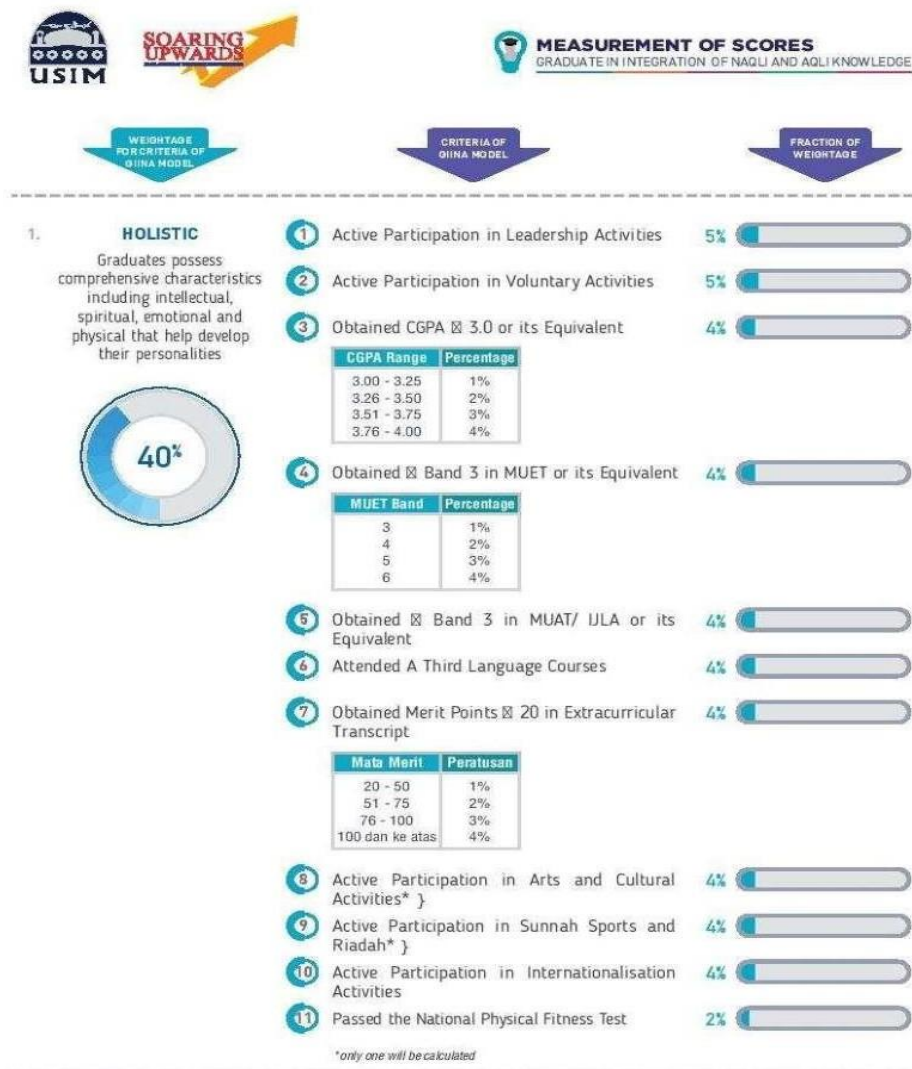


APPENDICES

Appendix 1: The GIINA Model





MEASUREMENT OF SCORES

GRADUATE IN INTEGRATION OF NAQLI AND AQLI KNOWLEDGE



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Appendix 2: Findings of The Survey Questionnaire

The researcher tabulated the findings of the survey questionnaire as following.

Items	Details	Frequency (f)	Percentage (%)
Integration: The level of understanding in integration of knowledge			
I understand well the concept of integration of Islamic and scientific knowledge.	Strongly Disagree	8	2.8
	Disagree	9	3.2
	Neutral	21	7.4
	Agree	183	64.2
	Strongly Agree	64	22.5
I am familiar with the methods of integration of Islamic and scientific knowledge.	Strongly Disagree	9	3.2
	Disagree	13	4.6
	Neutral	30	10.5
	Agree	183	64.2
	Strongly Agree	50	17.5
I am aware of the concept of Islamisation of knowledge.	Strongly Disagree	8	2.8
	Disagree	12	4.2
	Neutral	36	12.6
	Agree	166	58.2
	Strongly Agree	63	22.1

I am aware of the methods of Islamisation of knowledge.	Strongly Disagree	9	3.2
	Disagree	20	7.0
	Neutral	57	20.0
	Agree	153	53.7
	Strongly Agree	46	16.1
I know fundamental sources of the reference related to the integration of knowledge	Strongly Disagree	7	2.5
	Disagree	16	5.6
	Neutral	46	16.1
	Agree	161	56.5
	Strongly Agree	55	19.3
I know the pioneers of the integration of knowledge.	Strongly Disagree	9	3.2
	Disagree	27	9.5
	Neutral	94	33.0
	Agree	130	45.6
	Strongly Agree	25	8.8
I am aware of Graduate in Integration of Islamic and Scientific (Naqli and Aqli) development.	Strongly Disagree	9	3.2
	Disagree	9	3.2
	Neutral	39	13.7
	Agree	160	56.1
	Strongly Agree	68	23.9

Skills: The level of skills integration among the USIM students			
I understand the difference between Islamic and scientific knowledge.	Strongly Disagree	6	2.1
	Disagree	6	2.1
	Neutral	23	8.1
	Agree	151	53.0
	Strongly Agree	99	34.7
I understand the unity of themes of the Quran.	Strongly Disagree	6	2.1
	Disagree	3	1.1
	Neutral	31	10.9
	Agree	165	57.9
	Strongly Agree	80	28.1
While reading the scientific (rational) writings, I understand whether the idea supports Islam or not.	Strongly Disagree	7	2.5
	Disagree	3	1.1
	Neutral	23	8.1
	Agree	175	61.4
	Strongly Agree	77	27.0
The Integration of knowledge combines the “two readings,” reading of the Qur’an and the created universe.	Strongly Disagree	6	2.1
	Disagree	4	1.4
	Neutral	29	10.2
	Agree	165	57.9

	Strongly Agree	81	28.4
While reading the Islamic (revealed text) writings, I understand their similarities and dissimilarities with any modern scientific knowledge.	Strongly Disagree	7	2.5
	Disagree	4	1.4
	Neutral	34	11.9
	Agree	172	60.4
	Strongly Agree	68	23.9
I understand the interconnections between Allah, human beings, and the universe.	Strongly Disagree	8	2.8
	Disagree	0	0
	Neutral	11	3.9
	Agree	140	49.1
	Strongly Agree	126	44.2
I think the more knowledge we gain on revelation (wahyu), and the universe, the more we grow our capacity to integrate between revelation and science.	Strongly Disagree	6	2.1
	Disagree	2	.7
	Neutral	24	8.4
	Agree	156	54.7
	Strongly Agree	97	34.0
I can distinguish between the methodology of revelation (wahyu) and the methodology of natural sciences.	Strongly Disagree	7	2.5
	Disagree	6	2.1
	Neutral	56	19.6
	Agree	162	56.8

	Strongly Agree	54	18.9
I understand how the supreme values of the Quran (tawhid, tazkiyah and civilisation) correspond to each other.	Strongly Disagree	6	2.1
	Disagree	9	3.2
	Neutral	44	15.4
	Agree	156	54.7
	Strongly Agree	70	24.6
I try to understand the universe and creation through the Qur'anic perspective.	Strongly Disagree	6	2.1
	Disagree	1	.4
	Neutral	16	5.6
	Agree	175	61.4
	Strongly Agree	87	30.5
I understand relation between the methodology of revelation and methodology of universe, which are interconnected.	Strongly Disagree	7	2.5
	Disagree	7	2.5
	Neutral	34	11.9
	Agree	162	56.8
	Strongly Agree	75	26.3
I think memorising skills needed to understand the integration of Islamic and scientific knowledge.	Strongly Disagree	10	3.5
	Disagree	9	3.2
	Neutral	43	15.1
	Agree	145	50.9

	Strongly Agree	78	27.4
I think skills in both Arabic and English languages are necessary to integrate Naqli and Aqli.	Strongly Disagree	7	2.5
	Disagree	6	2.1
	Neutral	19	6.7
	Agree	141	49.5
	Strongly Agree	112	39.3
I am comfortable with the sources of the knowledge written in Arabic.	Strongly Disagree	13	4.6
	Disagree	34	11.9
	Neutral	61	21.4
	Agree	144	50.5
	Strongly Agree	33	11.6
I am comfortable with the sources of the knowledge written in English.	Strongly Disagree	8	2.8
	Disagree	9	3.2
	Neutral	46	16.1
	Agree	168	58.9
	Strongly Agree	54	18.9
In integrative teaching-learning, the process of self-transformation happened when memorisation, understanding, thinking, and	Strongly Disagree	7	2.5
	Disagree	6	2.1
	Neutral	26	9.1
	Agree	175	61.4

internalising take place in teaching and learning processes.	Strongly Agree	71	24.9
Perceptions: Student's perceptions on lecturers and subjects			
The subjects offered by my faculty focus enough on the integration of Islamic and scientific knowledge.	Strongly Disagree	5	1.8
	Disagree	12	4.2
	Neutral	30	10.5
	Agree	150	52.6
	Strongly Agree	88	30.9
The lecturers help the students to gain more understanding about integrating Islamic and scientific knowledge by giving the related assignments.	Strongly Disagree	7	2.5
	Disagree	8	2.8
	Neutral	26	9.1
	Agree	142	49.8
	Strongly Agree	102	35.8
The lecturers combine Islamic and scientific perspectives.	Strongly Disagree	7	2.5
	Disagree	4	1.4
	Neutral	24	8.4
	Agree	152	53.3
	Strongly Agree	98	53.3
	Strongly Disagree	7	2.5
	Disagree	10	3.5

The lecturers encourage the students to memorise related verses to be attached in explaining modern knowledge.	Neutral	30	10.5
	Agree	134	47.0
	Strongly Agree	104	36.5

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Appendix 3: List of Questions of Semi-Structured Interviews

- 1) What is the best method to channel Islamic and scientific knowledge (Naqli and Aqli) among the students in the classroom?
- 2) What is the skill required by lecturers to integrate knowledge of Islamic and scientific knowledge (Naqli and Aqli)?
- 3) Do you think that the students have enough capacity or capability to integrate Islamic and scientific knowledge (Naqli and Aqli) knowledge?
- 4) How can the skills help the student towards the integration of Islamic and scientific knowledge (Naqli and Aqli)?
- 5) Do you think that Islamic and scientific knowledge (Naqli and Aqli) integration is highlighted in the classroom?
- 6) What kind of knowledge is required to integrate Islamic and scientific knowledge (Naqli and Aqli)?
- 7) How the lecturers spark the idea of integration of Islamic and scientific knowledge (Naqli and Aqli) knowledge in the classroom?
- 8) Do you think there is a limit of knowledge in integrating Islamic and scientific knowledge (Naqli and Aqli) among the students?
- 9) How the lecturers create a conducive learning environment to attract the students?
- 10) What are the problems in integrating Islamic and scientific knowledge (Naqli and Aqli) in the classroom?

Appendix 4: Survey Questionnaire

QUESTIONNAIRE

SOAL SELIDIK

Survey Questionnaire on Student's Self-Efficacy in Integrating Islamic and Scientific Knowledge

Soal Selidik Mengenai Efikasi Diri Pelajar dalam Mengintegrasikan ilmu Islamik dan Saintifik

Section A / Bahagian A

Select your faculty: ☐ FPQS ☐ FEM

Pilih fakulti anda: ☐ FSU ☐ FST

Gender : ☐ Male ☐ Female

Jantina : ☐ Lelaki ☐ Perempuan

Age : ☐ 17 – 18 years old / tahun

Umur ☐ 19 – 20 years old / tahun

☐ 21 – Above / keatas

Year of study : Year

Tahun Pengajian: Tahun.....

Section B / Bahagian B

Instructions: Please read and tick (✓) the statements below and select the answers from 1 to 5 the most appropriate category to express your understanding and practice as a student university

Arahan : Sila baca and tandakan (✓) pernyataan dibawah dan pilih jawapan daripada 1 hingga 5 kategori yang paling sesuai untuk menyatakan pemahaman dan amalan Anda sebagai pelajar universiti

Integration: The level of understanding in integration of knowledge.

Integrasi: Tahap kefahaman dalam ilmu Integrasi.

Integration is one of the approaches / processes where applied in the educational sector to create holistic generation of multidisciplinary knowledge.

The understanding of the Islamic knowledge along with the modern world lead to the diversity of new modern knowledge that in line with Islamic requirements.

Integrasi adalah salah satu pendekatan atau proses yang diaplikasikan dalam sector Pendidikan untuk melahirkan generasi holistik dalam kepelbagaian bidang ilmu.

Kefahaman ilmu agama seiring dengan dunia moden mewujudkan kepelbagaian ilmu moden yang bertepatan dengan keperluan Islam.

1. SD= Strongly Disagree	2. D = Disagree	3. N = Neutral	4. A = Agree	5. SA = Strongly Agree
1. sangat tidak setuju	2. tidak setuju	3. Berkecuali	4. Setuju	5. Sangat Setuju

SL	ITEMS	SD	D	N	A	SA
1	I understand well the concept of integration of Naqli and Aqli knowledge. <i>Saya memahami secara jelas mengenai konsep Integrasi Ilmu Naqli dan Aqli.</i>	1	2	3	4	5
2	I am familiar with the methods of integration of Naqli and Aqli knowledge. <i>Saya biasa dengan penggunaan metodologi integrasi Ilmu Naqli dan Aqli.</i>	1	2	3	4	5
3	I am aware about the concept of Islamisation of knowledge. <i>Saya menyedari konsep ilmu Islamisasi.</i>	1	2	3	4	5
4	I am aware about the methods of Islamisation of knowledge. <i>Saya menyedari mengenai metodologi ilmu Islamisasi.</i>	1	2	3	4	5
5	I know fundamental sources of the reference related to integration of knowledge. <i>Saya mengetahui asas sumber rujukan berkaitan dengan ilmu integrasi.</i>	1	2	3	4	5
6	I know the pioneers of the integration of knowledge. <i>Saya mengetahui pelopor-pelopor bagi ilmu Integrasi.</i>	1	2	3	4	5
7	I am aware of Graduate in Integration of Naqli and Aqli development. <i>Saya sedar mengenai pembangunan Graduan Integrasi Naqli dan Aqli.</i>	1	2	3	4	5

Skills: The level of skills integration among the USIM students

Kemahiran: Tahap kemahiran integrase dalam kalangan pelajar USIM.

1. SD = Strongly Disagree	2. D = Disagree	3. N = Neutral	4. A = Agree	5. SA = Strongly Agree
1. sangat tidak setuju	2. tidak setuju	3. Berkecuali	4. Setuju	5. Sangat Setuju

SL	ITEMS	SD	D	N	A	SA
1	I clearly understand the difference between Naqli knowledge and Aqli knowledge. <i>Saya memahami secara jelas perbezaan antara ilmu Naqli dan ilmu Aqli.</i>	1	2	3	4	5
2	While reading the scientific (rational) writings, I understand whether the idea supports Islam or not. <i>Semasa membaca penulisan saintifik (rasional), saya dapat memahami sama ada idea tersebut menyokong Islam ataupun tidak.</i>	1	2	3	4	5
3	Integration of knowledge combines the “two readings,” reading of the Qur’an and of the created universe. <i>Ilmu integrasi menggabungkan dua jenis pembacaan, iaitu pembacaan Al-Quran dan pembacaan ciptaan alam semesta.</i>	1	2	3	4	5
4	While reading the Islamic (revealed text) writings, I understand their similarities and dissimilarities with any modern scientific knowledge. <i>Semasa membaca pembacaan Islamik (wahyu), saya memahami bahawa ada persamaan dan perbezaan dengan mana-mana ilmu saintifik moden.</i>	1	2	3	4	5
5	I understand the interconnections between Allah, human being and the universe. <i>Saya faham terdapat hubungkait antara Allah, manusia dan alam semesta.</i>	1	2	3	4	5
6	I understand the unity of themes of the Quran. <i>Saya memahami kesepaduan tema-tema dalam Al-Quran.</i>	1	2	3	4	5
7	I try to understand the universe and creation through the Qur’anic perspective. <i>Saya cuba untuk memahami alam semesta dan penciptaan melalui perspektif Quran.</i>	1	2	3	4	5
8	I understand relation between the methodology of revelation and methodology of universe, which are interconnected. <i>Saya memahami hubungann antara metodologi wahyu dan metodologi alam</i>	1	2	3	4	5

	<i>semesta, yang dimana kedua-duanya saling berkaitan.</i>					
9	I think the more knowledge we gain on revelation (wahyu), and universe, the more we grow our capacity to integrate between revelation and science. <i>Saya berpendapat apabila bertambah ilmu mengenai wahyu dan alam semesta, maka bertambah keupayaan kita untuk mengintegrasikan antara ilmu wahyu dan sains.</i>	1	2	3	4	5
10	I can distinguish between the methodology of revelation (wahyu) and the methodology of natural sciences. <i>Saya boleh membezakan antara metodologi wahyu dan metodologi sains semulajadi.</i>	1	2	3	4	5
11	I understand how the supreme values of the Quran (tawhid, tazkiyah and civilisation) corresponds each other. <i>Saya faham bagaimana nilai agung Al-Quran (tawhid, tazkiyah, ketamadunan) saling berhubungan.</i>	1	2	3	4	5
12	I think memorising skills needed to understand the integration of Naqli and Aqli knowledge. <i>Saya berpendapat kemahiran hafazan diperlukan untuk memahami integrasi ilmu Naqli dan Aqli.</i>	1	2	3	4	5
13	I think skills in both Arabic and English languages are necessary to integrate Naqli and Aqli. <i>Saya berpendapat kemahiran menguasai bahasa Arab dan Bahasa Inggeris adalah penting untuk mengintegrasikan ilmu Naqli dan Aqli.</i>	1	2	3	4	5
14	I am comfortable with the sources of the knowledge written in Arabic. <i>Saya selesa menggunakan sumber ilmu yang ditulis didalam Bahasa Arab</i>	1	2	3	4	5
15	I am comfortable with the sources of the knowledge written in English. <i>Saya selesa menggunakan sumber ilmu yang ditulis didalam Bahasa Inggeris</i>	1	2	3	4	5
16	In integrative teaching-learning, the process of self-transformation happened when memorisation, understanding, thinking, and internalising take place in teaching and learning processes. <i>Dalam pengajaran-pembelajaran yang bersifat integrative proses transformasi diri berlaku apabila hafazan, kefahaman, pemikiran, penyerapan terjadi dalam proses pengajaran dan pembelajaran.</i>	1	2	3	4	5

SL	ITEMS	SD	D	N	A	SA
1	I clearly understand the difference between Naqli knowledge and Aqli knowledge. <i>Saya memahami secara jelas perbezaan antara ilmu Naqli dan ilmu Aqli.</i>	1	2	3	4	5
2	While reading the scientific (rational) writings, I understand whether the idea supports Islam or not. <i>Semasa membaca penulisan saintifik (rasional), saya dapat memahami sama ada idea tersebut menyokong Islam ataupun tidak.</i>	1	2	3	4	5
3	Integration of knowledge combines the “two readings,” reading of the Qur’an and of the created universe. <i>Ilmu integrasi menggabungkan dua jenis pembacaan, iaitu pembacaan Al-Quran dan pembacaan ciptaan alam semesta.</i>	1	2	3	4	5
4	While reading the Islamic (revealed text) writings, I understand their similarities and dissimilarities with any modern scientific knowledge. <i>Semasa membaca pembacaan Islamik (wahyu), saya memahami bahawa ada persamaan dan perbezaan dengan mana-mana ilmu saintifik moden.</i>	1	2	3	4	5
5	I understand the interconnections between Allah, human being and the universe. <i>Saya faham terdapat hubungkait antara Allah, manusia dan alam semesta.</i>	1	2	3	4	5
6	I understand the unity of themes of the Quran. <i>Saya memahami kesepaduan tema-tema dalam Al-Quran.</i>	1	2	3	4	5
7	I try to understand the universe and creation through the Qur’anic perspective. <i>Saya cuba untuk memahami alam semesta dan penciptaan melalui perspektif Quran.</i>	1	2	3	4	5
8	I understand relation between the methodology of revelation and methodology of universe, which are interconnected. <i>Saya memahami hubungann antara metodologi wahyu dan metodologi alam semesta, yang dimana kedua-duanya saling berkaitan.</i>	1	2	3	4	5
9	I think the more knowledge we gain on revelation (wahyu), and universe, the more we grow our capacity to integrate between revelation and science. <i>Saya berpendapat apabila bertambah ilmu mengenai wahyu dan alam semesta, maka bertambah keupayaan kita untuk mengintegrasikan antara ilmu wahyu dan sains.</i>	1	2	3	4	5

10	I can distinguish between the methodology of revelation (wahyu) and the methodology of natural sciences. <i>Saya boleh membezakan antara metodologi wahyu dan metodologi sains semulajadi.</i>	1	2	3	4	5
11	I understand how the supreme values of the Quran (tawhid, tazkiyah and civilisation) corresponds each other. <i>Saya faham bagaimana nilai agung Al-Quran (tawhid, tazkiyah, ketamadunan) saling berhubungan.</i>	1	2	3	4	5
12	I think memorising skills needed to understand the integration of Naqli and Aqli knowledge. <i>Saya berpendapat kemahiran hafazan diperlukan untuk memahami integrasi ilmu Naqli dan Aqli.</i>	1	2	3	4	5
13	I think skills in both Arabic and English languages are necessary to integrate Naqli and Aqli. <i>Saya berpendapat kemahiran menguasai bahasa Arab dan Bahasa Inggeris adalah penting untuk mengintegrasikan ilmu Naqli dan Aqli.</i>	1	2	3	4	5
14	I am comfortable with the sources of the knowledge written in Arabic. <i>Saya selesa menggunakan sumber ilmu yang ditulis didalam Bahasa Arab</i>	1	2	3	4	5
15	I am comfortable with the sources of the knowledge written in English. <i>Saya selesa menggunakan sumber ilmu yang ditulis didalam Bahasa Inggeris</i>	1	2	3	4	5
16	In integrative teaching-learning, the process of self-transformation happened when memorisation, understanding, thinking, and internalising take place in teaching and learning processes. <i>Dalam pengajaran-pembelajaran yang bersifat integrative proses transformasi diri berlaku apabila hafazan, kefahaman, pemikiran, penyerapan terjadi dalam proses pengajaran dan pembelajaran.</i>	1	2	3	4	5

Perceptions: Student's perceptions on lecturers and subjects.

Persepsi : Persepsi pelajar kepada pensyarah dan subjek.

1. SD= Strongly Disagree	2. D = Disagree	3. N = Neutral	4. A = Agree	5. SA = Strongly Agree
1. sangat tidak setuju	2. tidak setuju	3. Berkecuali	4. Setuju	5. Sangat Setuju

SL	ITEMS	SD	D	N	A	SA
1	The subjects offered by my faculty focus enough on the integration of Islamic and scientific knowledge. <i>Subjek yang ditawarkan oleh fakulti cukup menfokuskan kepada integrasi ilmu Islam dan Saintifik.</i>	1	2	3	4	5
2	The lecturers help the students to gain more understanding about integrating Naqli and Aqli by giving the related assignments. <i>Pensyarah-pensyarah membantu pelajar dalam mendapatkan kefahaman (pencerahan) mengenai ilmu Naqli dan Aqli melalui tugas yang berkaitan.</i>	1	2	3	4	5
3	The lecturers combine Naqli and Aqli perspectives. <i>Pensyarah-pensyarah menggabungkan perspektif Naqli dan Aqli.</i>	1	2	3	4	5
4	The lecturers encourage the students to memorise related verses to be attached together in explaining modern knowledge. <i>Para pensyarah menggalakkan pelajar-pelajar untuk menghafal ayat Al-Quran yang berkaitan untuk dijelaskan bersama ilmu moden.</i>	1	2	3	4	5