

CHAPTER 1: INTRODUCTION

1.0 Overview

Today's education system applies dual elements that combine worldly knowledge and Islamic knowledge. Such an approach aligns with the viewpoints of prominent Muslim scholars such as al-Ghazali and Al-Alwani on the integration of knowledge. In educational settings, the integrated system exists in selected tertiary institutions wherein Islamic education is taught and researched alongside modern knowledge. For instance, Universiti Sains Islam Malaysia (USIM), International Islamic University Malaysia (IIUM), Universiti Sultan Azlan Shah (USAS) and state university colleges such as Kolej Universiti Sains Islam Selangor (KUIS), Kolej Universiti Islam Melaka (KUIM) and Kolej Universiti Insaniah (KUIN) have an integration agenda. Regarding the learning process, self-efficacy acts as an independent variable in integrating Islamic and scientific knowledge. In this regard, self-efficacy and self-regulation are significant for student learning. They discovered that students' self-efficacy and self-regulation resulted in achieving the learning objectives indirectly.

This study focuses on the association of self-efficacy with the integration of knowledge due to its significance among students. Nowadays, in line with the digital era, integrated learning is considered a remarkable approach used in learning where it deliberately correlated to some aspects of integrated inter-subject matters. Furthermore, integration is known as an approach used commonly in education to build multidisciplinary information of the Madani generation. They added that integration is

characterised as a fusion between two or more races (factors, industries, etc.) as a union or consolidation.

However, from the Islamic perspective, self-efficacy has a similar meaning with the word “belief.” that defines the concept of belief which is faith (Iman) in Islam. When an individual believes in his or her self-ability, he or she is capable of doing things successfully. Significantly, al-Ghazali argues that the integration of knowledge into its structural integrality could be seen in its classification of knowledge. He also argues in a broader context where knowledge is the interpretation (tasawwur) of things through a detailed comprehension (tahaqquq) of quiddity and meaning and apperception (tasdiq) concerning them through pure checked (musaddaq) certainty. Apart from that, Al-Alwani stresses the issue of integration between scientific and Islamic knowledge is considered a methodological issue in education which triggers the civilisational outcome. Hence, it will discover the methodological relationship between the methodology of revelation and methodology of the universe, which are interconnected.

In response to the needs of the ummah, USIM has taken a step forward in the effort to generate competitive graduates to meet the needs of the nation's human resources. This model also promotes the employability of graduates to meet the needs of the ummah at present by implementing the Graduate Model for the Integration of Naqli and Aqli Knowledge (GIINA) in line with the Malaysian Education Blueprint (Higher Education) 2015-2025. Through this model, students are encouraged to take part in a variety of activities that could improve their soft skills, form their personalities, and equip them with the resources required for their graduation. The goal of this study is to discover the qualities needed to integrate Islamic and scientific knowledge. Therefore, the void will finally be filled where the skill set is built from the results of the study.

1.1 Research Background

This study focuses on discovering the qualities needed to combine Islamic and scientific knowledge. It emphasises the theoretical debate brought forward by influential scholars such as Al-Ghazali and Al-Alwani on the incorporation of knowledge, which has been discussed from an Islamic viewpoint. This study uses a mixed-methods research approach to answer the research questions.

This study is comprised of six variables which are self-efficacy, integration of the knowledge, Islamisation of knowledge, Graduates in Integrating Naqli and Aqli Knowledge (GIINA Model) by USIM, integrating Islamic and Scientific knowledge, and skills of integration of knowledge in accomplishing the objectives of this research. By using these variables, the researcher investigates the skills mentioned by the scholars. The findings of the study would help to bridge the gap to develop the skill set of students.

1.2 Problem Statement

In integrating both Islamic and scientific knowledge, students need to be introduced to the skills required in advance. However, there have been limited comprehensive and scientific studies made on the skills required by the students in integrating Islamic and scientific knowledge. Current studies are narrative and concentrate primarily on abstract details relating to the incorporation of information with little emphasis on the ability set. Furthermore, the previous discussions made are not sufficient for the skill set. Lack of skill set is the gap in this study that is addressed. The impact of a lack of skills will result in students not being well-equipped to integrate Islamic and scientific knowledge. Thus, the researcher aims to bridge the research gap by developing the skills needed by students to integrate

Islamic and scientific knowledge.

1.3 Research Questions

In light of its objective, this research intends to address the following questions:

- 1) What is meant by the integration of knowledge?
- 2) What are the skills required to integrate Islamic and scientific knowledge?
- 3) What is the level of the student's skills to be capable of integrating Islamic and scientific knowledge?

1.4 Research Objectives

- 1) To define the meaning integration of knowledge in detail.
- 2) To explore the skills required to integrate Islamic and scientific knowledge.
- 3) To identify the level of the student's skills to be capable of integrating Islamic and scientific knowledge.

1.5 Research Significance

In comparison, most studies rely more on abstract topics, but less work is undertaken to uncover detailed results in equipping students with the skills required to combine Islamic and scientific knowledge. This study seeks to develop the skills needed to combine both Islamic and scientific knowledge. Toharudin et al. (2018) asserted that education at this time would give importance to efforts to create self-efficiency and self-regulation in students. The immense power of the atmosphere can, of course, have an impact on the temperament of the pupil. Strong self-efficiency and self-regulation are essential for students today.

Baba et al. (2015) argued that the results suggest students have not been able to understand the idea of combining revealed and acquired knowledge. Many factors contributed to these issues, such as loose integration, lack of clarification of the integration mechanism during learning- teaching practices, and the textbooks and syllabuses did not reflect this approach. Nonetheless, attempts to incorporate Islamic and scientific (Naqli and Aqli) knowledge are still rare, and not many are recorded in the literature, especially in the field of English for academic purposes. (Abdullah et al., 2018)

1.6 Research Limitation

This research includes only four faculties in USIM, namely the Faculty of Quranic and Sunnah Studies, the Faculty of Syariah and Law, the Faculty of Science and Technology, and the Faculty of Economics and Muamalat. The survey is conducted among the final-year students of the respective faculties and chosen at random from each of the faculties with a total of 285 students. Moreover, semi-structured interviews are conducted among the top positions of each faculty, including Dean of the Faculty, Deputy Dean, Head of Programme, and senior lecturers with a total of eight people.

Only the GIINA Model used by USIM as a reference was used in this study. In line with the Malaysia Education Blueprint 2015-2025 (Higher Education) and National Education Policy, the Graduate Integration Model for Naqli and Aqli Knowledge has been categorised into three (3): holistic, balanced, and entrepreneurial elements. GIINA Model developed by USIM to provide students with the skills required to combine Islamic and scientific knowledge.

1.7 Theoretical Framework

This study adapts Bandura's cognitive theory (1986) and Al-Alwani's approach to knowledge integration and how integration occurs. Besides, self-efficacy theories have multiple impacts across cognitive, motivational, emotional, and decision-making mechanisms. Perceived self-efficacy is associated with people's confidence in their capacity to exert control of their life and the events that influence their lives. Beliefs in personal effectiveness influence life decisions, inspiration, level of living, resistance to challenges, and vulnerability to stress and depression. In addition, Al-Alwani discusses the method used to explore the integration process and how integration is taking place. The clarification included the requisite skills to integrate both Islamic and scientific knowledge.

1.8 Conceptual Framework

The conceptual framework is the overarching, abstract alignment and interaction of anything and everything that shapes the basic reasoning, processes, strategies and activities and the execution of the entire research project as asserted by Kivunja (2018). The research's philosophical structure provides an overall impression of the relationship between the ideas used in the study as a whole. It is also a technique for gathering knowledge in a coordinated strategy for the establishment of the

relationship between variables in the study. The conceptual framework is detailed in Figure1:

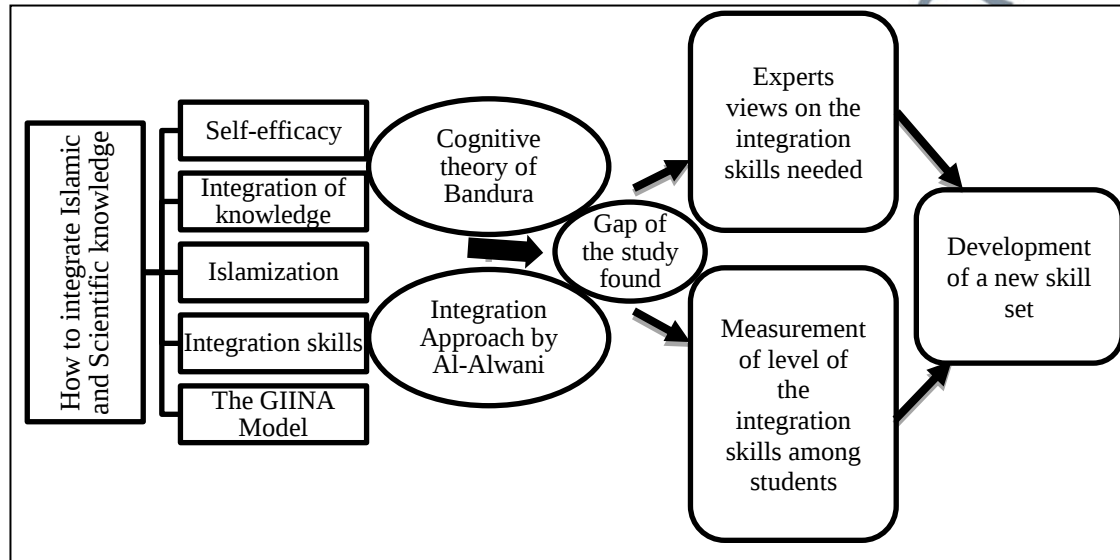


Figure 1: Research Conceptual Framework

1.9 Summary

This section sets forth the general perspective and approach adopted by this study. Among the issues discussed are the research background, the problem statement, research objectives, research questions, research input, the research theory framework, and the research definition structure. The researcher uses six variables to answer the study concerns, namely self-efficacy, knowledge integration, Islamisation, skills of integration, integrating Islamic and Scientific knowledge, and the GIINA Model. The goal of this study is to build a new skill set based on the findings of semi-structured interviews between experts and survey questionnaires administered among students.