International Conference on
# EDUCATION
towards GLOBAL PEACE

**30 NOV - 01 DEC**
**2016**

## KULLIYYAH OF EDUCATION
International Islamic University Malaysia

# PROGRAMME BOOK

# Acknowledgement

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# Contents

# Message by the Dean, Kulliyyah of Education, International Islamic University Malaysia

As we are ushered into the 21st century, there is a need to be aware that these are turbulent times. Turbulent because societies are more connected than ever, yet intolerance and conflict remains on the rise. Inequalities and differences are dividing societies and people in the world. This trying moment calls for an education that not only prepares people to be progressive economically and technologically, but also respectful of others regardless of their different ethnics, languages, beliefs and views.

It is important to note that education is a process that begins before one starts school, and continues throughout one's entire life. The idea of education that needs to be promoted in view of the challenges in the 21st century should consider the rapid growth of information, the changing world, societies and innovative technologies. Nevertheless, today's education needs to sanctify values, social justice and dignity, and global solidarity.

Hence, the Kulliyyah of Education, International Islamic University Malaysia as one of the 32 members of the Consortium of Asia Pacific Education Universities (CAPEU) has been given the opportunity to host this year's International Conference bearing the theme, Education towards Global Peace. We hope that the conference will be an avenue to exchange ideas and practices amongst educators in the Asia Pacific region, particularly sharing experiences of attempts or successful implementation of sustainable education in realising global peace.

Indeed, I truly hope that the conference offers a meaningful and productive experience that can inspire all of us to move towards the betterment of the world. I would also like to take the opportunity to welcome and thank the University Management, committee of CAPEU, keynote speakers, paper presenters, participants, contributors, and sponsors for their support. Lastly, let me congratulate the Director of the conference, Dr. Faizah Idrus and the organising committee for their hard work and dedication in making the conference a success.


Best Wishes

Prof. Dr. Nik Ahmad Hisham Ismail

# Message by the President, Consortium of Asia Pacific Education Universities

At this moment, we are living in a critical juncture in human history. Nations and groups are at odds with one another. Misunderstanding keeps building up among people and cultures, and peace seems to be out of reach. Is global peace a thing of the past? Is it now unattainable?

If we wish to make peace with the world, then we first need to make peace with ourselves. If we are in a state of conflict with ourselves, we will only bring out frustration and negativity in others when we interact with them. Inner peace and tranquility are, therefore, high on the list of priorities for Muslims, especially those involved in education.

But how can we instill such inner peace in ourselves, our students and others? The answer is quite simple:

*"If you want to make the world a better place
Take a look at yourself, and then make a change." (Jackson, 1988)*

As the quote says, we need to start with ourselves and then work outwards wanting for others what we want for ourselves. It is easy to reciprocate negativity with negativity, i.e. to meet anger with anger; however, the higher path is to meet negativity with positivity; to meet anger with patience, for our Prophet Muhammad (peace be upon him) said:

*"The strong man is not he who can throw his opponent to the ground.
The strong man is he who can control his temper."*

Islam means peace, but we need to follow within ourselves and practice what we preach. Peace starts with us! And with the right education. Hence, this conference has made it part of its goal to share and disseminate knowledge about what we need to have in our education so that peace and global peace may be attained. I hope all participants will derive much benefit from the papers presented and take home with them new knowledge that can be cherished.

Best Wishes

Prof. Dato' Dr. Zakaria Kasa

# The Kulliyyah of Education International Islamic Universiti Malaysia

The Kulliyyah of Education (KOED) is one of Malaysia's top education schools, delivering a wide range of undergraduate and postgraduate courses in areas such as Islamic Education, Quranic Education, Arabic Language, English Language, Educational Psychology, Educational Administration, Educational Management, Counseling, Moral Education and Instructional Technology.

KOED strives for educational excellence by bridging the gap between educational theory and practice, and to inspire its students to develop lifelong learning skills and practical knowledge that will significantly enhance their future career and quality of life. Many of its graduates have gone on to occupy a wide range of leading roles.

The Kulliyyah of Education (KOED), was established as a Department of Education on July 16, 1987.  It was set up to assist in meeting Malaysia's need for graduate teachers.  It offered the Diploma of Education programme to prepare teachers to teach in secondary schools.

In May 1997, the Department began offering a limited Bachelor of Education Programme in Arabic Language and Literature for teachers from the Ministry of Education Special Diploma Programme.

Beginning 2003, the Kulliyyah began conducting a twinning programme with the Ministry of Education to upgrade the qualification and skills of in-service and pre-service teachers to Bachelor Degree in 5 programmes – B.Ed Teaching of English as a Second Language (in-service), B.Ed Teaching of Arabic as a Second Language, B.Ed Counselling (in-service), B.Ed Moral Education (in-service), B.Ed TESL (pre-service).

As of July 2007, the Ministry of Education is again requesting all IPTAs including IIUM to help it produce graduate teachers, and KOED begins to offer 4 B.Ed programmes for students coming through the mainstream.  The 5 B.Ed programmes, each for a duration of 4 years, are as follows:-  B.Ed TESL, B.Ed TASL, B.Ed Counselling and B.Ed Islamic Education.

# Consortium of Asia Pacific Education Universities (CAPEU)

Consortium of Asia-Pacific Education Universities (CAPEU) is to be established in April 2013. It will be a non-profit consortium of education universities or universities with strong faculty of education in Asia-Pacific Region. CAPEU will have partner universities in Australia, Taiwan, USA and Europe. This consortium is opened to developing partnerships with non-member education universities or universities with a strong faculty of education in Asia-Pacific region, as well as for profit and non-profit organizations for the benefits of member universities of the consortium. This consortium will start operating in 2013 by holding the first conference with member universities at the Indonesian Embassy in Kuala Lumpur and at the Sultan Idris Education University in Tanjung Malim, Perak, Malaysia, about 50 minutes drive to the north of Kuala Lumpur, from April 1-2, 2013.

This consortium will improve the quality of education of its members in skills related to education, teacher training programs and services, community services, research and publication. The programs such as professional educational policies, curricular and managerial effectiveness, and research and outreach services will be focused in all member universities and countries of the consortium.

Proven excellence of leading education universities of member countries, this consortium will be able to provide better instruction, research, and extension programs and services to member universities and countries. The leading institutions of member countries have had long experiences in designing and implementing teacher education and training, professional development programs and community services and will be exchanged between members of consortium to improve the quality of education and the quality of teachers of member countries.

# Conference Organizing Committee & Sub Committee Members

**Advisor**  Prof. Dr. Nik Ahmad Hisham Ismail, Dean of KoED IIUM

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*Sr. Nor Khalila Azany Abdullah*
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**Papers &**
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*Assoc. Prof. Dr. Azam Othman*
*Dr. Supiah Saad*

# Conference Organizing Committee & Sub Committee Members

| | |
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# Programme Schedule (Day 1)

## Wednesday, 30 November 2016

| Time | Event & Venue |
|---|---|
| 8.30 a.m. – 9.15  a.m | Presenters / Participants Registration<br>Setting up of Posters by Presenters |
| 9.15  a.m. - 9.30 a.m. | Welcoming Remark by the Director<br>*Venue* |
| 9.30  a.m. - 9.40 a.m. | Opening Remark by the President of CAPEU<br>*Venue* |
| 9.40  a.m. - 10.25 a.m. | Officiation Ceremony & Keynote 1:<br>Prof Dato' Sri Zaleha Kamaruddin<br>*Women and Peace*<br>*Venue* |
| 10.25 a.m. - 10.45 a.m. | TEA BREAK<br>*Venue* |
| 10.45 a.m. - 11.30 p.m. | Keynote 2: Tan Sri Prof Dr Kamal Hassan<br>*Reconstruction of Peaceful Civilisation in Asean Countries Based*<br>*on Al-Wasatiyyah Oriented Education*<br>*Venue* |
| 11.30 a.m. - 12.15 p.m. | Keynote 3: Prof Dr James Campbell<br>*Humanizing the University*<br>*Venue* |
| 12.15 a.m. - 2.00 p.m. | LUNCH & SOLAT ZOHOR<br>*Venue* |
| 2.00 p.m. - 2.45 p.m. | Keynote 4: Bro Ahmad El Muhammady<br>*"The Perfect Target": Youth and Radicalization*<br>*Venue* |
| 3.00 p.m. – 4.00 p.m. | Hi Tea for CAPEU members<br>*Venue* |

# Programme Schedule (Day 2)

Thursday, 1 December 2016

| Time | Event & Venue |
|---|---|
| 8.30 a.m. – 9.30  a.m | Parallel session I<br>T-Novate Carnival booth setup (EduSquare) |
| 9.30  a.m. - 10.30 a.m. | Parallel session II<br>T-Novate competition & judging |
| 10.30  a.m. - 10.40 a.m. | TEA BREAK<br>*Venue* |
| 10.40  a.m. - 11.40 a.m. | Parallel session III<br>T-Novate competition & judging |
| 11.40 a.m. - 12.40 a.m. | Parallel session IV<br>T-Novate competition & judging |
| 12.40 a.m. - 1.00 p.m. | Closing<br>T-Novate award ceremony |
| 1.00 p.m. - 2.00 p.m. | LUNCH<br>*Venue* |

# Moderators and Rapporteur

| Time | Room A | Room B | Room C | Room D |
|---|---|---|---|---|
| $8^{30}$-$9^{30}$ | M= Dr Che Noraini Hashim<br>R= Zulmaryan Embong | M= Dr Wan Mazwati Wan Yusoff<br>R= Asma Musazai | M= Dr Shakour Preece<br>R= Syamsul Fozy | M= Dr Mohaida Mohin<br>R= Jafar Paramboor |
| $9^{30}$–$10^{30}$ | M= Dr Merah Souad<br>R=Baihaqi Md Yusnan | M= Dr Norwati Mansur<br>R= Hasniza Ibrahim | M= Dr Rosemaliza Kamalludeen<br>R= Abdulmajid Mohammad | M=Dr Salmi Sudan<br>R= Popoola Kareem Hamed |
| $10^{30}$--$10^{40}$ | | | **BREAK** | |
| $10^{40}$-$11^{40}$ | M= Dr Mohaida Mohin<br>R= Nur Hafizah Saidin | M= Dr Salmi SUdan<br>R= Marini | M= Dr Shakour Preece<br>R= Nazatul Akmar | M= Dr Che Noraini Hashim<br>R= Zulmaryan Embong |
| $11^{40}$-$12^{40}$ | M= Dr Siti Rafiah Abd. Hamid<br>R= Ahmad Daneji | M= Dr Merah Souad<br>R= Fouad Trayek | M= Dr Yousef Rahath<br>R= Sabrina Che Harun | M= Dr Norwati Mansur<br>R=Che Nazira Che Mohd Nashir |

# ABSTRACTS

# ABSTRACT 001

Title

FACTORS AFFECTING JAWI READING PROFICIENCY AMONG PRIMARY SCHOOL STUDENTS IN MALAYSIAN SCHOOLS

Authors:
Muhamad Zahiri Awang Mat, Zakiyah Abdullah, & Siti Zarina Mohammed Sharkoy (Kulliyah of Education, International Islamic University Malaysia)
Siti Salwa Md. Sawari* (Fakulti Tamadun Islam, Universiti Teknologi Malaysia)

Email: salwa.sawari@gmail.com

Abstract

Jawi reading profiency is among the important skills that students need in order to understand Islamic Education lessons in Malaysian primary schools. Given the importance of Jawi, this study aimed to identify the level of Jawi reading profiency among primary school students and the factors affecting their proficiency. The methods of data collection included observation, interviews and document analysis (i.e., e-statement results of student achievement in Jawi obtained through j-QAF teachers). The findings show that most of the primary students were still unable to master the syllables, nor could they read simple sentences in Jawi. This inability was attributed to three main factors: interest, parental support, and lack of emphasis on religious education. Apart from these three factors, students' attitude towards learning Jawi was also instrumental in affecting their proficiency. Students were found to be either passive or not focused during lessons and had little regard for the learning of Jawi, treating it as unimportant. The study proposed some practical measures to improve the mastery of Jawi among primary students and their reading proficiency in it.

# ABSTRACT 002

Title

KAJIAN TINDAKAN "KEM BESTARI SOLAT" DALAM MENINGKATKAN BACAAN DOA' QUNUT

Authors:
Muhamad Zahiri Awang Mat, Syahidah Sarpan, Zanirah A.Bakar, Wan Suriani Wan Zaaba, Surayya Hani Sulaiman (Kulliyah Pendidikan, Universiti Islam Antarabangsa Malaysia.
Siti Salwa Md. Sawari*(Fakulti Tamadun Islam, Universiti Teknologi Malaysia)

Email: salwa.sawari@gmail.com

Abstract

Di peringkat sekolah rendah telah wujud segelintir murid yang mengalami kesukaran melafazkan bacaan dalam solat. Ia menjadi lebih parah lagi apabila banyak kesalahan yang perlu diperbaiki apabila mereka membaca bacaan ketika solat termasuklah bacaan Qunut. Kajian ini berupa kajian tindakan yang dijalankan untuk mengenal pasti tahap penguasaan bacaan Qunut para murid dan kesan pengajaran dalam program SMART solat terhadap penguasaan bacaan Qunut tersebut. Metodologi kajian melibatkan pemerhatian dan temu bual. Kajian ini dibahagikan kepada 2 kawasan iaitu kawasan luar bandar dan kawasan bandar, dan melibatkan seramai 123 orang murid. Berdasarkan tinjauan, didapati hampir sebahagian murid tidak menguasai bacaan doa Qunut dengan baik. Melalui dapatan temubual, murid mengatakan bahawa doa tersebut terlalu panjang dan menyebabkan mereka merasa malas untuk menghafaz. Kemampuan mereka untuk menghafaz juga disebut sebagai faktor kenapa mereka tidak dapat mengingati doa Qunut. Hasil daripada perlaksanaan kajian tindakan ini, para murid dapat meningkatkan penguasaan bacaan qunut mereka.

# ABSTRACT 003

Authors:

Madihah Khalid (International Islamic University Malaysia) & Dk Hjh Marlina bte Pg Hj Metersad (Sekolah Vokasional Nakhoda Ragam, Institute of Brunei Technical Education)

Email: madihahkhalid@iium.edu.my

## Abstract

This study explores the feasibility of using cooperative learning as a pedagogy in developing and assessing soft skills and positive values among vocational and technical institution (VTI) students. In addition, the study also explores the effect of cooperative learning (in this case Students Teams-Achievement Division, or STAD) on students' achievement and attitude towards learning Mathematics. A total of 44 students and 55 instructors were involved in this study in which qualitative and quantitative data were collected via questionnaires, interviews, observations and journals. These various methods of data collection were employed to support and triangulate the study to lend greater credibility to the analysis and results. In the first part of the research, from the surveys and interviews conducted, it was found that a majority of the teachers did recognize the potentials of cooperative learning in developing and assessing soft skills and positive values among VTI students. In addition, cooperative learning was seen as a likely solution to enhance the assessment of soft skills. The result also showed significant improvement in VTI students' learning in terms of achievement and attitude towards Mathematics. However, the need to consider cooperative learning as a very feasible pedagogy will depend on students' familiarity with the strategy and their acceptance of it. In summary, cooperative learning in this study has shown substantial gains for the VTI students in terms of cognitive thinking and attitude towards learning Mathematics.

# ABSTRACT 004

Author:
Nor Zainiyah Norita Mokhtar, Kulliyyah of Languages and Management
International Islamic University Malaysia

Email: mnzainiyah@iium.edu.my

## Abstract

Discourse practices fall within the heart of this globalised interconnectedness not least because it entails various kinds of interaction. This paper considers if and to what extent globalisation affects the expression of politeness in the realisation of request strategies by second language learners in a multicultural setting of a higher education institution. More specifically, the paper considers issues pertaining to national culture introduced by Hofstede (2005), particularly the fifth dimension, and how Politeness Theory is observed. The analysis of the data involved the use of Grice's Maxim of Quality and Blum-Kulka's request strategies. The results indicate that second language speakers' manner of uttering requests is very much influenced by their culture and background despite the exposure of living in an English speaking country. Instead of simply adopting the natives' manner of requesting, they adapted it while at the same time observing solidarity between the interlocutors.

# ABSTRACT 005

Title

## TECHNOLOGY INTEGRATION IN ENHANCING THE TEACHING OF ENGLISH FOR MALAYSIAN DYSLEXIC STUDENTS

Authors:
Mohaida Mohin & Supiah Saad
International Islamic University Malaysia

Email: aida@iium.edu.my

## Abstract

One of the six key attributes in the new Malaysia Education Blueprint 2013-2025 (Preschool to Post-Secondary Education) emphasizes "bilingual proficiency" (p. E-10) in Bahasa Malaysia and English Language. However, the local education system does not offer opportunities for dyslexics to grow academically as they are normally shunned by teachers at school. Scholtens (2005, cited in Roshan Adhikari, 2014) states that dyslexics are excellent problem solvers and have superb 3D and spatial awareness. Hence, it is important that these uniqueness be nurtured via an appropriate ICT intervention, especially in the reading skill. Learning and child development are impacted by the integration of technology as "with the advent of tablet devices, the entire context of e-reading has been transformed" (Miller & Warschauer, 2013, p. 288). An appropriate intervention for children should begin at the pre-school level. Its delay will hamper their accessibility to proper education, which they need in order to achieve optimum potential and contribute to the world's human capital. Studies have shown that dyslexia can be supported with appropriate games (A. A. Fakhrul and H. Husniza, 2012; A. A. Fakhrul,H. Husniza, J.Zulikha 2013); thus, this research investigates the use of technology in the teaching and learning of English for Primary Schools Dyslexic Students. This research adopts document analysis related to technology, teaching and learning of English and dyslexia.  These research findings will give insights to teachers teaching English and dyslexic students as well as  enhance the programmes for special needs groups which are in line with Wave 1 and Wave 2 of Malaysia Education Blueprint 2013-2025.

# ABSTRACT 006

Authors:
Supiah Saad & Mohaida Mohin (International Islamic University Malaysia)

Email: susaad@iium.edu.my

## Abstract

In transforming the education scenario in Malaysia, the Malaysian Education Blueprint (2013-2025) has stated three main programmes that include Inclusive Education (IE) for children with special education needs (SEN) in order to ensure that they be given equal opportunity in education. In the process of realizing the outcomes of this blueprint, there are three waves. Currently, the blueprint is now at the second wave (2016-2020) in which the Ministry of Education will collaborate with related agencies in order to improve the IE support system and opportunity to allow PWDs access to quality education. Parents of PWDs are also considered important stakeholders; as such, this study hopes to explore the effectiveness of IE from the perspectives of PWDs who were initially involved in IE programmes and their parents. Specifically, inclusive education for Learning Disability (LD) group was formally piloted in 1994, and during this span, seminars, workshops and forums were organized in the effort to reach the target group. However, up till the present time, the effectiveness of the inclusive education initiative has yet to be discovered formally through extensive research focusing on this issue. The study was qualitative in nature and utilized the interview method involving three PWDs and three parents of PWDs who went through the system. This paper discusses the study's findings and recommendations for a successful implementation of IE in Malaysian schools. The findings of the study address questions pertaining to the learning outcomes that are related to the IE programme, ways of improving the implementation of IE in Malaysia, and the creation of a support system for IE.

# ABSTRACT 007

Title

EVALUATION OF STIMULUS MATERIALS USED IN PHILOSOPHICAL INQUIRY METHOD FOR TEACHING AQIDAH

Author:
Wan Mazwati Wan Yusoff (International Islamic University Malaysia)

Email: wanmazawati@iium.edu.my

Abstract

Teaching Islamic aqidah to secondary school students is challenging since it is difficult to make the unseen world appeal to logic. Lecturing, a popular method of teaching, often fails to attract students' attention or excite them into using their intellect to reason out and justify their beliefs. Teachers often require students to memorize textbook contents with little understanding. Aqidah is affirmation in the heart of the existence of God after being convinced of His existence and attributes through observation and deep understanding of natural phenomena and human experience. It is further confirmed by God's revelations conveyed through prophets. Strong aqidah becomes the foundation of good moral behavior. Therefore, it is crucial for Islamic education teachers to ensure that students are able to understand deeply the contents taught regarding aqidah. A plethora of research conducted in over fifty countries indicated that the philosophical inquiry method is effective in provoking excellent thinking in fundamental issues involving God, human, knowledge and truth, the universe, life and ethics which are the subject matters of aqidah. The philosophical inquiry method requires the use of stimulus materials. These materials can be stories, pictures, videos, poems and etc. According to Said Nursi (1873-1960), stories and parables are very relevant to the teaching aqidah as it deals with abstract realities. Therefore, this research project attempted to evaluate the use of stimulus materials, i.e. thinking stories and parables, in teaching aqidah to Form Two students. Specifically, this study aimed to ascertain whether the stimulus materials used were able to incite students to ask and reflect on meaningful fundamental questions. This study employed qualitative methods to collect and analyze data. The findings revealed that the stimulus materials used in philosophical inquiry method had provoked students to ask fundamental questions and deliberate on possible answers.

# ABSTRACT 008

Title

DIALOG KEAMANAN: SATU SOROTAN DARI KACAMATA
 AL-QURAN DAN AL-SUNNAH

Author:
Nik Md Saiful Azizi bin Nik Abdullah (International Islamic University Malaysia)

Email: nikazizi@iium.edu.my

Abstract

Islam mempromosi keamanan dalam setiap aspek kehidupan manusia. Istilah Islam sendiri bermaksud aman dan sejahtera. Ia tampak lebih jelas apabila melibatkan isu hubungan dengan penganut berlainan agama, aspek keadilan dan keamanan berjalan seiringan kerana tanpa wujudnya keadilan yang ditekankan dalam Islam, maka keamanan tidak akan dicapai. Oleh itu, kedua prinsip ini mampu memupuk semangat kebersamaan dan perpaduan yang telus sesama manusia sejagat. Kertas ini membincangkan konsep dialog keamanan yang dipelopori oleh Islam. Perbincangan ini mengfokuskan dialog keamanan menurut perspektif al-Quran dan al-Sunnah beserta contoh dari sejarah Khulafa al-Rashidin dan zaman kegemilangan Islam disokong pandangan sarjana Islam terhadap hubungan dan dialog antara agama.

# ABSTRACT 009

Title

ARABIC EDUCATIONAL CURRICULUM AT THE MUHAMMADIYAH UNIVERSITY OF YOGYAKARTA: STRIVING FOR ISLAMIC EXCELLENCE UNIVERSITY

Author:
Talqis Nurdianto (Universitas Muhammadiyah Yogyakarta)

Email: elqohirry@gmail.com

Abstract

Higher education curriculum reflects the blueprint of the whole learning process within the educational system in a university. To strive for this vision, Muhammadiyah University of Yogyakarta (UMY) in Indonesia, specifically organises activities that could support and enhance the curriculum development within the Arabic Education department. This curriculum is a compulsory requirement to manage a study program within the higher education system in Indonesia. However, some challenges are faced by students of UMY, the first of which is a high disparity of qualifications among university graduates of the same department. Secondly, it is hard to distinguish the graduates of various programs, i.e. whether one is a graduate of a vocational or a professional study program. These challenges contribute to the questionable accountability of the academic world. Therefore, a qualification parameter, called Indonesia's National Quality Framework (Kerangka Kualifikasi Nasional Indonesia or KKNI) is needed for the higher education system in Indonesia, including in UMY. In the Arabic Education of UMY, KKNI guides the educational system in four stages, namely input, process, output and outcomes. This case study profiles the implementation of Learning Achievement (LA) and Learning Outcomes (LO) in every course within the UMY's Arabic Education Department whose graduate profiles, learning achievements and learning outcomes are defined within the KKNI. These three are intertwined with one another. The courses offered by the department are designed according to graduate profiles with the aim of enhancing the competitiveness of the graduates in accessing job markets both within the country or abroad. Besides having an undergraduate diploma, graduates of the Arabic Education Department should also have a companion diploma that provides additional information regarding students' non-academic skills.

# ABSTRACT 010

Title

FATIMA AL FIHRI AND RELIGIOUS FRATERNITY IN AL QARAWIYYIN UNIVERSITY: A CASE STUDY

Authors:
Merah Souad, Tahraoui Ramdane & Mariya Senim Khan
Kulliyyah of Education, (International Islamic University Malaysia)

Email: souad@iium.edu.my

## Abstract

Throughout the history of Islam, the status of the Muslim woman has always been a controversial topic. Much has been said and written about the many forms of discrimination against her. Despite the claims and allegations of discriminatory treatment, Muslim women have emerged as exemplars, as shown in Islamic history, through early figures such as Khadijah, Aisha, and Sakina Bint al-Hussein and later, through influential leaders like the Fatimid Sit al-Mulk, Asma and Arwa the Sulayhids in Yemen, and Shajaratul Dur of the Mamlukids. These successful figures made substantive contributions to their societies and played an active role -socially, economically, educationally and politically - in their respective local communities and nations. The fields of arts and education have also witnessed great female contributions, such as the poetry masterpieces of Walladah bint al-Mustakfi of Andalusia, Lubna of Cordoba - a great Andalusian mathematician and head of library, and Fatima al Fihri of Morocco. Releasing these exemplary female personalities from history books and getting to know them better will help to break the stereotypes and misperceptions confounding the image of Muslim women, borne out of prejudice and ignorance, that prevail in the minds of Muslims and non-Muslims alike. This paper examines the role of Al-Qarawiyyin university through the vision of its founder, Fatima al Fihri, a prominent figure with an enormous contribution to education, and a woman who made numerous attempts to build bridges of peace and tolerance between faiths. The paper sheds light on the concept of interfaith dialogue in that era through the curriculum of the university then, and on the enrollment of non-Muslim students at the university. The legacy of Fatima al Fihri takes us back to medieval Islam when the Islamic culture of learning prevailed over ignorance, and education reigned as the power that solidified religion, building civilizations across continents and bringing people together in harmony.

# ABSTRACT 011

Title

FENOMENA TABARRUJ MASA KINI DALAM KALANGAN WANITA MUSLIMAH

Author:
Sarimah binti Nordin

Email: ummisofea7@gmail.com

Abstract

Manusia menggunakan pakaian untuk mengelakkan diri daripada kesejukan, kepanasan dan untuk menutup aurat, tetapi pada zaman sekarang apa yang kita pakai sebenarnya dipengaruhi keinginan untuk kita berhias diri dan berdandan. Dahulu fesyen hanya sebagai keperluan tetapi pada masa kini ia merupakan kehendak keperluan manusia. Seseorang yang mempunyai citarasa yang tinggi dalam pemilihan fesyen adalah mereka yang mempunyai kehendak yang tinggi dan mewah. Fesyen dalam Islam hukumnya adalah harus berpandukan kepada dalil-dalil yang tidak mengharamkan perkara baru didalam hal muamalah. Namun ia boleh menjadi haram apabila berlebih-lebihan dan menampakkan bahagian tubuh dan perhiasannya di hadapan lelaki yang bukan mahram. Kajian ini bertujuan untuk meninjau fenomena fesyen dalam kalangan wanita muslimah khususnya kakitangan awam di daerah Sabak Bernam. Penulis ingin mengutarakan adab dan etika berpakaian bagi seorang muslimah. Juga menjelaskan kesilapan yang sering dilakukan oleh wanita dalam berpakaian dan sejauhmanakah kefahaman wanita terhadap cara tabarruj yang dibenarkan dalam Islam. Seterusnya mengenalpasti apakah faktor yang menyebabkan mereka bertabarruj secara berlebihan. Kajian akan dilakukan melalui kajian perpustakaan dan kajian lapangan. Data primer akan dikutip melalui instrumen soal selidik responden. Data skunder pula diambil daripada tesis, jurnal, laporan, sumber internet dan surat khabar yang berkaitan dengan tajuk kajian. Data-data kemudian akan dikumpul dan direkodkan bagi tujuan analisis dengan kaedah statistik bagi mendapatkan kekerapan dan peratusan bagi setiap jawapan yang diberikan oleh responden.

# ABSTRACT 013

Title

GOD-RELIANCE AND RESILIENCY: COPING STRATEGIES OF LEFT-BEHIND CHILDREN OF FEMALE INDONESIAN MIGRANT WORKERS

Author:
Sri Nurul Milla (International Islamic University Malaysia)

Email: sn.milla307@gmail.com

Abstract

Children are frequently the innocent victims of social, psychological, economic and political transformation domestically as well as internationally. They impact community and family dynamics in diverse deleterious ways—some predictable and some are not. About 6 million Indonesian children are left behind by their mothers who migrated to work abroad. As migrant workers, the mothers can only return home after the completion of their contractual tenure of at least 2 years during which time the children are left on their own to cope with life and its challenges. This qualitative study explored the coping strategies employed by the left-behind children of female Indonesian migrant workers in dealing with the maternal absence. Semi-structured interviews were conducted with five left-behind children. The thematic analysis revealed that God-reliance, self-reliance and diversion seeking represented the major coping strategies of these children. Among these themes, God-reliance emerged as the most significant coping strategy employed, contributing to their resiliency. This paper discusses in further detail the ramifications of the above situation in relation to collaborative networking and voluntarism towards a progressive and holistic generation.

# ABSTRACT 014

Title

PENGAJARAN JAWI BERKESAN DALAM USAHA MEMARTABATKAN WARISAN BUDAYA BANGSA

Authors:
Naquiah Nahar & Jimaain Safar, Fakulti Tamadun Islam
Universiti Teknologi Malaysia

Email: naquiah2@live.utm.my & ajmain@utm.my

Abstract

Pengajaran Jawi yang berkesan bukan sahaja berperanan untuk membantu murid menguasai kandungan ilmu dalam Pendidikan Islam dengan baik, malah merupakan medium untuk memartabatkan Jawi sebagai suatu seni warisan budaya bangsa. Pengajaran Jawi berkesan memerlukan kemahiran Guru Pendidikan Islam dalam mempelbagaikan strategi, pendekatan, kaedah serta teknik agar ilmu dan kemahiran dapat disampaikan dengan baik. Walau bagaimanapun, kajian mendapati kelemahan tahap penguasaan Jawi dalam kalangan pelajar disebabkan oleh faktor pengajaran Jawi yang kurang berkesan serta masih mempunyai banyak kelemahan. Justeru, kajian ini bertujuan untuk mengenal pasti keberkesanan pengajaran Jawi dari aspek strategi, pendekatan, kaedah serta teknik yang digunakan dalam usaha untuk memupuk kecintaan pelajar terhadap tulisan tersebut dan menghargainya sebagai suatu seni budaya bangsa. Metodologi yang digunakan adalah kajian kepustakaan dan analisis dokumen. Rujukan dari jurnal-jurnal ilmiah, laporan kajian serta tesis yang berkaitan digunakan bagi mengumpul maklumat dan data tentang strategi, pendekatan, kaedah dan teknik yang diaplikasi oleh Guru Pendidikan Islam dalam pengajaran Jawi. Berdasarkan kajian, dapatan menunjukkan bahawa Guru Pendidikan Islam tidak mempunyai kemahiran yang khusus dalam mengajar Jawi, banyak menggunakan strategi berpusatkan guru dan kaedah pengajaran tradisional seperti kaedah kuliah, penerangan dan syarahan. Secara ringkasnya, dapat disimpulkan bahawa pengajaran Jawi secara keseluruhannya masih belum cukup berkesan dan belum berupaya membantu usaha untuk memartabatkan Jawi sebagai suatu seni khazanah warisan bangsa.

# ABSTRACT 015

Title

COURSE AVAILABILITY, STUDENT EXPERIENCE AND COLLEGE MANAGEMENT AS FACTORS AFFECTING STUDENT SATISFACTION WITH MAJOR CURRICULUM

Authors:
Abrar Y. Khawaji, Kulliyyah of Education, International Islamic University Malaysia
Mussie T. Tessema, Winona State University, MN United States of America
Mohamad Sahari Nordin, Institute of Education, International Islamic University Malaysia

Email: kaha354849@gmail.com

Abstract

This study aimed to develop and validate a model of students' satisfaction with their major curriculum with three factors, namely course availability, student experience and college management, as the likely influencers. Data were collected using a self-developed questionnaire from a sample of 5223 senior graduating students of five colleges in a mid-sized midwestern university in the United States. The data were analyzed with Confirmatory Factor Analysis (CFA) using AMOS. Results of the CFA suggest good fit between the data and the hypothesized factor structure with acceptable fit indices (a CFI of .957 and RMSEA of .084), hence providing empirical evidence that the three hypothesized factors affected overall student satisfaction with their major curriculum. The findings contribute to a greater understanding of student satisfaction with their major curriculum, and inform colleges about the direction they should take to improve their curricula to fit students' satisfaction.

# ABSTRACT 016

Title

DISTRIBUTED LEADERSHIP AND COMMITMENT OF TEACHERS
BASED ON COHORT OF GENERATIONS

Author:

Marlia Jamail and Yahya Don (Universiti Utara Malaysia)

Email: marlia.jamail80@gmail.com

## Abstract

Distributed leadership is a practical necessity in the education system as teachers and school leaders can establish cooperation and interaction to improve student achievement. Research into distributed leadership is still in its infancy and needs to be increased. The aim of this study is to identify the relationship between distributed leadership and commitment of teachers based on cohort of generations in secondary schools. The study involved 298 respondents that consisted of teachers and was conducted using the cross-sectional quantitative survey approach. The study used the Spillane (2006) distributed leadership theory that connected the interaction among leaders, followers and situation. The Distributed Leadership Survey (DLS), introduced by Davis in 2009 and comprised 37 items categorized into 7 dimensions, was used in this study. Meyer and Allen's (1997) Affective, Continuance and Normative Commitment Scales (ACNCS) was used to measure teachers' commitment level. The selection of schools and respondents was random as well as purposive. Three hypotheses were built and tested using Pearson correlation, independent sample t-test and ANOVA in SPSS version 21. The findings showed a significant relationship between distributed leadership and teachers' commitment towards the organization. The principal's dimensions of leadership and dimensional vision of the school were found to be frequently practised. In terms of commitment towards the organization, the normative commitment dimension was the highest. There was no significant difference between distributed leadership and commitment of teachers based on cohorts of generations and gender of the teachers. Based on these findings, it is proposed that school leaders practice distributed leadership with teachers in addition to communicating the school's vision clearly to the school community, regardless of the gender and cohort of generations.

# ABSTRACT 017

Title

KEBERKESANAN MODUL KEROHANIAN  PEMULIHAN AKHLAK REMAJA DI BAITUL EHSAN DAERAH SABAK BERNAM,SELANGOR

Author:
Haslinda Binti Hj Masian

Email: lindamasian@yahoo.com

## Abstract

Kajian ini adalah untuk mengetahui keberkesanan modul kerohanian yang telah di laksanakan di Baitul Ihsan dalam proses pemulihan akhlak  remaja perempuan yang telah terlanjur melakukan salahlaku seksual, akan tetapi mereka mengulangi perbuatan mereka selepas mereka keluar dari pusat pemulihan tersebut. Kajian ini telah dibuat disalah sebuah rumah perlindungan wanita di Daerah Sabak Bernam.Tujuan kajian ini dibuat adalah untuk mengenalpasti persepsi dan minat pelatih terhadap modul kerohanian pemulihan akhlak remaja di Baitul Ihsan. Seterusnya mengetahui tahap penghayatan agama di kalangan pelatih ketika mengikuti modul kerohanian pemulihan di Baitul Ihsan. Untuk mengenalpasti permasaalahan pelatih ketika melaksanakan modul kerohanian pemulihan akhlak. Kajian ini dijalankan ke atas 200 orang remaja perempuan dengan menggunakan kaedah soalselidik tentang  keberkesanan modul kerohanian dalam proses memulihkan masalah gejala salahlaku seksual.Pengkajian ini dilakukan melalui kajian perpustakaan dan kajian lapangan melalui instrument soal selidik responden.Metod yang digunakan adalah kaedah kuantitatif..Data-data yang diperolehi diperoses dengan menggunakan perisisan berstatistik iaitu SPSS (Statistical Pakages for social Sciences). Versi 17.0..Justeru di akhir kajian ini beberapa cadangan dikemukakan oleh pengkaji untuk rujukan penyelidikan masa akan datang.

# ABSTRACT 018

Title

DIGITAL READING HABITS AND ATTITUDES TOWARDS READING OF
UNDERGRADUATES IN MALAYSIAN PRIVATE HIGHER LEARNING INSTITUTIONS

Authors:
Syamsul Fozy Osman (Kolej Poly-Tech MARA)
Che Noraini Hashim & Ismail Sheikh Ahmad (International Islamic University Malaysia)

Email: sfozy3@gmail.com

## Abstract

Reading is a cognitively engaging process that has numerous benefits. Not only does it develop interactive metacognitive skills that lead to higher order thinking, but it also generate literary skills that build maturity in thinking and thought. Reading is a means of enhancing language skills and self-confidence as well as a catalyst that promotes positive values and initiatives. This study was an attempt to identify undergraduates' digital reading habits and attitudes towards reading. It adopted the quantitative approach and utilized a questionnaire to collect data. Apart from the respondents' demographic information, the questionnaire probed into their digital reading habits via their Internet activities, the types of digital reading content frequently read, the online news portal frequented, the news portal content favored, and the social network groups that they perceive as encouraging reading, and finally the identification of their attitudes towards reading employing Smith's (1991) Adult Survey of Reading Attitude (ASRA). The findings indicate that the respondents' digital reading habits are inclined towards entertainment-based content and their reading attitude shows that they are reluctant readers with a negative predisposition to reading. The paper concludes with some suggestions to promote more positive digital reading habits among undergraduates.

# ABSTRACT 020

Author:
Rabiu Garba Idris, Kulliyah Of Education
Department Of Educational Psychology And Counselling Services

Email: rabsgarba@gmail.com

## Abstract

Ailurophobia is an excessive fear of cats. The phobia is considered to be a type of anxiety disorder where an exposure to the feared stimulus can cause a full blown panic attack. Among the recent developments in descriptive pathology and aetiology, ailurophobia can be treated like any other disorder. This piece of work tries to showcase a cohesive evidence that the disorder is curable against the belief of many people that it cannot be treated. A qualitative research design with an in-depth semi-structured (one on one) interview was employed with four participants that were purposively selected. Findings revealed that behavioural therapy and psychotherapy could be the best treatment for the problem. Finally, the paper suggests family therapy and parent training as the complementary and alternative treatment for the disorder.

# ABSTRACT 021

Title

CONTRASTING EPISTEMOLOGIES OF ISLAMIC LEARNING: MODERN SCHOOL SYSTEM THROUGH THE EYES OF NON-FORMAL INSTITUTIONS OF ISLAMIC LEARNING IN MALAYSIA

Author:
Kushimoto Hiroko (International Islamic University Malaysia)

Email: hirokohuriya@iium.edu.my

Abstract

In Islamic teachings, seeking for knowledge is strongly encouraged and learning is considered to be an important part of devotion. Therefore, the epistemology in Islam is supposed to be an integral part of the Islamic worldview. In fact, scholars of Islam have discussed the epistemology in Islam for centuries. However, the process of integration of Islamic learning into the modern education system has made the epistemology complexed and divided. This made contemporary Muslims debate over the "real" Islamic learning. Even when it seems impossible for a study to identify the "real" answer, identifying the different types of epistemologies underlying the debates may help to identify the current problems in Islamic learning. Thus this study aims to find out the contrasting epistemologies through the critical view of educationists in the non-formal institutions of Islamic learning toward the formal Islamic education in the modern system. The data for this study is collected mainly through anthropological observation of educational practice and interviews on their ideas on teaching and learning in some non-formal institutions of Islamic learning in Malaysia. The collected data was analysed using some sets of key concepts of epistemology such as declarative knowledge versus procedural knowledge and spontaneous motivation versus extrinsic motivation. The study found that non-formal institutions contrasted their objectives and learning activities against the Islamic education in the school system by putting more focus on the procedural knowledge and by raising spontaneous motivation for learning. For their eyes, Islamic education in the national system is seen as focused on declarative knowledge and based on extrinsic motivation. While this does not mean to determine which education is "better" neither in terms of religiosity or social usefulness, the existence of different views on knowledge and learning gives important implications to look into the root cause of today's predicaments of Islamic learning.

Title

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## الترغيب والترهيب في قصة لقمان: دروس تربوية مختارة

</div>

Author:

<div dir="rtl">

**سعيد دويكات ( كلية الشريعة، جامعة النجاح الوطنية، فلسطين)**

**كمال جميل بدرساوي ( كلية التربية، الجامعة الاسلامية العالمية، ماليزيا)**

</div>

Email: saeed_dwaikat@yahoo.com, dr.kamalbadrasawi@gmail.com

Abstract

<div dir="rtl">

يُعد الترغيب والترهيب من الأساليب القرآنية المميزة في مخاطبة النفس الإنسانية بطريقة الثواب والعقاب. ويكون الترغيب في جنس الطاعات وأنواعها، والترهيب بذكر الوعيد بالعذاب والعقوبات على جنس المعاصي والذنوب. وهذا يُشكِّل دافعا كبيرا للإقبال على كل ما هو نافع والابتعاد عن كل ما هو ضار، سواء كان هذا النفع أو الضرر حاصلاً للنفس أو المجتمع. ويُعد الترغيب والترهيب من الأساليب التربوية الناجحة في أي عصر بشرط أن يكون المضمون التربوي سويًّا. ولهذه الأساليب ( الترغيب والترهيب) أغراضها وطرقها وأقسامها وصيغها الخاصة والتي تحفل بها العديد من مشاهد القصص القرآنية التي تهدف إلى إحداث نوع من التغيير الفردي والجماعي، وصولاً إلى إحداث تغيير إيجابي شامل على كافة المستويات، منها الاعتقادي والفكري والنفسي والاقتصادي والاجتماعي والسياسي. يهدف هذا البحث إلى تحليل مشاهد قصة لقمان التي استخدمت أسلوب الترغيب والترهيب و استخلاص الدروس التربوية منها باتّباع المنهج التحليلي (التفسيري). وتَبَيَّن أنَّ القصة حملت بين ثنايا كلماتها آداب العلاقة مع الله ثم مع المحيط القريب (الوالدين) إلى آداب العلاقة مع الآخرين، والصفات الحسنة وطيب السجايا، وعمل الخير ونشر الفضيلة وذلك بالترغيب في الإيمان وطلب الحكمة والشكر لصاحب النعمة و إظهار الخير والتنويه بفاعله و استخدام لغة الوعظ الرفيق اللين واتّباع الأسلوب والخطاب الحسن في الدعوة والعمل بكل أصناف المعروف صَغُرت أم كبرت والإخلاص في القول والعمل واستشعار مراقبة الله سبحانه وتعالى، وعُزِّزَ هذا بالترهيب من مصير من لايُطَبّق أمر الله سبحانه وتعالى. فقصة لقمان على قلة عدد آياتها، قد جمعت أصول الشريعة وهي: الاعتقاد والأعمال وأدب المعاملة وأدب النفس. لذلك على المربي أن يتحلَّى بالإيجابية في الحياة والصدق في المعاملات والعلاقات والاعتدال والثبات على المبدأ والسلوك بالقدوة؛ وهي من الأمور الأساسية التي لا غِنى عنها في حياة كل إنسان.

**الكلمات المفتاحية: الترغيب والترهيب؛ قصة لقمان؛ دروس تربوية.**

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# ABSTRACT 024

Title

EDUCATORS' GUIDELINE FOR WRITING THE AFFECTIVE DOMAIN COURSES IN LEARNING OUTCOME

Authors:
Norasiken Bakar, Department of Interactive Media, Faculty of Information and Communication Technology, (University Technical Malaysia Melaka)
Richard Buckland, School of Computer Science and Engineering, (University of New South Wales)
Ahmad Shaarizan Shaarani, Department of Interactive Media, Faculty of Information and Communication Technology, (University Technical Malaysia Melaka)

Email:

Abstract

Learning outcomes for any courses are to state what will be accomplished by the students at the end of those courses and how to measure the achievement. This paper will present a summary of the learning outcomes for curriculum design in higher education institutes. The report also can be used to propose a user-friendly method for writing courses and programs in terms of learning outcomes. The main intention of the study is to provide a guideline on how to write an effective domain in learning outcomes for any courses. There are three learning domains that must be offered by the universities or any higher education institutes that are cognitive, affective and psychomotor. Learning domain is important in assessing students' knowledge, attitudes and skills. Data from the top 50 universities around the world indicate that there is a low percentage in effective domain in most of the courses offered. Affective domain such as the development of values, ethics, aesthetics, and feelings of students is very important in any course that they learn. Affective domain is difficult to assess because this domain involves a combination of cognitive, behavioural, and feelings. This paper will also discuss the findings of past researches on the definition of learning outcomes, structure, content, measurement of writing the learning outcomes, the verb used as well as activities in teaching and learning together with the assessment forms. All those measurements are used to test the learning outcomes whether the students successfully achieve it. From the survey, this paper will propose a set of guidelines to foster affective domain in learning outcomes in order to produce holistic graduates with good attitude. In addition, this paper will support educators to improve the value of preparing the learning outcomes.

# ABSTRACT 025

Title

RELATIONSHIP AMONG STUDENTS' MOTIVATION, LEARNING STRATEGY AND LEARNING PERFORMANCES

Author:
Teuku Azhari, Malikussaleh University Lhokseumawe, Aceh

Email: azhari.teuku@gmail.com

## Abstract

Experts have long discussed the relationship between motivation and learning. Learning strategies and outcomes as a result of learning motivation are still a relevant and interesting topic to explore. Various approaches, such as Gardner AMTB (1995), have been presented to understand learning motivation. Against this backdrop, this article examines students' intrinsic and extrinsic motivation to understand what exactly drives them to study. Consequently, links between learning strategy, as a result of their learning motivation, and students' performance across gender are evaluated to determine various strategies applied by male and female students and how they contribute to GPA. The study, conducted at the Malikussaleh University, Lhokseumawe, aimed to identify factors that motivate university students to continue or stop learning, the strategies applied by males and females in learning, and their learning performances (GPA). The survey was administered to 75 male and female students who were identified via purposive random sampling. Next, interviews with the respondents were conducted to understand their choice of learning strategies. The data were analyzed quantitatively; they were tabulated and processed to observe the links among motivation, learning strategies and student performance. Links and patterns were sought to identify common factors that triggered or killed motivation, the strategies used in learning, and students' overall learning performance reflected by their GPA.

# ABSTRACT 026

Title

EXPLORING EDUCATIONAL LEADERS' PERCEPTION ON THE FEASIBILITY OF OFFERING PEACE EDUCATION: A CASE STUDY

Authors:
Afareez Abd Razak Al-Hafiz, Ahmad Zulfadhli Khairuddin & Faizah Idrus
Kulliyyah of Education, (International Islamic University Malaysia)

Email: ahmadz.khairuddin@gmail.com

Abstract

In any given country, the word peace is essential to maintain its sovereignty and survival. Without peace, the world is in anarchy. Malaysia is a land that consists of multi-racial individuals and families that live side by side in many years after her independence in 1957. Thus, it is essential for the citizens of Malaysia to embrace a culture of peace and peace education that focus on creating a sustainable environment to enable Malaysians to interact with each other regardless of political background, ideology, religious belief and practices. The purpose of this study is to explore the perceptions of educational leaders in Klang, Selangor on how peace education could be included in the school curriculum. This study adopted a qualitative design with semi-structured interviews as the data collection tool. Three out of five educational leaders voluntarily participated in this study. The findings show that all of the leaders agree with the idea of including peace education as part of the curriculum to maintain harmony, inculcate tolerance among students, minimize conflict and know their country's history. Obstacles and challenges in introducing peace education as a subject can be minimized, particularly in terms of implementation costs and teacher training. Lack of expertise and lack of interest among students are identified as other challenges to introduce peace education. Furthermore, educational leaders were found to have low levels of awareness, knowledge, and skills related with peace education.

# ABSTRACT 027

<u>Title</u>

AL-QIYAM AL-ISLAMIYYAH AND ITS IMPACT ON MUSLIM COMMUNITIES' STABILITY

Author:
Ismaiel Hassanein Ahmed, Faizah Idrus & Fuad Mahmoud Rawash
Kulliyyah of Education, (International Islamic University Malaysia)

Email: tulib52@iium.edu.my

## Abstract

Al-Qiyqmia is an Arabic term that means values. The term Qiyam is the plural of Qimah which means value. It addresses every aspect of a Muslim's life, from greetings to international relations. It is universal in its scope and applicability. The distinction between human beings and other creatures is that human behaviour is controlled or restricted by ethical values (qiyam) that act to purify the human soul. These qiyam are reliable benchmarks for the behaviour of individuals and the society at large, especially those who appreciate Islamic ethics. Given these premises, relevant authorities that manage educational institutions and training centers have the responsibility teach and inculcate Islamic values to establish tolerance, justice and equity among Muslims. The objectives of this paper are to explore the role of Islamic values in guiding and guarding human behaviour, and discuss its implications on consolidating unity among Muslim societies with diverse cultures. The participation of educational institutions in instilling these values among individuals, which eventually leads to the development of successful Muslim nations educationally, culturally, scientifically, economically and politically, is also discussed. The paper adopts a descriptive, analytical method in synthesizing the qiyam explicated in the Holy Qur'an and Sunnah, and in analysing the prevailing ethical problems among Muslims today and how Muslim disunity could be resolved. The paper identifies the most important values (qiyam) to be taught by various educational or training institutions in Islamic countries to serve as a comprehensive unifying framework for the Muslim ummah.

# ABSTRACT 028

Title
PEACE AND HUMAN RIGHTS

Authors:
Muhammad Ali Kheirollahi

Abstract
That things can help us to understand international relations is an idea from moral philosophers meant for changing global justice to the best state of existence. We can help the world by choosing new values and norms for redefining existing international laws. To achieve this aim, we need to provide a strong factual basis for morality in international theories. Pragmatically, the necessary moral standards need to be identified toward this end. Moral philosophy and international law can help us to identify deficiencies in international relationship in interdisciplinary research.

# ABSTRACT 029

Title

PROMOTING TOLERANCE AND RESPECT FOR OTHERS' DIFFERENCES THROUGH A 'COMMUNITY OF INQUIRY'

Authors:
Suhailah Hussien, Rosnani Hashim and Nazatul Akmar Mohd. Mokhtar
(Kulliyyah of Education, International Islamic University Malaysia.)

Email: suhailah@iium.edu.my

## Abstract

As a multi-ethnic and highly diverse country, Malaysia places a great importance on racial integration and harmony through its education as a tool for social cohesion. Due to its rich history, culture and society, Malaysia's education is unique as it still retains the national type schools that use other than the Malay language (the national language) as the medium of instruction. Specifically, Mandarin is used as the medium of instruction in Chinese schools and Tamil in Tamil schools, these two being national type schools inherited from the era of British colonization. The use of their own mother tongue has set these national type schools apart from the rest of the schools in Malaysia. As such, they have hindered the effort of racial integration to some extent, since the national schools are majorly attended by Malays, while the Chinese and Hindu communities prefer to attend the national type schools respectively. This paper reports on a qualitative action research undertaken to illustrate how community of inquiry, when implemented as a learning strategy in Malaysian classrooms, can promote tolerance and respect for racial differences despite the lack of social and racial integration in school. The research employed the method of observation to examine how a teacher in a secondary school attempted to develop a community of inquiry (COI) in a Civic and Citizenship Education classroom. The findings showed that the COI was successful in developing tolerance and respect for others' different views and perspectives.

# ABSTRACT 030

Title

ACADEMIC FREEDOM: A PARADIGM SHIFT AND COMPARATIVE STUDY IN DEVELOPING A KNOWLEDGE SOCIETY

Author:
Hasbollah Bin Mat Saad (Multimedia University)

Email: hasbollah.saad@mmu.edu.my  or  hasbollah2011@gmail.com

## Abstract

Academic freedom is one of the basic fundamental rights towards the founding of a democratic country. This freedom should be maintained, safeguarded and upheld by giving the rights and opportunities to those involved in education for the sake of the future generation. It can be considered as a catalyst towards the development of education in a country that emphasizes the development of a quality education to all members of the society. The development of quality human capital depends on the expression impartiality according to the scope and level of professionalism of the respective person. The authorities should provide adequate platform and avoid implementing any unreasonable restrictions on this freedom. Islam regards the rights and academic freedom in this solemn academic openness aimed at improving the quality of education of the society. Arbitrary restrictions only lead to stagnation and downsize the evolution and progress of new good ideas and thoughts of the individual that may benefit society in confronting today's complicated problems. Good thoughts and opinions should be used in generating a knowledge society. Such concepts should also be adopted and implemented in the legislation of a country. However, despite giving a wide freedom, a mechanism in controlling and preventing violations of the law should be monitored and observed in ensuring the stability of society as a whole. To create a harmonious legal situation, the rules and principles of law must be adhered to. This is where the concept of law harmonization applies, i.e., between Islamic legal principles and national law, as it is one of the appropriate and pertinent mechanisms in ensuring justice to all people.

# ABSTRACT 031

Title

FACTORS INFLUENCING CREATIVE TEACHING AMONG TEACHERS IN ISLAMIC PRIVATE SCHOOLS IN KUALA LUMPUR

Authors:
Popoola Kareem Hamed, Shakour Duncan Preece & Che  Noraini Hashim
International Islamic University Malaysia

Email: popoolaamir@gmail.com

## Abstract

Creative teaching is considered as an essential technique and a systematic learning approach in education that brings delight and meaning to an individual's condition. The recent calls in education for an implementation of authentic activities and real world problem solving necessitate students' engagement with curriculum contents in flexible and creative ways of teaching. However, Muslims have expressed dissatisfaction with the traditional method of teaching in Islamic schools after realizing that this method of teaching does not allow for critical and creative thinking, leaving Muslim educators in a dilemma. This study is a quantitative study that examined factors that influenced creative teaching among Islamic private school teachers in Malaysia (IPS). An adapted creative teaching questionnaire was administered to 180 teachers in four selected Islamic private schools using stratified random sampling. The data were analysed using descriptive statistics, independent sample t-test and ANOVA. The findings showed that creative teaching is profoundly influenced by motivation, personal effort, learning attitude, teaching beliefs, school environment, teaching commitment, personal knowledge and growing up experience. However, through the ranking of the factors, personal efforts were identified as the main factor influencing creative teaching, followed by teaching beliefs, teaching commitment and personal knowledge. In addition, there were statistically significant differences in some factors influencing creative teaching of teachers at IPS in terms of respondents' demography while others were not significant. The findings point to a need for a solid body of experienced creative professionals in response to the diverse range of attitudes towards creative teaching among private Islamic schools.

# ABSTRACT 032

Title

BEST PRACTICES OF EMPOWERMENT TOWARDS CONFLICT MANAGEMENT AMONG PRINCIPALS OF EXCELLENT SECONDARY SCHOOLS IN REALIZING MALAYSIA'S EDUCATION BLUEPRINT 2013-2025

Author:
Mohamad Johdi Salleh
International Islamic University Malaysia (IIUM)

Email: johdi@iium.edu.my

Abstract

This study examined best practices in empowering principals of excellent secondary schools in Malaysia towards conflict management ability. The study was premised on the works of Rahim (2001), Thomas and Kilmann (2008), Apitree (2010), and Kadamov (2012) that expounded on conflict-handling modes with a specific emphasis on the dimension of empowerment. The lists of excellent schools were acquired from the Ministry of Education and the respective states' department of education. The sample was 810 senior teachers, heads of units, and academic teachers. The instrument used was a survey questionnaire and data were processed using the Statistical Package for Social Science (SPSS) version 18.0 for Windows. The findings indicate that the senior teachers (n = 209) perceived the highest on the item 'If the principal did not take any action to solve the conflict, the conflict will occur again' with a mean of 4.21 and a standard deviation of 0.774. In fact, this item was also perceived the highest by heads of unit (n=157) with a mean of 4.16 and a standard deviation of 0.721 and academic teachers (n=444) with a mean of 4.17 and a standard deviation of 0.882. It is hoped that the findings may inspire principals and leaders in educational organizations to manage conflicts wisely and successfully towards a harmonious working environment with optimum productivity in realizing the Malaysian Education Blueprint 2013-2025 in the era of globalization.

# ABSTRACT 033

Title

NEWSPAPERS IN EDUCATION: DESIGNING INSTRUCTION FOR SMART CLASSES

Author:
Ratri Candrasari, Malikussaleh University

Email: rcandrasari@gmail.com

Abstract

Teaching English as a foreign language (TEFL) is a challenging task in formal education in Indonesia. Almost every time a new minister of education assumed office, the curriculum was improved or even changed based on the rationale that students in formal education mostly lack effective communication skills in English. Experts have investigated whether teaching the language or the content, or both the language and content, could work well in the Indonesian context. Some experts suggested using additional strategies in teaching English through extensive language practices, like extensive reading and extensive writing, to drill students in language production. This paper discusses the benefits and weaknesses of using English newspapers in the classroom to improve students' language production skills in speaking and writing. In Indonesian formal education, the provision of English newspapers, including used ones, is a must to enrich and improve students' knowledge and language skills. Therefore, this effort augments the strategy of language and content integration. The results show that students' interest, knowledge and skills in English speaking and writing improved following the use of the various techniques discussed in this paper. The atmosphere of the class also became more lively due to teamwork activities since language is not taught as a goal in itself, but rather as a means to improve understanding of the content.

## Title

A STUDY OF GENDER DIFFERENCES IN TEACHER FEEDBACK IN MALAYSIAN ENGLISH LANGUAGE CLASSROOMS

Authors:
Ainol Madziah Zubairi & Nur Aishah Maidin
Kulliyyah of Education, (International Islamic University Malaysia)

Email: ainol@iium.edu.my

## Abstract

The implementation of the school-based assessment in Malaysian schools has geared learning to be more student-centered.   Moving away from the traditional exam oriented curriculum, teachers play a bigger role in facilitating and supporting student learning through effective feedback.  Of late, much research has been conducted to find out about Malaysian teacher's knowledge and competency in assessment methods in promoting learning or assessment for learning.  This paper reports an exploratory study of English teachers' feedback behavior towards male and female students in an attempt to find out if there were any differences in teachers' feedback with respect to gender.  The two types of feedback investigated involved feedback for monitoring and feedback for scaffolding.  The study utilized a survey method using a questionnaire adapted from the Pat-Et al. (2013) Assessment for Learning Questionnaire for Teachers (TAFL-Q).  A total of 134 secondary school students from the Klang Valley participated in the survey.  The results of the study showed male English teachers tend to give significantly different feedback to students of different genders in both monitoring and scaffolding as compared to female English teachers.   English teachers generally tend to provide feedback differently to male and female students in monitoring of student learning than in scaffolding.   These findings may lead to the belief that gender differences in teacher-student feedback may exist in the language classrooms in Malaysia.  The findings are further discussed in relation to gender bias in the classroom and effective teacher feedback in AfL.

# ABSTRACT 036

Title

INCULCATING LOVE PEDAGOGY IN SCHOOLS: CHALLENGES FROM THE PERPECTIVES OF HEADMASTERS

Authors:
Che Noraini Hashim, Mohaida Mohin, Wan Rusli Wan Ahmad & Mohamad  Johdi Salleh
Kulliyyah of Education, (International Islamic University Malaysia)

Email: cnoraini@gmail.com

## Abstract

The education system in Malaysia is primarily exam-oriented, a situation that leads teachers and parents to focus solely on students' academic performance. As a result, teachers and parents tend to neglect and abandon their duties to inculcate love, affection and care. This is one of the factors that causes social illnesses to escalate every year. Thus, it is important to instill and inculcate love, affection and care in school in order to build a conducive learning environment, motivate students to succeed, and nurture the development of good ethics and behavior among students. Our initial findings suggest that when a teacher implements the "love and care pedagogy" in school, the teaching and learning process becomes more engaging to students. In addition, this pedagogy will win their hearts, hence promoting better behavior and learning. This qualitative study explored the challenges in inculcating love pedagogy in school experienced by Malaysian primary school headmasters. Semi-structured interviews were conducted with eight senior headmasters (4 males and 4 females). All of the participants expressed a lack of satisfaction with the culture of society today where a majority of parents and teachers ignore the important role of love, affection and care in educating their children and students, choosing instead to adopt the exam-oriented approach to education. The findings highlight three main issues pertaining to inculcating love, affection and care in school, namely teacher preparation and professional development, teaching and learning issues, and parents and teachers' commitment. It is suggested that the Ministry of Education revisit the teacher education curriculum and in-service teacher development programs, both of which should integrate a well-planned and organized component of love pedagogy to be implemented especially at the primary school level, and provide awareness to parents and the community about the importance of this pedagogy.

# ABSTRACT 037

Title

THE PROFESSIONAL LEARNING FACILITATOR: PREPARING THE EDUCATOR IN FACILITATING VALUES-BASED EDUCATION

Authors:
Rosemaliza Kamalludeen (International Islamic University Malaysia)
Mohd Rizal Hassan (The Take-Charge! Learning Facilitation Sytem)

Email: rosemaliza@iium.edu.my

## Abstract

In today's challenging and competitive arena of the education industry, anyone with some knowledge, confidence, and flair for public speaking can stand in front of a crowd to "teach". However, with information overload in the 21st century, teaching has evolved and it takes more than a knowledgeable teacher and a lecture-based classroom to ensure student engagement with content, let alone instilling values and other necessary soft skills to face the challenges of a modernized society. Education needs to shift from content presentation to cater for social efficiency, social mobility, and citizenship training. As such, the role of the teacher or educator needs to shift from a sage on stage to the guide by the side. The Professional Learning Facilitator, a Malaysian-born training model and program based on the Take-Charge! Learning Facilitation Method® was designed to prepare educators in becoming effective facilitators of learning that meet the needs and demands of a dynamic society. Before becoming an educator, one has to prepare oneself to be in the mindset of a learning facilitator whose aim is to make the learning process an exciting and intriguing journey. This paper discusses the elements in the Professional Learning Facilitator program that address the skillset needed by teachers and educators to provide an environment that realizes more impactful learning experiences to occur and ensure value construction in any educational setting that the Professional Learning Facilitator is responsible for.

# ABSTRACT 038

ASSESSMENT FOR LEARNING WITHIN ESL WRITING INSTRUCTION:
A SYSTEMATIC REVIEW OF LITERATURE

Authors:
Zainurin Abdul Rahman, Khairil Azwar Razali, Ismail Sheikh Ahmad & Joharry Othman
Kulliyyah of Education, (International Islamic University Malaysia)

Email: zainurin@iium.edu.my

## Abstract

Educational assessment is an integral part of the teaching and learning process. Unfortunately, most instructors still could not differentiate the concept of Assessment of Learning (AoL) from that of Assessment of Learning (AfL). This paper presents a systematic review of the current literature that deals with Assessment for Learning (AfL) within the English as a Second Language (ESL) context, particularly in writing instructions. Relevant literature in this context was identified, compiled and tabulated using the PICO model which refers to Participants, Intention, Context and Outcomes. The contents of the selected literature were synthesized and the results were analysed thematically. The findings of this review show that previous studies largely used university students as samples for research followed by secondary, primary school students and teachers. It was also found that most studies on AfL in writing instructions were conducted in Hong Kong, followed by Taiwan and New Zealand, while other studies were conducted in Norway, India and the United States of America. The PICO analysis also revealed interesting and intriguing scopes of research employed in previous studies. This systematic review is useful in providing a baseline for research into AfL in the context of writing instructions and in identifying the gaps for the planning of future research.

# ABSTRACT 039

Title

AREN'T WE CULTURALLY RESPONSIVE ENOUGH? TEACHERS' CULTURALLY RESPONSIVE TEACHING (CRT) PRACTICES IN THE ENGLISH LANGUAGE CLASSROOMS

Author:
Dr. Faizah Idrus
Kulliyyah of Education, (International Islamic University Malaysia)

Email: ifaizah@iium.edu.my

Abstract

The multi-type school system in Malaysia has almost successfully divided students of various cultures and ethnic backgrounds. Even with the public schools using the national school curriculum, there is less and less diversity in a Malaysian school context. Whatever is left of diversity in a classroom is prone to depletion. With this imbalance, or lack of balance, Malaysia's existence as a multicultural nation lies more in name than in reality. This investigation, therefore, aims to draw out the elements of CRT that are practiced by teachers in their English language classrooms in a so-called multicultural classroom. The results would inform the public of how important it is to be able to respond to students of diverse cultures, and thus attract more parents to send their children to the public schools. A qualitative inquiry is carried out through semi-structured interviews and classroom observations to elicit pertinent information on teachers' common practices. Ten schools from four regions in Malaysia are identified and 12 teachers and groups of students are selected as respondents. The findings from the teachers' responses point to the direction of how teachers have afforded the spaces for CRT through infusing CRT skills in their daily lessons.

# ABSTRACT 040

Title

MENINGKATKAN KEMAHIRAN MENGENAL 14 HURUF LAM SYAMSIAH  DENGAN KAEDAH "NYANYI, JUMPA DAN BULAT"

Authors:
Salehudin Mohd Suhaimi & Noorniza Abd Ghafar ( Sekolah Rendah Agama (JAIS) Felda Sungai Tengi, Hulu Selangor, Selangor.)

Email: salehudin_mohdsuhaimi@yahoo.com

## Abstract

Isu kajian ini ialah mengenai masalah murid yang tidak dapat mengenalpasti 14 huruf Lam Syamsiah dengan tepat dan betul. Seramai 10 orang murid daripada kelas 5 Imtiyaz yang terdiri daripada 6 orang murid lelaki dan 4 orang murid perempuan Sekolah Rendah Agama Sungai Tengi, Hulu Selangor yang terlibat dalam kajian ini. Pemilihan murid ini berdasarkan keputusan ujian prestasi 1 dan disokong dengan ujian pra yang telah dijalankan. Kelas 5 imtiyaz merupakan kelas hujung bagi tahun 5. Sebelum kajian ini dijalankan, amalan guru mengajar adalah dengan cara membaca dan menghafaz sahaja yang mana ianya lebih berpusatkan kepada guru dan buku teks semata-mata. Maka, murid gagal menguasai tajuk ini apabila ujian pra dijalankan terutamanya murid yang berada di kelas hujung kerana murid sering terkeliru antara 2 tajuk tersebut, iaitu 14 huruf Lam Syamsiah dengan 14 huruf Lam Qamariah. Justeru itu, pengkaji hendaklah mencari kaedah yang lebih berkesan untuk mengatasi masalah tersebut. Amalan pengajaran yang berkesan berfungsi untuk menghasilkan pembelajaran yang efektif di dalam bilik darjah (Al-Syaibani, 1991; Atan, 1993; Ahmad, 1997; Mohd Yusuf, 2000; Mok Soon Sang, 2000). Kaedah yang digunakan ialah kaedah "Nyanyi, Jumpa dan Bulat" iaitu kaedah menggunakan BBM yang terdiri daripada komputer riba, LCD, papan gulung, kad huruf hijaiyah dan kad lagu. Lagu "Jom Belajar Lam Syamsiah" berpandukan melodi lagu rakyat atau lagu kanak-kanak "Lompat Si Katak Lompat" yang telah diubah sedikit rentaknya. Irama lagu ini diambil daripada lagu rakyat "Katak Si Katak Lompat" (google) disebabkan lagu ini sangat dekat dengan masyarakat Malaysia tidak mengira usia samada muda atau tua. Selain itu, lagu ini dapat menarik minat murid untuk mendengar serta lagunya yang mudah diikuti. Manakala dari segi lirik lagu, pengkaji telah mengubah lirik tersebut kepada lirik yang mempunyai unsur nilai-nilai murni dan keagamaan disamping menekankan aspek proses pengajaran dan pendekatan IHES (Integrated and holistic education system) di dalam amalan pengajaran dan pembelajaran, dimana IHES merupakan salah satu dasar dan halatuju pendidikan islam JAIS. Selain itu, di dalam lirik tersebut mempunyai formula atau langkah-langkah bagi aktiviti "Jumpa dan Bulat." Oleh itu, pelaksanaan menggunakan

# ABSTRACT 041

Title

EMERGENCE OF PROJECT BASED LEARNING: ASIAN EDUCATIONAL REFORM IN PROFESSIONAL EDUCATION

Authors:
Dr. Madhu Arora

Email: poonam_khurana05@yahoo.co.in  or  madhu.arora@rdias.ac.in

Abstract

Great thinkers and philosophers, like Swami Dayananda, Swami Vivekananda, Aurobindo and Gandhi, have described education as a man-making process. Bringing out the latent sublime qualities within the individual and providing for the all-round development of the personality including the physical, mental, intellectual and spiritual aspects should form the goal of education. Education is considered as a very important dominion in our national life as the system of education constitutes the foundation of the legal, civic, administrative and developmental domains of a future unfolding India. The purpose of this paper is not to provide any detailed plan of an educational reform, but rather to suggest that there is no dearth of educational innovative ideas. Instead, we are lacking in terms of putting them into practice. It recommends that the main purpose of education should not be just to create human robots or develop a skilled manpower, but rather, an immediate action is needed to provide the necessary roadmap for future policies and concrete actions. Project-Based Learning (PBL) is an individual or group activity that goes on over a period of time, resulting in a product, presentation, or performance. It is now used at many professional institutes to promote lifelong learning, open inquiry, teamwork, and critical thinking. Traditional learning is being replaced by PBL which is a new and innovative educational technique. The present study explored the effectiveness of PBL in professional education, especially in MBA programs. Following an overview of the characteristics of PBL, a comparison of the method was made with traditional learning based on faculty and MBA students' perceptions. The comparative value of scores supported by data on the outcomes studied reveals t-values that are significant at 0.01 levels. It is concluded that PBL can yield a surplus value compared to more traditional types of education and training.

# ABSTRACT 042

Title

INCULCATING UNIVERSAL VALUES VIA ENGLISH LANGUAGE EDUCATION

Author:
Assoc. Prof. Dr Haja Mohideen Bin Mohamed Ali
Department of English, KIRKHS, (International Islamic University Malaysia)

Email: mohideen@iium.edu.my

## Abstract

The teaching and learning of languages need not necessarily be focused entirely on the acquisition of language skills. While the primary aim of language instruction is enhanced proficiency in a language, we need to inculcate values- moral, spiritual, human, ethical, etc. in our teaching and learning activities. Language education emphasizes the four macroskills, namely reading, speaking, listening and writing. Universal values involving special people, the environment, social issues, health, science and technology may easily be incorporated into the curriculum. The values that go along with the teaching and learning are universal, English being a global lingua franca. For the attainment of world peace, language teaching may be able to contribute in various ways. Values that may be promoted include many themes. Themes such as issues contributing to global warming, terrorism, the refugee crisis, eliminating weapons of mass destruction, the rights of indigenous people, minority communities, corruption, leading a healthy lifestyle, patriotism, freedom of expression, responsible citizenship, etc. These values could be incorporated into the teaching and learning activities of all the major language skills and their components. Although values are subjective, universal values which many can relate to should be identified for instruction purposes. Textbooks from certain countries contain values consistent with their own way of life. Even so, this may be informational to those who are unfamiliar with it. Textbook content and activities may ideally be used to inculcate values which are fairly universal. But we must bear in mind not to adopt the didactic approach, but rather impart the values in our teaching in a neutral, objective way. The paper will demonstrate how this may be done while acquiring various language skills simultaneously. Such value-based education may be a contributing factor towards global peace.

# ABSTRACT 044

Title

INTER-PARENTAL CONFLICT AND ACADEMIC ACHIEVEMENT AMONG HIGH SCHOOL ADOLESCENTS IN BANDAR ABBAS, IRAN

Authors:
Marjan Karimipour (Faculty of Education, University Technology Malaysia)
Norwati Mansoor (Kuliyyah of education, International Islamic University)
Azlina Mohd Kosni (Faculty of Education, University Technology Malaysia)

Email: Marjankarimipour15@gmail.com

## Abstract

This research was conducted with two objectives: to identify the level of inter-parental conflict faced by high school students in Bandar Abbas, and to investigate the relationship between the level of inter-parental conflicts and academic achievement. The participants consisted of 248 adolescents aged 17 to 18 who were studying in 3rd level and pre-university. A 27-item questionnaires was employed to measure inter-parental-conflict (including the four dimensions of parent-parent conflict, mother-child conflict, father-child conflict, and problems in school). CGPA was used to measure academic achievement. The data were examined quantitatively using one sample t-test, and Spearman correlation. The results indicated that high school students in Bandar Abbas experienced high levels of inter-parental conflict. Additionally, a significant negative relationship was found between academic achievement and all dimensions of inter-parental conflict.

# ABSTRACT 045

Title
تقويم إبداعيات معلمي الرياضيات للمرحله الابتدائيه واثره على النمو المعرفي والتحصيل الدراسي لدى الطلبة في المدارس العربية بالولايات الفدرالية بماليزيا:دراسة أولية

Author:

وفاء كامل بستان(كلية التربية، الجامعة الاسلامية العالمية بماليزيا)

دكتور محمد زهيري(كلية التربية، الجامعة الاسلامية العالمية بماليزيا)

Email: ahmed7alazzawi7@gmail.com

Abstract

تمثل التربية والتعليم محطة العلم ومصدره الأساسي في بناء الاجيال والحضارة، والرياضيات هي احدى العناصر الأساسية في العملية التربوية والتعليمية. وقد أثبت تجارب القرن الأخير في الولايات المتحدة الامريكية أن الرياضيات هي عصب المنهج العلمي وعمود التطور لمواد تعليمية مختلفة، ومن ناحية أخرى فإن المدارس في الدول النامية ومنها العربية تعاني من مشكلة تدريس الرياضيات، وخاصة في المرحلة الابتدائية. وتعليم الرياضيات عموما يحتاج إلى ايجاد طرق إبداعية مبتكرة لدى معلمي الرياضيات، ووسائل وأساليب حديثة وطرق غير تقليدية لضمان وصول المعلومة بشكل فعال في بناء المهارة المطلوبة. لذلك تهدف هذه الدراسة الأولية إلى تحليل أدبيات الدراسة والدراسات السابقة حول تقويم إبداعيات معلمي الرياضيات لتبيان درجة كفاءته في تدريس مادة الرياضيات لتعليم تلاميذ المرحلة الإبتدائية في المدارس العربية في الولايات الفدرالية بماليزيا. وقد سعت الباحثة للإجابة عن أسئلة البحث الرئيسة باستخدام المنهج المختلط. فاستخدمت الباحثة المنهج النوعي بإجراء المقابلة شبه المقننة مع معلمي رياضيات في المدارس العربية للإجابة على باقي الأسئلة. واستخدمت الباحثة الأداة المساعدة التي تسمى بــــ ATLAS.ti في تحليل الإجابة. واستخدمت الباحثة المنهج الكمي لمعرفة الفروق الإحصائية بين العلاقة إبداعيات معلمي الرياضيات في التحصيل الدراسي والنمو المعرفي للطلاب في المدارس العربية بماليزيا، وتم تحليل البيانات باستخدام برنامج SPSS

# ABSTRACT 046

Title

UNDERSTANDING NURSI'S CONTRIBUTION TOWARDS A WORLDVIEW-BOUND EDUCATION FOR THE MUSLIM WORLD

Authors:
Jafar Paramboor & Mohd Burhan Ibrahim
Kulliyyah of Education, International Islamic University Malaysia

Email: jafarpoovathani@gmail.com ; mburhan@iium.edu.my

Abstract

Since a worldview is developed by a natural process from an everyday life continuity of a society (Alparsalan, 1996), the social situation of a community has a key role in molding its own worldview. Starting from a context of individual setting, the formation and development of a worldview is influenced by the social setting which is to be interpreted using different methods of understanding. The main focus of this paper would be on giving an outline of how Said Nursi contributed to a worldview-bounded education for Muslim world. While analyzing the philosophy and thought of Nursi with special reference to his writings by which the identity of an eminent intellectual figure was and is being established, the paper would be looking into the relation of his educational ideologies with the established worldview which is Islamic in nature. The notion of worldview both from secular and Islamic environment would be analyzed in order for the 'worldview-bound education' to be clear. The understanding of Nursi's contribution is made by philosophically analyzing and interpreting four cases taken from his own writings. The observations obtained from a systematic analysis of these cases would be underpinning the fact that the educational institutions of Islamic world should give better concern on reading Said Nursi's intellectual contributions to Muslim education system.

# ABSTRACT 047

Title

## PRESCHOOL PRACTITIONERS' READINESS TOWARDS EARLY DETECTION OF ASPERGER SYNDROME: A NEED FOR A SCREENING INSTRUMENT FOR PRESCHOOLERS

Authors:
Siti Rafiah Abd Hamid, Supiah Saad, Khamsiah Ismail, Haniz Ibrahim, Nik Suryani Nik Abd Rahman & Nik Ahmad Hisham Ismail
Kulliyyah of Education, (International Islamic University Malaysia)

Email: srafiah60@iium.edu.my

Abstract

This study explored preschool practitioners' awareness, knowledge and understanding of screening for the attributes of the Asperger Syndrome. It involved a focus group discussion with six (6) preschool practitioners from different institutions in Klang Valley. The constructs discussed were the practitioners' awareness, knowledge of the Asperger Syndrome attributes and the availability of any AS screening instruments, as well as teachers and practitioners' skills in handling special needs children. The research question addressed was "Apakah jenis maklumat, pengetahuan, kemahiran dan kesedaran mengenai sindrom Asperger dalam kalangan guru-guru prasekolah di Malaysia?" using an interview protocol. The findings derived several major themes and sub-themes, such as i) difficulties in identifying Asperger Syndrome and other disorders; ii) useful information from other sources; and iii) exposure to instruments is necessary. Findings from this study bear important implications for the special needs division at the Ministry of Education which needs to address the importance of developing a screening instrument for Asperger Syndrome specially tailored for the Malaysian education setting.

# ABSTRACT 048

Authors:
Fuad A.A.Trayek, Kulliyyah of Education, (International Islamic University Malaysia)
Tunku Badariah Tunku Ahmad, Kulliyyah of Education, (International Islamic University Malaysia)
Mohamad Sahari Nordin, Kulliyyah of Education, (International Islamic University Malaysia)
Mohammed AM Dwikat, College of Engineering & Information Technology, (An Najah National University Nablus, Palestine)
Enas Said Ali Abulibdeh, Education Department, (Al Ain University of Science and Technology, United Arab Emirates)

Email: fuadtrayek@gmail.com

## Abstract

This study profiles the adherence to technology ethics, i.e. digital citizenship, among undergraduate students, and explores the likely relationship between religious orientation and ethical technology use.  A 20-item digital citizenship questionnaire was filled out by 235 local and international undergraduates who were pursuing multiple degree programmes at a Malaysian public university. The questionnaire measured undergraduates' ethical technology use and religious orientation on a 5-point Likert scale. The data were analyzed using descriptive statistics and correlation. The results show a widespread adherence to technology ethics among the undergraduates, particularly in two aspects, i.e. avoiding provocative online participation and breaching of online privacy rules. However, non-class related use of technology is prevalent where high frequencies of texting and using mobiles during lectures were reported. The study also found provocative online participation and breach of privacy to be statistically significant correlates of religious orientation, although the relationships were moderate, while non-class related use of technology was not significantly related to religious orientation. The results highlight the importance of teaching digital citizenship to university undergraduates in order to promote more ethical use of technology on campus, and more respect for other technology users, which is part of the building blocks for peace education in the new millennium.

# ABSTRACT 049

Authors:
Azmah Ghaus, Tunku Badariah Tunku Ahmad, Mohamad Sahari Nordin & Nik Ahmad Hisham Ismail
Kulliyyah of Education, (International Islamic University Malaysia)

Email: azmah@iium.edu.my ; tbadariah@iium.edu.my

## Abstract

This study was conducted to explore the predictors of happiness experienced by elderly Malaysians residing in government-funded, long-term care facilities in West Malaysia. Seven dimensions of elderly happiness extracted from an exploratory factor analysis procedure, namely spiritual well-being (SWB), physical well-being (PWB), quality care (QC), social well-being (SWB), contact with nature (CWN), recreation (REC), and empowerment (EMP), were proposed as the likely predictors. The sample comprised 323 senior citizens with a composition of 64% Malay and 68% Muslim. They were purposively selected from nine Rumah Seri Kenangan in eight West Malaysian states and averaged 68 years of age. Enumerators were employed to administer a 57-item elderly happiness scale on the sample. Multiple regression analysis (MRA) was applied on the data with the seven underlying dimensions treated as the predictor variables and extent of happiness as the criterion variable. The regression analysis reveals that the predicted model accounted for 14.93% of the variance in elderly happiness with a standard error of 5.41. As suggested by the ANOVA results, the overall strength of the relationship between the predictors and elderly happiness was statistically significant [$F_{(7, 315)} = 9.076$, $p = .001$, Adj. $R2 = 14.93$]. The criterion variable (extent of elderly happiness) was significantly predicted by three of the seven dimensions, namely social well-being (Beta = .268, $t = 3.955$, $p = .001$), recreation activities organized by/at the RSK (Beta = .167, $t = 2.620$, $p = .009$), and the RSK's quality care (Beta = .162, $t = 2.522$, $p = .012$). Based on the beta weight, social well-being is the strongest predictor of elderly happiness, followed by recreation and quality care. The results inform the RSKS about aspects they should take care of in ascertaining the overall happiness and well-being of their residents.

# ABSTRACT 050

Authors:
Ak Hj Jamaludin bin Pg Hj Zainal & Dr Adam bin Hj Jait
Kolej Universiti Perguruan Ugama Seri Begawan (KUPU SB)

## Abstract

Kajian ini bertujuan untuk mengkaji amalan guru Pendidikan Islam di dalam proses pengajaran dan pembelajaran di peringkat sekolah-sekolah menengah di Negara Brunei Darussalam. Kajian ini merupakan satu kajian kes yang menggunakan pendekatan kualitatif (temu bual, pemerhatian, analisis dokumen) sebagai metod utama dalam menjawab persoalan kajian dengan disokong oleh pendekatan kuantitatif (soal selidik). Seramai 4 orang guru pendidikan Islam, 4 orang rakan guru, 8 orang pelajar, dan 4 orang pengetua dipilih sebagai responden temu bual kajian ini, dengan disokong oleh pemerhatian dan analisis dokumen. Bagi dapatan soal selidik, seramai 300 orang pelajar guru pendidikan Islam yang dipilih secara persampelan kelompok untuk melihat amalan pengajaran guru pendidikan Islam. Data yang diperolehi melalui temu bual akan dianalisis dengan menggunakan N'Vivo dan data soal selidik akan dianalisis menggunakan program SPSS. Secara keseluruhannya, data kualitataif dan kuantitatif menunjukkan pola yang sama iaitu daripada aspek P&P, keperibadian, kemahiran, ilmu Islam dan pengamalannya serta motivasi guru.

# ABSTRACT 051

## Title

INTERCULTURAL CONFLICT COMMUNICATION MANAGEMENT (ICCM) BETWEEN INDONESIAN AND CHINESE TEACHERSAT INTERNATIONAL STANDARD SCHOOL IN

Authors:
Inon Beydha, Faculty of Social and Political Sciences, University of Sumatera Utara

Email: drinonbeydha@gmail.com

## Abstract

Intercultural conflict communication management strategies are influenced by culture and tradition, suggesting that differences may exist among different cultures. Many studies have been done on conflict management and intercultural communication patterns in Western cultures, as well as in Chinese and Indonesian cultures. Intercultural conflict management strategies are used to manage conflict communication across cultures (Hidasi, 2005; Inon Beydha, 2007 & 2009). The strategies are important for Indonesian teachers when interacting with Chinese teachers in the workplace. This qualitative study was carried out in a private school in Medan, Indonesia (the International Standard School or Sekolah Bertaraf Internasional/SBI). This study used the conflict communication theories of Ting Toomey (2015), Inon Beydha (2007 & 2009), and Abdul Hadi et al (2013). Data were collected from observations and semi-structured interviews with six Indonesian teachers and six Chinese teachers. The findings revealed that although the Indonesian and Chinese teachers had a good command of English and good communication skills, they still encountered problems when working together in the International Standard School. Most of the Indonesian teachers reacted positively towards the intercultural conflict communication, but a few reacted negatively because they did not understand the differences between cultures. High-context communication and low-context communication were essential in interactions across cultures. The findings of the study showed that both Indonesian and Chinese teachers practiced low-context communication as well as two-way communication among themselves. In terms of intercultural conflict communication management, the Indonesian and Chinese teachers engaged more in integration strategies. This study recommends that Indonesian and Chinese teachers strive to understand and respect each other's culture in order to find conflict communication management strategies that would bring harmony in their relationships.

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