

**DEVELOPMENT OF *MUTADAYYIN* INVENTORY:
AN ISLAMIC MEASUREMENT TOOL WITH ELEMENTS OF
COGNITIVE BEHAVIORAL THERAPY (CBT) FOR MUSLIM
UNDERGRADUATE STUDENTS IN PUBLIC UNIVERSITY**

MASNI BINTI MD HASIM

UNIVERSITI SAINS ISLAM MALAYSIA

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AUTHOR DECLARATION

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

I hereby declare that the work in this thesis is my own except for quotations and summaries which have been duly acknowledged

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ABSTRAK

Badan profesional kaunseling misalnya *American Counseling Association* (2014) telah mengiktiraf bahawa keagamaan dan kerohanian klien perlu diambilkira di dalam sesi kaunseling supaya intervensi kaunseling dapat dilaksanakan secara lebih berkesan. Pelajar di institusi pengajian tinggi menghadapi pelbagai masalah yang memerlukan intervensi menyeluruh dan holistik termasuk pendekatan keagamaan. Keperluan untuk memahami tahap keagamaan seseorang melalui penilaian adalah perlu supaya penambahbaikan yang sesuai dapat dilakukan. Pengukuran ciri keagamaan yang ada di kalangan pelajar Muslim yang boleh digunakan dalam sesi kaunseling pada masa ini terhad dan tidak dapat membantu klien melakukan penilaian komprehensif mengenai keagamaan mereka. Kajian ini bertujuan untuk membangunkan Inventori *Mutadayyin* yang dapat digunakan sebagai inventori keagamaan dalam sesi kaunseling dan sebagai alat untuk refleksi diri. Pembangunan ini menggunakan konstruk berdasarkan istilah *Mutadayyin* (orang beragama) yang dicadangkan oleh al-Shahrastani yang merujuk kepada hadis Jibril dan hasil temuduga pakar. Reka bentuk eksplorasi berurutan, satu kajian kaedah campuran, digunakan di dalam kajian ini, dimulakan dengan fasa kualitatif kemudian diikuti dengan fasa kuantitatif. Pembangunan inventori ini menggabungkan Prinsip Pengukuran Religiositi dan Personaliti Muslim yang dicadangkan oleh Jamiah dan lain-lain (2013). Empat konstruk utama dan 12 sub-konstruk digunakan di dalam pembangunan inventori ini. Inventori ini turut menggabungkan elemen Terapi Kognitif Tingkah Laku (TKTL) (Kennerley, 2017) untuk membolehkan keagamaan dinilai mengikut kognitif, emosi dan tingkah laku klien. Kajian rintis dilaksanakan ke atas 401 orang pelajar dari sebuah universiti awam. Daripada 180 item, 115 item dikekalkan untuk kajian akhir. Berdasarkan dapatan menggunakan Model Pengukuran Rasch, lima skala Likert diubah kepada empat skala. Kajian akhir telah melibatkan 1198 orang pelajar dari 19 buah universiti awam. Dapatan kajian mengugurkan 7 lagi item menjadikan jumlah item yang tinggal sebanyak 108 item. Keputusan analisis Inventori *Mutadayyin* menunjukkan kesahan konstruk yang baik dan dapat mencapai ciri unidimensi. Analisis skala juga menunjukkan skala dapat difahami oleh pelajar. Kebolehpercayaan individu dan item juga sangat tinggi dan tahap *Mutadayyin* pelajar secara keseluruhan berada pada aras logit yang lemah. Alat ujian ini diharapkan boleh digunakan dalam sesi kaunseling dan bimbingan serta boleh digunakan sebagai alat introspeksi diri dan juga alat untuk pembangunan diri.

ABSTRACT

Counseling professional bodies such as the American Counseling Association (2014) have recognized that the client's religiosity and spirituality need to be taken into consideration in counseling sessions so that counseling interventions can be implemented more effectively. Students in higher learning institutions face various issues that require comprehensive and holistic interventions including religiosity approach. The need to understand one's level of religiosity through assessment is necessary so that appropriate improvements can be made. The existing measures of religiosity characteristics among Muslim students that can be used in counseling sessions are currently limited and cannot help clients perform a comprehensive assessment of their religiosity. This study aimed to develop the *Mutadayyin* Inventory that can be used as a religiosity inventory in counseling sessions, and as a tool for self-reflection. The development is based on the term *Mutadayyin* (religious people) suggested by al-Shahrestani that refers to Gabriel's hadith and the result of experts' interviews. The study employs a mixed method study namely the exploratory sequential design. It starts with qualitative phase then followed by the quantitative phase. The development integrates Religiosity Measurement Principles and Muslim Personality Model proposed by Jamiah et al., (2013). Four main constructs and twelve sub-constructs are used in the development of this inventory. The inventory also incorporates elements of Cognitive Behavioral Therapy (CBT) by Kennerly (2017) to enable religiosity to be assessed according to the client's cognitive, emotion, and behavior. A pilot study was performed on 401 students from a public university. From the original 180 items only 115 items were retained for the final study. Based on the findings using the Rasch Measurement Model, five Likert scales were mapped and transformed into four scales. The final study involved 1198 students from 19 public universities. The results of the study dropped 7 more items making the total number of final items at 108. *Mutadayyin* Inventory exhibits good construct validity and able to achieve unidimensionality. Scale analysis also shows students' comprehension of the scales provided. Person and item reliability are also very high and *Mutadayyin* level is at a low logit scale level. This test tool is expected to be utilized in counseling and guidance sessions. Furthermore, it can be used as a self-introspection tool as well as a potent tool for personal development.

الملخص

المنظمات الاستشارية المسجلة مثل جمعية الإرشاد الأمريكية (2014) أقرت بضرورة مراعاة دين وروحانية العملاء في جلسات الاستشارة حتى يمكن تطبيق أساليب الاستشارة بشكل أكثر كفاءة. يواجه الطلاب في مؤسسات التعليم العالي العديد من القضايا التي تتطلب تدخلات شاملة وشاملة بما في ذلك نهج التدوين. الحاجة إلى فهم مستوى التدوين من خلال التقييم ضرورية وبالتالي يمكن إجراء التحسينات المناسبة. المقاييس الحالية لخصائص التدوين بين الطلاب المسلمين والتي يمكن استخدامها في جلسات الإرشاد محدودة حاليًا ولا يمكنها مساعدة العملاء في إجراء تقييم شامل لتدوينهم. هدفت هذه الدراسة إلى تطوير جرد المطيعين الذي يمكن استخدامه كمخزون للتدوين في جلسات الإرشاد وكأداة للتأمل الذاتي. يعتمد التطور على مصطلح المتدينين (المتدينين) الذي اقترحه الشهرستاني والذي يشير إلى حديث جبرائيل ونتيجة مقابلات الخبراء. تستخدم الدراسة طريقة دراسة مختلطة وهي التصميم التسلسلي الاستكشافي. تبدأ بالمرحلة النوعية ثم تليها المرحلة الكمية. يدمج التطوير مبادئ قياس التدوين ونموذج الشخصية الإسلامية الذي اقترحه Jamiah وآخرون (2013). تم استخدام أربعة تركيبات رئيسية واثني عشر بناءً فرعيًا في تطوير هذا المخزون. يشتمل المخزون أيضًا على عناصر العلاج السلوكي المعرفي (CBT) بواسطة Kennerly (2017) لتمكين تقييم التدوين وفقًا للمعرفة والعاطفية والسلوكية للعميل. تم إجراء دراسة تجريبية على 401 طالبًا من جامعة حكومية. من أصل 180 عنصرًا تم الاحتفاظ بـ 115 عنصرًا فقط للدراسة النهائية. بناءً على النتائج باستخدام نموذج قياس Rasch، تم تعيين خمسة مقاييس ليكرت وتحويلها إلى أربعة مقاييس. شملت الدراسة النهائية 1198 طالبًا من 19 جامعة حكومية. أسقطت نتائج الدراسة 7 عناصر أخرى مما يجعل العدد الإجمالي للعناصر النهائية عند 108. جرد المتدينين يُظهر صحة بناء جيدة وقادرة على تحقيق البعد الأحادي. يُظهر تحليل المقياس أيضًا فهم الطلاب للمقاييس المتوفرة. كما أن موثوقية الأشخاص والعناصر عالية جدًا ومستوى المطيعين ككل عند مستوى مقياس لوغاريتم منخفض. من المتوقع أن يتم استخدام أداة الاختبار هذه في جلسات الإرشاد والتوجيه. علاوة على ذلك، يمكن استخدامه كأداة للتأمل الذاتي وكذلك كأداة فعالة للتطور الشخصي.

TABLE OF CONTENTS

AUTHOR DECLARATION	I
BIODATA OF AUTHOR	II
ACKNOWLEDGEMENT	III
ABSTRAK	IV
ABSTRACT	V
AL-MULAKHKHAS	VI
LIST OF TABLES	XIII
LIST OF FIGURES	XVI
LIST OF APPENDICES	XVII
ABBREVIATION	XVIII
CHAPTER 1	1
INTRODUCTION	1
1.1 Introduction.....	1
1.2 Background of the Study	5
1.3 Statement of the Problem.....	8
1.4 Research Questions of the Study	12
1.5 Objectives of the Study.....	13
1.6 Significance of the Study	13
1.6.1 Contribution of the Knowledge	13
1.6.2 Contribution towards Practice.....	15
1.6.3 Contribution of the Method.....	16
1.7 Scope of the study	16
1.8 Research Theoretical Framework	17
1.8.1 Mutadayyin	17
1.8.2 Cognitive Behavioral Therapy (CBT).....	21
1.8.3 Religiosity Measurement Model.....	23
1.9 Research Conceptual Framework	25
1.10 Operational Definition	27
1.10.1 Mutadayyin	27
1.10.2 Islam.....	27
1.10.3 Iman	28
1.10.4 Ihsan	30

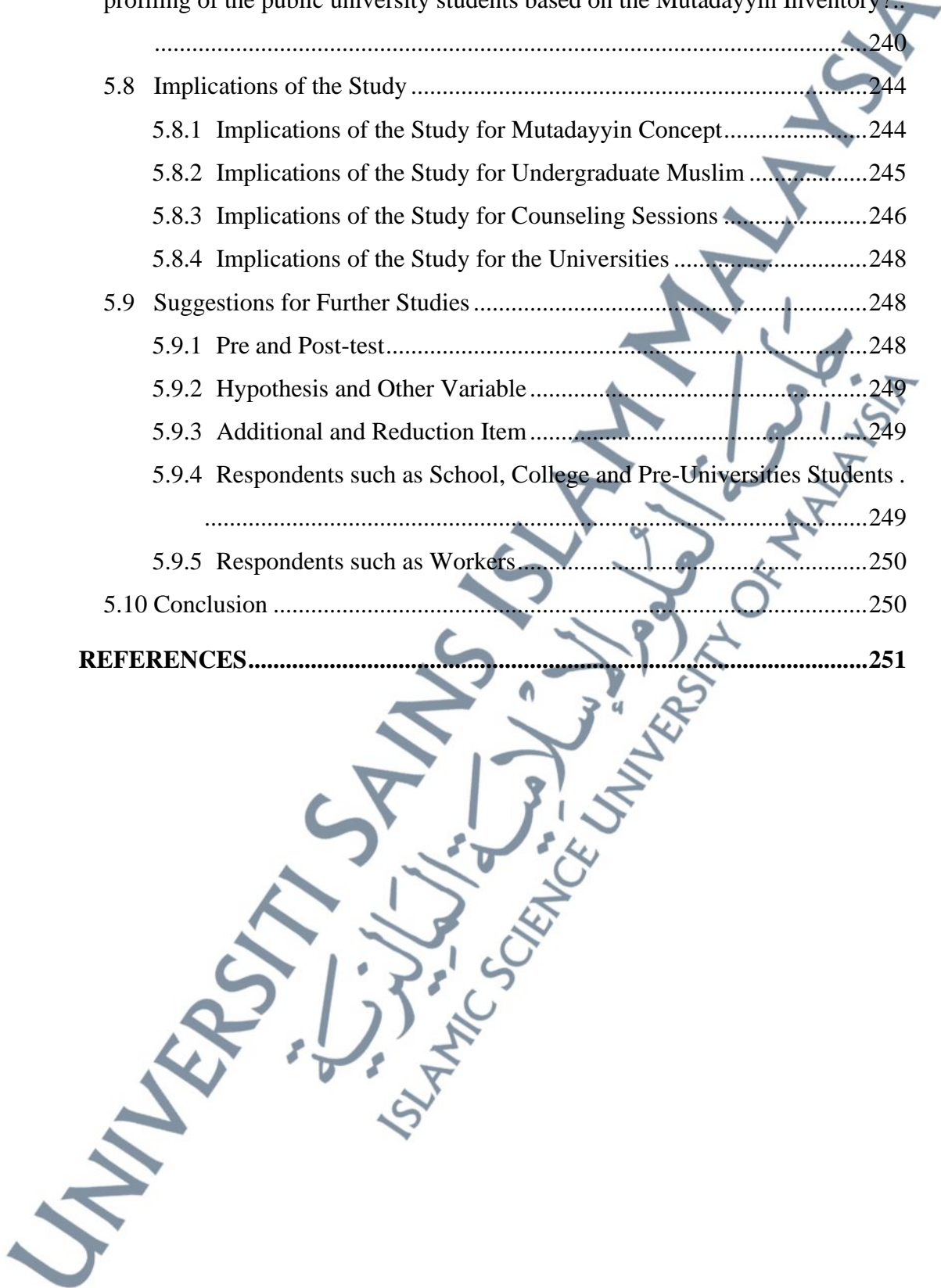
1.10.5 Cognitive Behavioral Therapy (CBT).....	30
1.10.6 Elements of Cognitive Behavioral Therapy (CBT)	31
1.10.7 Islam Cognitive	35
1.10.8 Islam Emotion	35
1.10.9 Islam Behavior	35
1.10.10 Iman Cognitive.....	35
1.10.11 Iman Emotion.....	36
1.10.12 Iman Behavior.....	36
1.10.13 Ihsan Cognitive	36
1.10.14 Ihsan Emotion	36
1.10.15 Ihsan Behavior	37
1.10.16 Rasch Measurement Model.....	37
1.10.17 Development of Inventory	37
1.10.18 Mutadayyin Inventory.....	38
1.10.19 Islamic Measurement Tool.....	38
1.10.20 Muslim Undergraduate Students.....	38
1.11 Conclusion	38
CHAPTER 2	40
LITERATURE REVIEW	40
2.1 Introduction.....	40
2.2 Religiosity Instrument Development in Counseling	40
2.2.1 Religiosity in Counseling.....	41
2.2.2 Counseling in Islamic Perspectives.....	44
2.2.3 Assessment in Counseling	47
2.2.4 Religiosity Assessment in Counseling.....	53
2.2.5 Constructs in Religiosity Assessment	56
2.3 Mutadayyin	65
2.3.1 Mutadayyin Definition Based on al-Shahrastani	68
2.3.2 Characteristics of Mutadayyin based on Islam, Iman, and Ihsan.....	69
2.4 Counseling Approaches in Helping Self Analysis.....	79
2.5 Cognitive Behavioral Therapy	80
2.5.1 Cognitive Behavioral Therapy and Religiosity.....	83

2.5.2	Assessment Using Cognitive Behavioral Therapy Approach.....	87
2.6	Rasch Measurement Model.....	91
2.6.1	Item Fit.....	95
2.6.2	Reliability and Separation.....	95
2.6.3	Local Independence	96
2.6.4	Item Polarity.....	96
2.6.5	Unidimensionality	96
2.6.6	Item-Person Map.....	97
2.6.7	Scale Calibration.....	97
2.6.8	Instrument Development Model	98
2.7	Conclusion	102
CHAPTER 3	104
RESEARCH METHODOLOGY	104
3.1	Introduction.....	104
3.2	Research Approach and Design	104
3.2.1	Mixed Method Designs.....	106
3.2.2	Mixed Method in Instrument Development.....	107
3.3	Strategies of Developing Instrument.....	108
3.3.1	The Rational/Theoretical Approach/Deductive Method.....	109
3.3.2	The Empirical Approach.....	109
3.3.3	The Factorial Analysis Approach.....	109
3.4	Instrument Development Model	110
3.5	First Phase – Preliminary Study.....	112
3.5.1	Interview Questionnaires Development.....	112
3.5.2	Interview Questionnaires Validation	113
3.5.3	Panels Interview.....	115
3.6	Qualitative Data Analysis	116
3.6.1	Qualitative Data Coding Analysis Validation.....	119
3.7	Second Phase – Item Development.....	119
3.8	Third Phase – Validity and Reliability.....	122
3.8.1	Face Validity Study.....	123
3.8.2	Expert Review Study	132

3.8.3 Content Validity Results	138
3.9 Pilot Study.....	147
3.10 Pilot Study Results	148
3.11 Respondents' Demography	148
3.12 Person and Item Reliability.....	149
3.13 Scale Calibration	150
3.14 Unidimensionality	152
3.15 Item Polarity.....	154
3.16 Item-Person Map.....	155
3.17 Fourth Phase – Final Study	157
3.17.1 Population and Sampling	158
3.17.2 Research Instrument.....	160
3.18 Software Analysis	162
3.19 Conclusions.....	162
CHAPTER 4.....	164
RESULTS	164
4.1 Introduction.....	164
4.2 Qualitative Analysis Result (Preliminary Study).....	164
4.2.1 Experts' Opinion Regarding Religiosity Measurement Development for Counseling Purposes	164
4.2.2 Expert's Opinion Regarding Developing a Religiosity Instrument That is Based on Mutadayyin Definition	165
4.2.3 The characteristics of Mutadayyin based on Islam, Iman, and Ihsan by incorporating the elements of CBT	166
4.2.4 Qualitative Data Coding Analysis Validation	169
4.2.5 Mutadayyin Inventory items development based on Mutadayyin characteristics and elements of CBT.....	171
4.3 Psychometric Properties in Final Study	182
4.3.1 Respondents' Demography.....	182
4.3.2 Test for Normality.....	183
4.3.3 Item Fit Analysis.....	186
4.3.4 Item Reliability and Person Reliability Analysis.....	190

4.3.5 Scale Calibration Analysis	192
4.3.6 Dimensional Analysis	193
4.3.7 Local Independence	194
4.3.8 Item Polarity Analysis.....	195
4.3.9 Person-Item Map.....	196
4.3.10 List of Final Items for Mutadayyin Inventory	203
4.3.11 Mutadayyin Profiling for Public University Undergraduate Students in Malaysia According to Constructs and Subconstruct	215
4.4 Conclusion	223
CHAPTER 5	224
DISCUSSION	224
5.1 Introduction.....	224
5.2 Discussion of the First Research Question. What is the appropriate religiosity instrument to use in counseling session?.....	224
5.3 Discussion of the Second Research Question. What are the constructs of religiosity instrument based on definition of Mutadayyin?.....	226
5.4 Discussion of the Third Research Question: What are the characteristics of Mutadayyin based on Islam, Iman and Ihsan by incorporating the elements of CBT?.....	231
5.5 Discussion of the Fourth Research Question: What are the items of Mutadayyin Inventory based on Mutadayyin characteristics and elements of CBT?.....	233
5.6 Discussion of the Fifth Research Question: What are the psychometric properties of Mutadayyin Inventory using the Rasch Measurement Model (RMM)?.....	236
5.6.1 What is the construct validity of Mutadayyin Inventory?.....	236
5.6.2 What is the unidimensionality of Mutadayyin Inventory?	237
5.6.3 What is the person's reliability for Mutadayyin Inventory?.....	238
5.6.4 What is the item reliability for Mutadayyin Inventory?	239
5.6.5 What is the scale accuracy for Mutadayyin Inventory?.....	239

5.7 Discussion of the Sixth Research Question: How is the Mutadayyin profiling of the public university students based on the Mutadayyin Inventory?..	240
5.8 Implications of the Study	244
5.8.1 Implications of the Study for Mutadayyin Concept.....	244
5.8.2 Implications of the Study for Undergraduate Muslim	245
5.8.3 Implications of the Study for Counseling Sessions	246
5.8.4 Implications of the Study for the Universities	248
5.9 Suggestions for Further Studies	248
5.9.1 Pre and Post-test.....	248
5.9.2 Hypothesis and Other Variable	249
5.9.3 Additional and Reduction Item	249
5.9.4 Respondents such as School, College and Pre-Universities Students .	249
5.9.5 Respondents such as Workers.....	250
5.10 Conclusion	250
REFERENCES.....	251



LIST OF TABLES

Table 2.1 Purposes of Using Assessment in Counseling	51
Table 2.2 Summaries of Religiosity Instrument	61
Table 2.3 List of CBT Assessment	90
Table 2.4 Comparisons Between Different Models of Instruments Development	98
Table 3.1 Expert List Chosen for Interview Questionnaires Validation	114
Table 3.2 Expert List Chosen for Interview	116
Table 3.3 Phases of Thematic Analysis Process	117
Table 3.4 Expert List Chosen for Coding Validation	119
Table 3.5 Expert List Chosen for al-Quran and Hadith References	120
Table 3.6 List of <i>Mutadayyin</i> Inventory Items During Development Phase	121
Table 3.7 Student List Chosen for Face Validity	124
Table 3.8 The Validity Coefficient for Face Validity	125
Table 3.9 The Validity Coefficient for Face Validity According to Subconstructs	132
Table 3.10 Expert List Chosen for Content Validity	133
Table 3.11 Negative Items Before and After Experts' Review	134
Table 3.12 Content Validity Achieved According to Items	139
Table 3.13 Content Validity According to Subconstructs	146
Table 3.14 Sampling Technique Calculation for Pilot Study	147
Table 3.15 Demography of Respondents	149
Table 3.16 Person Reliability	149
Table 3.17 Item Reliability	150
Table 3.18 Average Measurement Category: Average Observed	151
Table 3.19 Average Measurement Category: Average Observed - Scale Calibration	152
Table 3.20 Principal Component Analysis of Residual (PCA)	153
Table 3.21 Subconstructs Eigen Value According to Constructs	153
Table 3.22 Item Polarity Measures	154
Table 3.23 Separation of Item and Subconstruct Reliability	155
Table 3.24 List of Items after Pilot Study According to Constructs	156
Table 3.25 Sampling Technique Calculation for Final Study	158

Table 3.26 Sample Size by Linacre (1994).....	159
Table 3.27 List of <i>Mutadayyin</i> Inventory Items during the Final Study	160
Table 3.28 List of Data Analysis Software	162
Table 4.1 Experts Agreement on Religiosity Inventory	165
Table 4.2 Experts Agreement to Use Word <i>Mutadayyin</i> in the Study.....	165
Table 4.3 Experts' Agreement on Qualitative Data Coded	167
Table 4.4 Table Calculation for Cohen's Kappa.....	170
Table 4.5 Items Development Process	172
Table 4.6 Respondent Demography Analysis for Final Study.....	182
Table 4.7 Descriptive Statistics of Final Study Data	183
Table 4.8 Fit Items for Islam Cognitive.....	186
Table 4.9 Fit Items for Islam Emotion.....	187
Table 4.10 Fit Items for Islam Behaviors	187
Table 4.11 Fit Items for <i>Iman</i> Cognitive	187
Table 4.12 Fit Items for <i>Iman</i> Emotion	188
Table 4.13 Fit Items for <i>Iman</i> Behaviors.....	188
Table 4.14 Fit Items for <i>Ihsan</i> Cognitive.....	188
Table 4.15 Fit Items for <i>Ihsan</i> Emotion.....	189
Table 4.16 Fit Items for <i>Ihsan</i> Behaviors	189
Table 4.17 Fit Items for <i>Ilm</i> Cognitive	189
Table 4.18 Fit Items for <i>Ilm</i> Emotion	190
Table 4.19 Fit Items for <i>Ilm</i> Behaviors.....	190
Table 4.20 Item Reliability	191
Table 4.21 Person Reliability.....	191
Table 4.22 Summary of Rating Scale Category Structure.....	192
Table 4.23 Dimensional Analysis in Final Study	194
Table 4.24 Subconstructs Eigen Value According to Constructs	194
Table 4.25 Pairs Item Residual Correlation Standard Values.....	195
Table 4.26 Item Polarity Analysis for All Subconstructs	195
Table 4.27 Items Arranged According to Difficulty.....	198
Table 4.28 Total Remained and Dropped Items After the Final Study	203
Table 4.29 Islam Cognitive Items	205
Table 4.30 Islam Emotion Items	206
Table 4.31 Islam Behavior Items	207

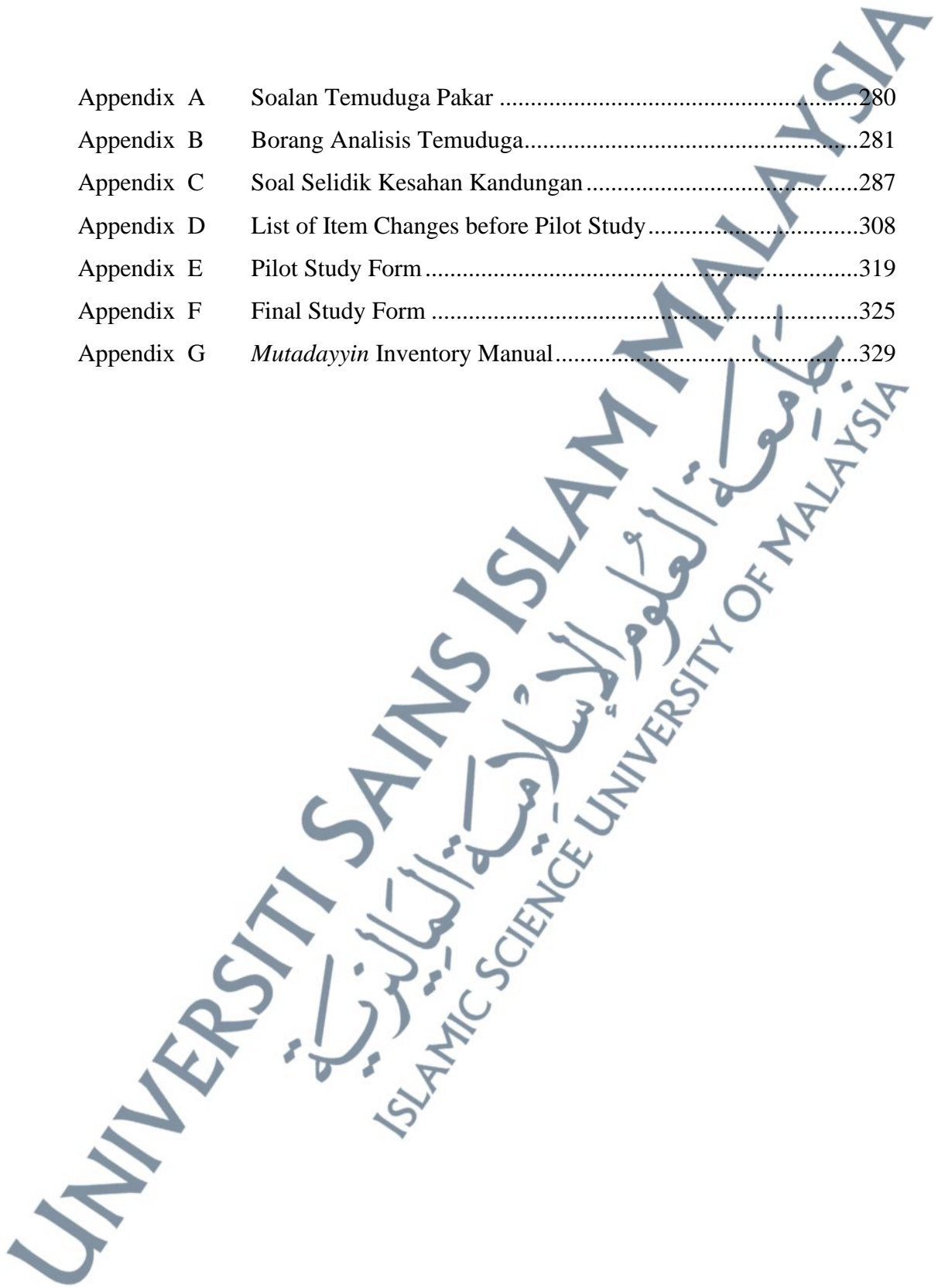
Table 4.32 <i>Iman</i> Cognitive Items.....	207
Table 4.33 <i>Iman</i> Emotion Items.....	208
Table 4.34 <i>Iman</i> Behavior Items.....	209
Table 4.35 <i>Ihsan</i> Cognitive Items.....	210
Table 4.36 <i>Ihsan</i> Emotion Items.....	211
Table 4.37 <i>Ihsan</i> Behavior Items.....	211
Table 4.38 <i>Ilm</i> Cognitive Items.....	212
Table 4.39 <i>Ilm</i> Emotion Items.....	213
Table 4.40 <i>Ilm</i> Behavior Items.....	214
Table 4.41 Level of Islam Construct.....	215
Table 4.42 Level of Islam Cognitive Subconstruct.....	216
Table 4.43 Level of Islam Emotion Subconstruct.....	216
Table 4.44 Level of Islam Behaviors Subconstruct.....	216
Table 4.45 Level of <i>Iman</i> Construct.....	217
Table 4.46 Level of <i>Iman</i> Cognitive Subconstruct.....	217
Table 4.47 Level of <i>Iman</i> Emotion Subconstruct.....	218
Table 4.48 Level of <i>Iman</i> Behaviors Subconstruct.....	218
Table 4.49 Level of <i>Ihsan</i> Construct.....	219
Table 4.50 Level of <i>Ihsan</i> Cognitive Subconstruct.....	219
Table 4.51 Level of <i>Ihsan</i> Emotion Subconstruct.....	220
Table 4.52 Level of <i>Ihsan</i> Behaviors Subconstruct.....	220
Table 4.53 Level of <i>Ilm</i> Construct.....	220
Table 4.54 Level of <i>Ilm</i> Cognitive Subconstruct.....	221
Table 4.55 Level of <i>Ilm</i> Emotion Subconstruct.....	221
Table 4.56 Level of <i>Ilm</i> Behaviors Subconstruct.....	222
Table 4.57 Level of <i>Mutadayyin</i> for Public University Undergraduate Students in Malaysia.....	222

LIST OF FIGURES

Figure 1.1 The Scales of <i>Mutadayyin</i> According to al-Shahrastani's Definition based on Islam, <i>Iman</i> , and <i>Ihsan</i>	21
Figure 1.2 Person Interacting Systems According to CBT Padesky and Mooney (1990) in Kennerly et al., (2017)	22
Figure 1.3 Religiosity Measurement Principles and Muslim Personality Model ..	24
Figure 1.4 Research Conceptual Framework.....	26
Figure 1.5 The Secondary Emotions in Introduction to Psychology by Walinga and Stangor (2014)	33
Figure 2.1 Counselor's Role According to Mizan Adiliah et al., (2014).....	46
Figure 2.2 Item-Person Map	97
Figure 2.3 Flow Chart for Instrument Development (Mohammad Aziz Shah, 2018)	101
Figure 3.1 The Exploratory Sequential Design by Creswell and Plano Clark (2018)	108
Figure 3.2 <i>Mutadayyin Inventory</i> Development Phases	111
Figure 3.3 Phase 1 - Preliminary Study	113
Figure 3.4 Integration of Qualitative Findings in the Preliminary Phase into Item Development Phase.....	118
Figure 3.5 Phase 2- Item Development.....	120
Figure 3.6 Phase 3- Validity and Reliability.....	123
Figure 3.7 The Size of The Structure on The Crossing of The Rating Scale after Scale Calibration.....	152
Figure 3.8 Item-Person Map.....	156
Figure 3.9 Phase 4- Final Study.....	157
Figure 4.1 Number of Statements Coded According to Subconstructs	166
Figure 4.2 Interpretation of Kappa.....	170
Figure 4.3 Size Structure of the Intersection of the Rating Scale	193
Figure 4.4 Person-Item Map in Final Study.....	197

LIST OF APPENDICES

Appendix A	Soalan Temuduga Pakar	280
Appendix B	Borang Analisis Temuduga.....	281
Appendix C	Soal Selidik Kesahan Kandungan.....	287
Appendix D	List of Item Changes before Pilot Study.....	308
Appendix E	Pilot Study Form	319
Appendix F	Final Study Form	325
Appendix G	<i>Mutadayin</i> Inventory Manual.....	329



ABBREVIATION

AADK	<i>Agensi Anti Dadah Kebangsaan</i>
ACA	American Counseling Association
ADHD	Attention Deficit Hyperactivity Disorder
ANOVA	Analysis of Variance
APA	American Psychological Association
ASR	Adult Self Report
ATQ-Malay	Automatic Thoughts Questionnaire for Malays
BAI	Beck Anxiety Inventory
BCIS	Beck Cognitive Insight
BDI	Beck Depression Inventory
BDI-MALAY	Beck Depression Inventory Malay Version
BHS-Malay	Beck Hopelessness Scale Malay
BP	Best Practice
BYI	Beck Youth Inventories of Emotional and Social Impairment®
CABG	Coronary Artery Bypass Graft
CBC	Cognitive Behavioral Counseling
CBOCI	Clark-Beck Obsessive-Compulsive Inventory®
CBT	Cognitive Behavioral Therapy
CCPA	Canadian Counseling and Psychotherapy Association
CMIR	Comprehensive Measure of Islamic Religiosity
CPA	Canadian Psychological Association
CTT	Classical Testing Theory
C-SHIP	Cognitive Social Health Information Processing
DAS	Dysfunctional Attitude Scale
DASS-21	Depression Anxiety and Stress Scale 21
DDS	Drug Dependency Syndrome
DSM5	Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition
DoD	United States Department of Defense
EDI	The Early Development Instrument
FATS	Frequency of Actions and Thoughts Scale
FEM	<i>Fakulti Ekonomi dan Muamalat</i>
FKAB	<i>Fakulti Kejuruteraan dan Alam Bina</i>
FKP	<i>Fakulti Kepimpinan dan Pengurusan</i>
FPBU	<i>Fakulti Pengajian Bahasa dan Utama</i>
FPG	<i>Fakulti Pergigian</i>
FPQS	<i>Fakulti Pengajian Quran dan Sunnah</i>
FPSK	<i>Fakulti Perubatan dan Sains Kesihatan</i>
FST	<i>Fakulti Sains dan Teknologi</i>
FSU	<i>Fakulti Syariah dan Undang-undang</i>
HEI	Higher Education Institutions

IFES	Impact of Future Events Scale
IHB	<i>Ihsan</i> Behavior
IHC	<i>Ihsan</i> Cognitive
IHE	<i>Ihsan</i> Emotion
IIPM	Integrative Islamic Personality Model
IUMReIS	International Islamic University Malaysia Religiosity Scale
IKBAR	Instrument of Adversity Quotient
IKSOKU-F	Subjective Happiness of Physical Disability Person
ILB	<i>Ilm</i> Behavior
ILC	<i>Ilm</i> Cognitive
ILE	<i>Ilm</i> Emotion
IMB	<i>Iman</i> Behavior
IMC	<i>Iman</i> Cognitive
IME	<i>Iman</i> Emotion
IMPAK	<i>Instrumen Penilaian Akhlak Pelajar</i>
IPT	<i>Institut Pengajian Tinggi</i>
IPTA	<i>Institut Pengajian Tinggi Awam</i>
ISB	Islam Behavior
ISC	Islam Cognitive
ISE	Islam Emotion
IQMS	Islamic Quality Management Scale
IRT	Item Response Theory
JAKIM	<i>Jabatan Kemajuan Islam Malaysia</i>
JKMM	<i>Jabatan Kebajikan Masyarakat Malaysia</i>
KPI	Key Performance Indicator
KPTM	<i>Kementerian Pengajian Tinggi Malaysia</i>
MAINS	<i>Majlis Agama Islam Negeri Sembilan</i>
MARA	<i>Majlis Amanah Rakyat</i>
MARS	Muslim Attitude toward Religion
MFLC	Military and Family Life Counseling
MNSQ	Mean-square
MRPA	Muslim Religiosity Personality Assessment
My3S	Malaysian Soft Skills Scale
NGOs	Non-Governmental Organisation
NHS	National Health Services
OQ-45	Outcome Questionnaire 45
OUM	Open University Malaysia
PAKSI	<i>Persatuan Kaunseling Syar'ie Malaysia</i>
PCA	Principal Component Analysis of Residual
PIT	The Prospective Imagery Task
PKMAINS	<i>Pusat Kaunseling Majlis Agama Islam Negeri Sembilan</i>
PMIR	Psychological Measure of Islamic Religiousness
PTMEA CORR	Point Measure Correlation
RCBT	Religiously Integrated Cognitive Behavioral Therapy
RMM	Rasch Measurement Model

SPSS	Statistical Package for Social Sciences
SUIS	The Spontaneous Use of Imagery Scale
S.A.W	<i>Sallallahu Alaihi Wassallam</i>
S.W.T	<i>Subhanahu Wa Ta'ala</i>
UIAM	<i>Universiti Islam Antarabangsa Malaysia</i>
UITM	<i>Universiti Teknologi Mara</i>
UKM	<i>Universiti Kebangsaan Malaysia</i>
UM	<i>Universiti Malaya</i>
UMK	<i>Universiti Malaysia Kelantan</i>
UMP	<i>Universiti Malaysia Pahang</i>
UMS	<i>Universiti Malaysia Sabah</i>
UMT	<i>Universiti Malaysia Terengganu</i>
UNESCO	United Nations Educational, Scientific and Cultural Organization
UniMAP	<i>Universiti Malaysia Perlis</i>
UNIMAS	<i>Universiti Malaysia Sarawak</i>
UNISZA	<i>Universiti Sultan Zainal Abidin</i>
UPI	The Ummatic Personality Inventory
UPM	<i>Universiti Putra Malaysia</i>
UPNM	<i>Universiti Pertahanan Nasional Malaysia</i>
UPSI	<i>Universiti Pendidikan Sultan Idris</i>
USIM	<i>Universiti Sains Islam Malaysia</i>
USM	<i>Universiti Sains Malaysia</i>
UTEM	<i>Universiti Teknikal Malaysia Melaka</i>
UTHM	<i>Universiti Tun Hussein Onn</i>
UTM	<i>Universiti Teknologi Malaysia</i>
UUM	<i>Universiti Utara Malaysia</i>
Z Std	Z-scores
1PL	One parameter logistic
2PL	Two parameters logistic
3PL	Three parameters logistic
4PL	Four parameters logistic