the need for having a clear framework on the psychological needs of students.

Dzuljastri and Suhaimi reflected humanizing education into edu-action approach of m-kitchen project. Echoing edu-action of mkitchen, Ahasanul and Suhaimi argued on food waste reduction effort on campus. Dolhadi, Suhaimi and Rohaziah also showed the edu-action of humanizing education into consumerism advocacy and vegetable gardens. Izyani reflected on her personal journey of humanizing education. Muhammad Tahir Jan contended that humanizing education and sustainable development can be blended into edu-action.

Nur Kamariah argued that the need to sustain Islamic personality in facing multi sided challenges. Indeed, Marhanum emphasised on the need for self-evaluation (*muhasabah*). While not compromising the delivery of quality work, Nevertheless, Irwan argued about the importance of incentives to sustain volunteerism.

Zaini argued that humanizing education is about producing better Muslims. Indeed, Yusof contended that the need to link between the resolutions and talks in the *'Ibadah* camp with Islamic roots. In fact, Yusof argued that the virtual-based *'Ibadah* camp has been communicated through e-mails from a few committee members with different emphasis.

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PROGRAM OVERVIEW

THEME

ATTRIBUTES OF TRUE BELIEVERS IN THE QURAN AND SUNNAH

BACKGROUND
In line with the University's efforts towards University, IIUM requires a more concerted effort for capacity building of the IIUM personnel. From the perspective of Islam, the spiritual enhancement, alongside other physical managerial, curriculum, research and other enhancements, is indeed part and parcel of this human capacity building. Indeed, Imam al-Ghazali, in his Ihya' Ulumuddin, identifies spiritual enhancement as the key to human well-being.

PROGRAM OBJECTIVES
IIUM organizes annual *Ibadah Camp* to achieve the following objectives:
a) To conduct *Ibadah Camp* for all staff (administration and academic).
b) To create awareness of the importance of spiritual enhancement together with physical enhancement in order to gain the worldly and other-worldly (*al-dunya wa al-akhirah*) successes (*al-falah*).
c) To engage in spiritual enhancement activities that can purify one's soul (*tazkiyyah al-nafs*) and improve his/her relationship with Allah.
d) To inculcate the virtue of seeking for only Allah's pleasure (*mardhatillah*) that helps to shape one's personality and ethics, internalize the spirit of *'ibadah* in one's day to day activities and thus perform them as best as possible.
e) To improve everyone understanding of his/her existence and his/her relationships with the Creator and the created beings (*habl min Allah and habl min al-nas*) in realization of Islam as *Rahmatan li al-'Alamin.*

CORE ACTIVITIES
Several activities are identified as core activities of *Ibadah Camp* are:
1) Congregational Prayers
2) *Ma'thurat* Recitation throughout the ibadah camp
3) *Qiyam al-layl* through the ibadah camp
4) *Tilawah al-Qur'an* through the ibadah camp
5) *Tafsir al-Qur'an* through the ibadah camp
6) Lectures / forums

Organizing Comitttee for '*Ibadah Camp*.

Chairman
ASSOC. PROF. DR DZULJASTRI ABDUL RAZAK
Secretary
ASST. PROF. DR NUR ARFIFAH ABDUL SABIAN
Asst. Secretary
SR. NURATIKAH NORDIN
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ASST. PROF. DR KAMARIAH WAHID
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PROF DR AHSANUL HAQUE
Special task
PROF. DR SUHAIMI MHD SARIF
ASSOC. PROF. DR HAFIZ MAJDI
ASST. PROF. DR SUHARNI MAULAN
BR. RAZLISYAM RAZALI

CHAPTER 7

HUMANIZING EDUCATION IN SUPERVISION OF POST-GRADUATE STUDENTS: ROLES OF SUPERVISOR AND SUPERVISEE

Jarita Duasa
Professor
Department of Economics
Kulliyyah of Economics and Management Sciences
International Islamic University Malaysia
Email: jarita@iium.edu.my

Abstract

This essay aims to discuss few important roles which could become a guideline to postgraduate students (supervisees) and supervisors to ensure a smooth journey of learning in post-graduate programs and quality research output produced while writing the theses.

Keywords: Supervisor; supervisee; post-graduates; roles.

Introduction

As Malaysia aims to be progress and become developed country, research is a crucial driver to the objectives. Several countries have proven the importance of research in science and non-science assists the countries economically and socially. Definitely, educational sector is the sector that caters for the need of good quality research that contributes to the country's development and assist policymakers to outline good policies. Having said this, tertiary education is designed to prepare the nation with potential research outputs which are

expected from researchers as well as post-graduates at public or private universities.

Postgraduate programs in the universities, therefore, are developed to discover knowledge, produce new findings and contribute to the development of the nation. Often the roles of supervisor and supervisee are not being seriously and formally discussed when the task of supervision is given to academician or researcher. Most universities are providing the technical guidelines in supervision but very few is looking at the right roles should be played by postgraduate students and their supervisors to ensure quality research output and quality graduates. Thus, this essay would discuss few important roles which could become a guideline to postgraduate students (supervisees) and supervisors to ensure a smooth journey of learning and quality research output produced.

Master versus Doctoral degrees

A Master's Degree allows an individual to develop and enhance the knowledge, skills and abilities obtained at the bachelor level. It shows that they have acquired a higher level of study skills that will allow them to continually progress on their own with greater autonomy and exhibit greater ability in their chosen field of research and development. While a Doctoral Degree aims to build on the knowledge, skills and abilities that an individual has obtained at Master's level.

It is normally awarded to individuals who, in their thesis or dissertation able to demonstrate in-depth understanding of a field or discipline, exhibit mastery of knowledge and skills in their field of study, show that they have expertise in research and are able to conduct research independently, make an original and significant contribution in their field of study, use academic or scholarly discourse capabilities to communicate their research findings to peers/people in their field and demonstrate the use of critical analysis, evaluation and synthesis skills. Thus, both degrees are equally

expected to be able to produce good quality research with deep analysis is expected more in Doctoral theses.

Questions on post-graduate supervision

Normally, new post-graduate students have several questions in mind before they start doing research: Who can be my supervisor(s)? What topic should I do? Can I graduate on time?. Meanwhile, the supervisors are lingered with these questions: What are our roles and obligations? How to supervise, guide, and monitor the supervisee's progress? Is there a code of practice which supervisors must adhere to? How to handle students? How to hold the supervisee's hands (if necessary) and guide them to walk in the right direction?

For supervisees or post-graduates, the most important thing is to recognise that your supervisors are not there to tell you what to do every step of the way. A research degree is an independent research project and as a research student you are responsible for its success. You will be expected to show that you can plan and manage your work, develop and communicate your ideas, and deliver on time a thesis of an appropriate standard. Your thesis is your 'baby' who you should know of and has to take care of. Your supervisors are there to only provide advice on the ideas that you develop, to give you feedback on your progress, and to help you develop your competencies as a researcher.

Proposed good practices in supervision

Assisting students to select topic

Supervisors could start by asking students/supervisees to read previous literature and come out with critical analysis of past studies which end with research gaps which could be addressed. A formal meeting with the student helps in summarizing what they had done in the previous weeks and any issues they had encountered. It can be

followed up with discussion and brainstorming session, and agreed on possible next steps. Supervisors do not need to solve all student's problems. After all, it is his/her thesis.

Assisting students in writing and publication

It is not easy to have good writing as it takes time, in particular for students who are not used to it, or who are writing in a foreign language. It is important to encourage them to write regularly, and to keep detailed notes of what should be included in the manuscript, to avoid missing key details later on. A very common complaint from supervisors is that supervisees do not plan their writing and thus their writing often seems disjointed. To overcome this problem, supervisors may ask supervisees to do an outline of what they intend to write. Supervisees may discuss this outline with their supervisors prior to writing. Supervisors can frequently guide students on how the manuscript should be structured, what chapters should be included, how long each should be, what writing style was expected, what template to use, and other specifics. The regular meetings can be used to provide continuous feedback on the manuscript.

Another important component of the writing process is revision. Revision does not mean merely proofreading/editing. It involves changes in ideas and organization of content. Although in the course of revising the supervisor will be proofreading and editing, the main objective of revision is to rethink what has been written. Revising is a process of discovery where arguments are reconsidered, evidence reviewed, purpose refined, and presentation reorganised.

For publication, it is well understood that writing an article for a journal requires specific skills. Supervisors need to guide postgraduate students towards acquiring these skills. It starts by scrutinizing journals in the field. Attention should be drawn to the style, content, focus, format and structure of journal articles. Supervisors could also assist students in revising the articles based on

comments by reviewers. Publishing makes them visible to a wider academic audience. This will give them personal satisfaction as they will have filled a gap in the body of knowledge and they are now part of the literature. Another main reason why postgraduates should publish is to get feedback from experts in the field.

Examination and Viva

When the student is called for the viva, supervisor will need to guide the student to attend the viva. Some important things that you can advise them on are:
  ➢ Research presentation skills.
  ➢ Focus only on the key points during the presentation.
  ➢ Do not clutter the power point slides.
  ➢ Ensure the slides are effectively designed.

It is highly recommended that a mock viva is conducted with the supervisory committee. The avenue is used in preparation for dealing with difficult questions and difficult examiners. Besides, supervisor should advise student to answer questions politely in the following manner:
  ➢ Non-confrontational
  ➢ Justify ideas and conclusion
  ➢ Present ideas firmly but courteously
  ➢ Do not become argumentative
  ➢ Students can agree to differ in a viva but it should be substantiated

Take note that examiners like candidates who can accept criticism.

Developing a research culture

The research culture that a supervisee is exposed to during the postgraduate studies is important as it is through this environment that the supervisee is prepared for a future career. Relevant courses or workshops could also be organized (or suggested to be attended) to

help graduate students manage their learning and become effective researchers. Generic courses, for example, would assist students' academic development.

Students should be encouraged to present their study to an academic audience. They can either present their proposal or various aspects of their research in progress. In this way, students will receive continuous feedback that will help them to reflect and move forward in their research. By sharing their ideas with academics from the department and their peers, students will gain more confidence with the research that they are doing. Students should also be informed of the financial support provided by the university for those who wish to present papers and participate in conference and seminars.

Other concerns in supervision

Each student requires a different type of supervision, and supervisors should try to adapt their styles to accommodate that. Independent and smart students could be a blessing to the supervisors. Some students, however, need full attention and this is where supervisors need to remind students quite often. It is sometimes useful if supervisors allow students to contact them if they were stuck on a problem for too long. Some students found it very helpful to text brief updates outside of scheduled meetings, as a way to hold themselves accountable. The top priority is to help the student graduate even though to the expense of obtaining an extension of study for a several months. As for administrative matters, supervisor should try to engage with the administration such as making sure that the students had accounts to access computational resources: networks, e-mail, Wi-Fi, and so on. The flowing process of graduation of students at administrative level is more settled with the involvement of supervisors.

Conclusion

Undertaking the responsibility as a supervisor is very challenging and time consuming. However, it can also be satisfying, gratifying, and rewarding, Sometimes, new ideas, enthusiasm, and vibrancy brought about by postgraduate students can challenge supervisors to fresh research perspectives, and enrich academic experiences. However, it is on very rare occasions that the journey is smooth. Frustrations for both parties happen, especially when the expectations between supervisors and supervisees do not match and are not made known to each other. Those embarking on a journey as a supervisor must therefore understand these roles and duties, as well as the code of practice of a good supervisor. Although it is very complex and often underestimated, the duties of a supervisor do not end until the supervisee graduates.

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10 KENMS IBADAH CAMP 2021 RESOLUTIONS

1. To continue sharing knowledge and improvements on humanising education;
2. To strengthen rapport with students through activities;
3. To plan for community engagement as a holistic approach to sustainability;
4. To continue with *Tazkirah* and *Tarbiyyah* of *Qur'an* and *Sunnah*;
5. To continue with the practices taught by Prophet Muhammad SAW that can help to purify our soul;
6. To love, respect, help and remind each other to achieve the IIUM's mission;
7. To observe sincerity in our intention, words and actions for the sake of Allah's Pleasure;
8. To continue acquiring skills, upskilling, and reskilling in enhancing work of *'ibadah* quality;
9. To subscribe to *sejahtera lestari* with *maqasid al shari'ah*, *afiyah*, and *rahmatan lil alamin;*
10. To subscribe to *Khalifah-Amanah-Iqra-Rahmatan lil alamin* (KhAIR) with *Fatonah-Amanah-Siddiq-Tabligh* (FAST) attributes.