

ISLAMISATION INDEX

CENTRE FOR ISLAMISATION

INTERNATIONAL ISLAMIC UNIVERSITY MALAYSIA (IIUM)



الجامعة الإسلامية العالمية ماليزيا
INTERNATIONAL ISLAMIC UNIVERSITY MALAYSIA
يُونِسُوسَتِي اِسْلَامًا اِنْتَارَا اِنجَسَا مَلِيسِيَا

SPEARHEADING IIUM
ISLAMISATION MISSION

BACKGROUND:

- ▶ **Islamisation Index which can be traced to the concept of Islamisation and Islamisation of knowledge is a new index proposed to be used to measure the Islamic perspectives of the IIUM community**
- ▶ According to Hashim and Rossidy (2000), Islamisation excludes the Islamic traditional knowledge because it has never detached Allah as the ultimate truth, reality and being the origin of all knowledge
- ▶ Islamisation Index, therefore, within the context of IIUM includes students, academic and non-academic staff
- ▶ It begins with the establishment of Centre for Islamisation in May 2012, which was built to lead the Islamisation agenda
- ▶ Islamisation Index is based on the Islamic philosophy of knowledge and education with a strong backing of the Qur'an and the Sunnah
- ▶ It therefore, combined the Western world view and Islam by bringing out Allah's servant whose guide on the Western world view will conform to Islam.

CHALLENGES AND OPPORTUNITIES:

- ▶ Islamisation, being a debate among scholars sometimes, might be called Islamicisation, this refer to another meaning beyond the concept of Islamisation
- ▶ This gives a very difficult task in order to have a working index that could measure directly the Islamisation, however, since its foundation is based on Western world view and Islam, we might refer to the utilization of the Western concept and practice without going against the rules and regulations set out by Islam
- ▶ **By proposing this Index, IIUM will be a referral point to the Muslim World on Islamisation, by trying to get the concept of Islamisation and how it could be measured, so that a particular subject could be referred to as being Islamised**
- ▶ **It makes IIUM an Islamisation centre and achieved its vision and mission of Islamisation.**

WHY DO THIS PROJECT?

Since the inception of this great University, IIUM which foundation was laid on the concept of Islamisation, **there has been no index of what so ever to measure the Islamisation of the IIUM community**

This therefore, gives IIUM no basis to measure its profile based on Islamisation and the need to propose a working Islamisation Index to measure the rate of Islamisation by the IIUM community arise

And thus, the propose Islamisation Index

OBJECTIVE:



To propose an instrument that measures the Islamisation aspect of the IIUM community



Increase the Islamisation awareness of the IIUM community



Measure the level of Islamisation of the IIUM community



PROJECT BACKGROUND

The Research Group members attended series of talks on Islamisation and also met with stakeholders on Islamisation Index discussions. In furtherance to meeting held with CENTRIS stakeholders, the University Key Results Areas were identified as a potential of getting data for the study. To this end a meeting was scheduled with the representative of CSQA to get the information on KRA on Islamisation projects. However the request for such is yet to be met. Based on these, a study plan was conceptualised as well as the Index framework.

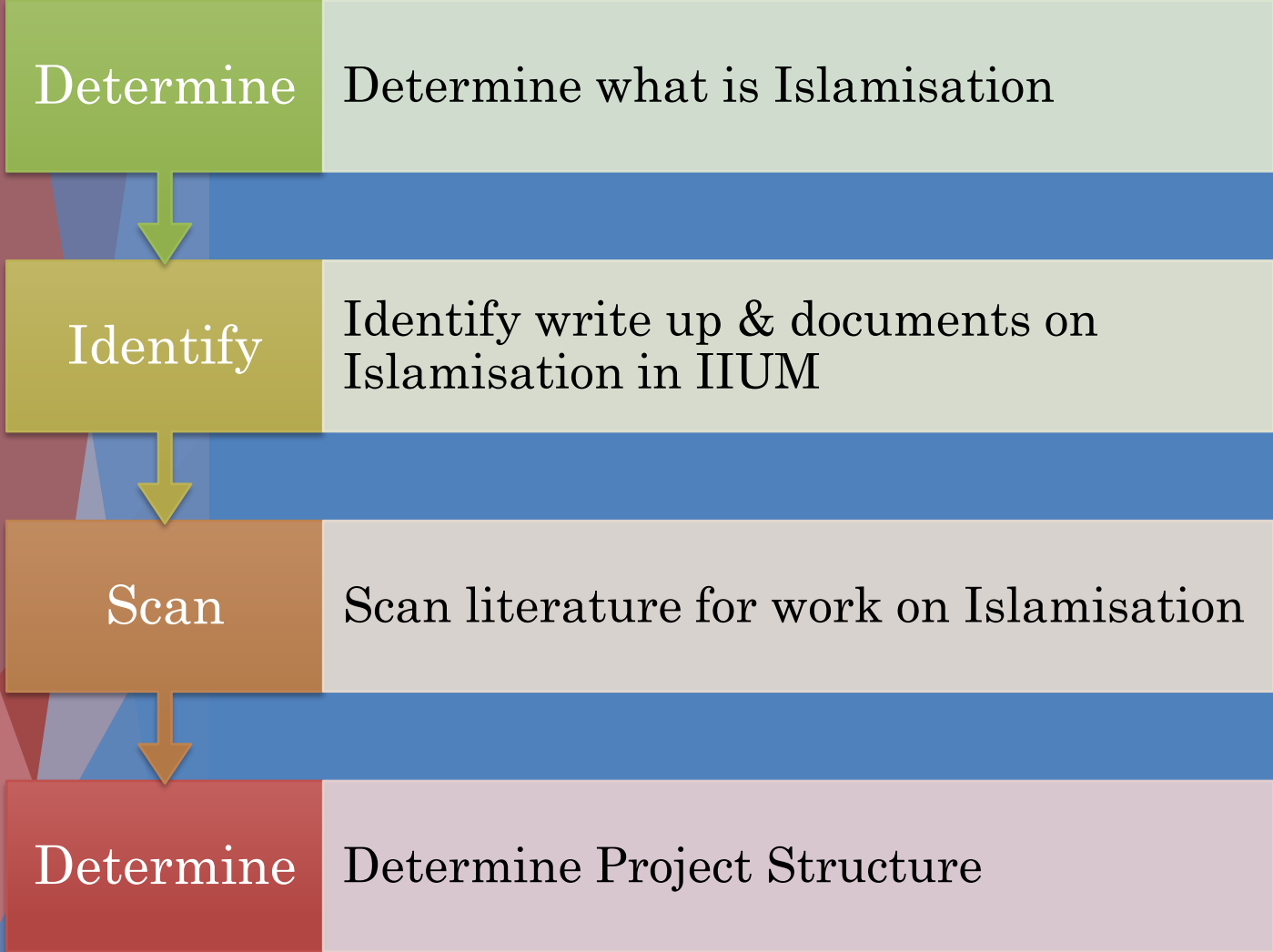
KEY PROCESS

No	KEY PROCESS	DESCRIPTION
1.	KRA Project	Meet necessary units on Islamisation KRA in IIUM
2.	Publications	Identify and Review Documents, internal works and articles published on Islamisation Agenda in IIUM
3.	Design Project Methodology	Design a mixed method methodology to achieving project goal
4.	Qualitative Path	<ol style="list-style-type: none">1. Identify key stakeholders who will be informants2. Design research protocol3. Design research and interview question
5.	Interview	<ol style="list-style-type: none">1. Seek appointment with Informants2. Interview with six key stakeholders

KEY PROCESS

No	KEY PROCESS	DESCRIPTION
6.	Data coding	Use of a coding template that afford getting immersed into the data
7.	Theme generation	Categorised themes generated after data reduction based on the Research Questions
8.	Document analysis	Document Analysis of: 1. IIUM Policies and Guidelines on Islamisation 2. IIUM Code of Ethics
9.	Framework development	Developing framework suggestive of the themes generated
10.	Inter-Rating	Submit themes so generated to Experts to: 1. Determine inter-rater reliability and agreement 2. Refine themes accordingly

Phase 1: Activities



PROJECT STRUCTURE:

Review on Documents

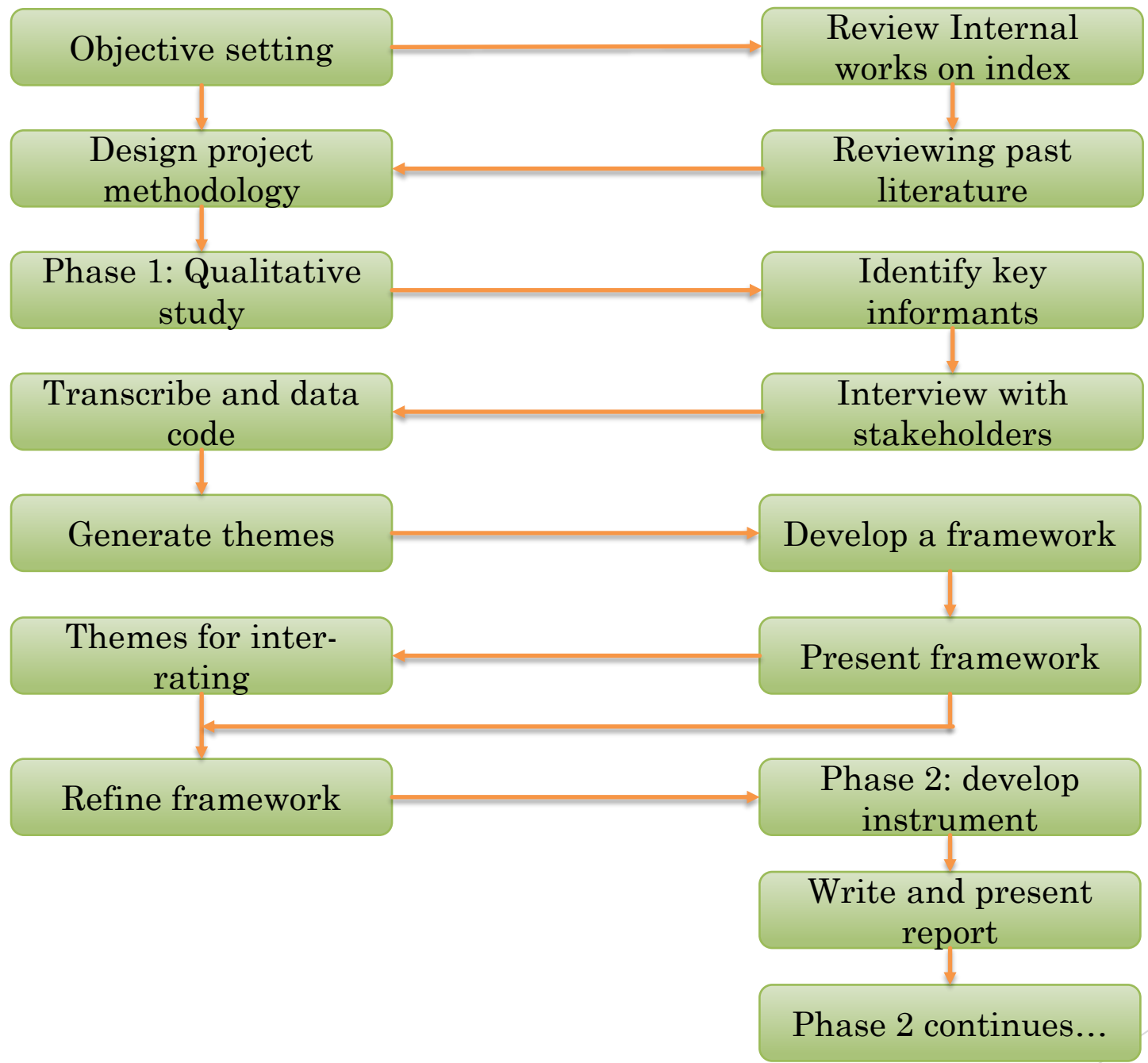
- IIUM Policies & Guidelines on Islamisation
- IIUM Code of Ethics

Literature Review on Islamisation

- Articles published on IIUM Islamisation

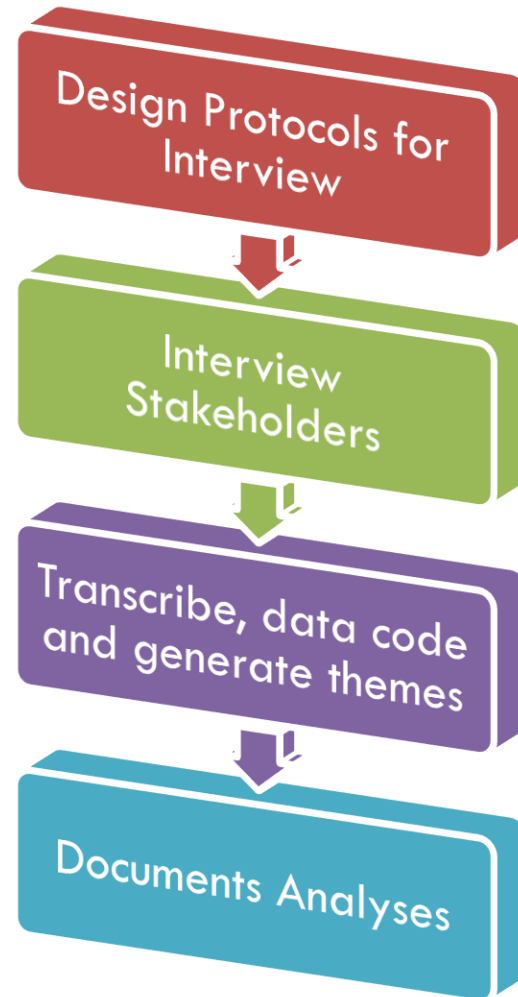
Methodology adopted

- Phase 1: Qualitative through interview of stakeholders
- Phase 2: Quantitative using survey



PROJECT MILESTONES:

QUALITATIVE PATH



IDENTIFICATION OF INDEX COMPONENTS

Product	Authors
IIUM Memorandum of Association (MOA)	IIUM
IIUM Policies & Guidelines on Islamisation	CENTRIS (2013)
IIUM Code of Ethics	MSD (nd)
Indicators For Evaluating The Integration of Islamic Values In The Academic Curriculum	Arifin, Nik Ahmad, Suhailah, Sueraya, Ssekamanya, & Marzuki (2012)
Experience of Islamisation of Knowledge: Successes and Challenges	Ssekamanya, Suhailah & Nik Ahmad (2007)

INTERVIEW INFORMANTS

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Informant	Position	Date of Interview	Duration
Dato Hamidon Abd Hamid	Director CCD	30th May, 2014	75 Mins.
Prof Dr. Mohd Tahir Mohd Azhar	Deputy Rector Academic & Planning	6th June, 2014	65 Mins.
Prof Dr. Rosnani Hashim	Dean, Kulliyyah of Education	19th July, 2014	57 Mins.
Prof Dr. Ibrahim Zein	Dean, KIRKHS	19th Sept., 2014	55 Mins.
Distinguished Prof Dr. Kamal Hassan	Chairman CENTRIS	29th Sept., 2014	75 Mins.
Prof Dr. Mohd Aslam Haneef	Director, Centre for Islamic Economics, KENMS	2nd Oct, 2014	54 Mins.



PROJECT OUTCOME:

❖ PRESENT OUTCOME:

- ❑ Themes generated
- ❑ Harmonised Islamisation Framework
- ❑ Initial instrument to measure index

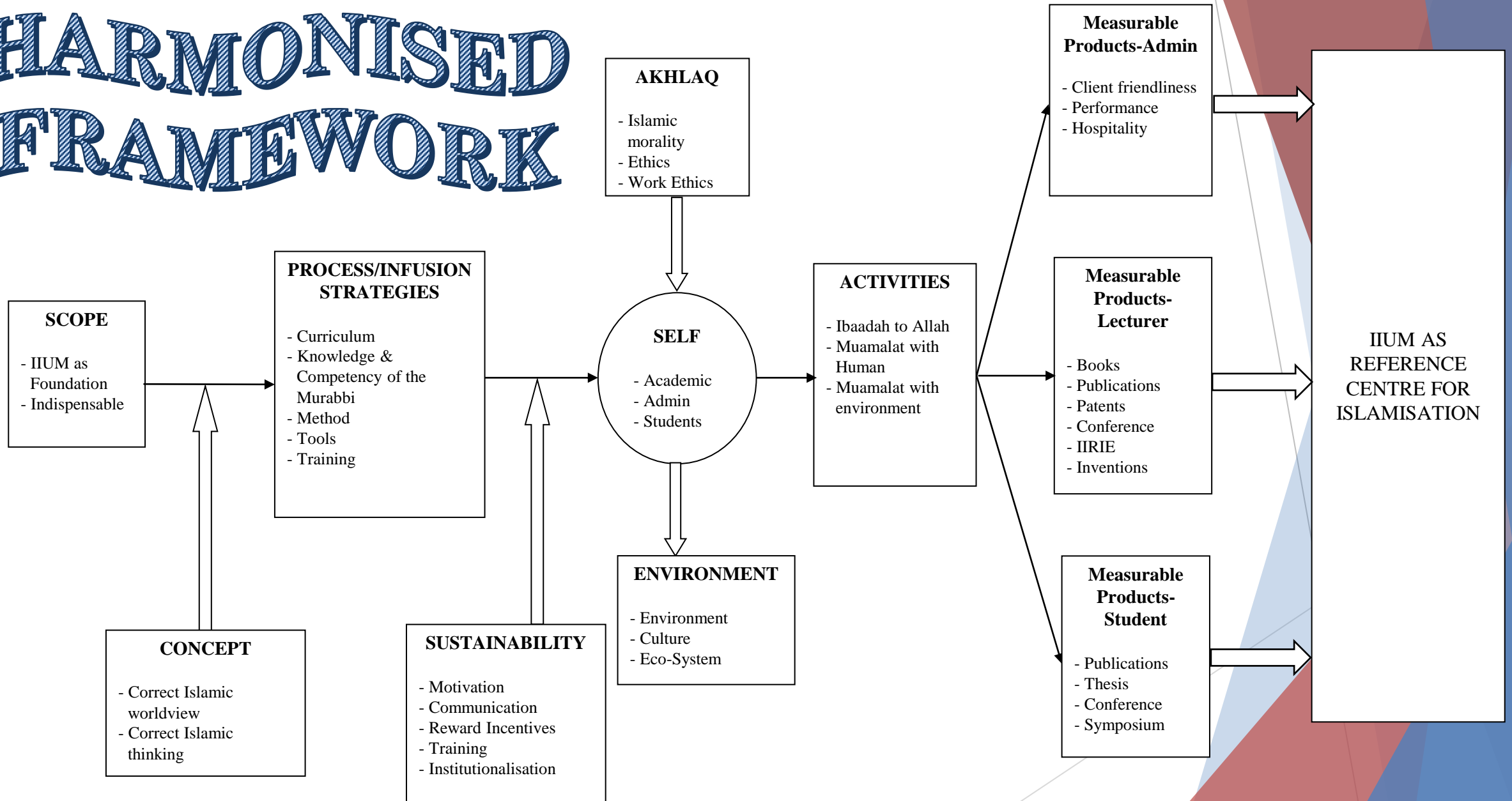
❖ EXPECTED OUTCOME:

- ❑ Baseline to benchmark index

EMERGING THEMES:

CATEGORISED THEMES	DIMENSIONS
SCOPE	Platform; Relevance
PROCESS/INFUSION STRATEGIES	Method; Knowledge & Competency of the Muraabi; Curriculum; Tools; Training
TASSAWWUR	Tassawwur
SUSTAINABILITY	Motivation; Popularise (Incentives); Training; Institutionalisation
SELF	Self: Academic; Administration; Students
MEASURABLE PRODUCTS	Products: Publications; Thesis; Books; Patents; Career Satisfaction; Standard Compliance
AKHLAQ	Akhlaq
ENVIRONMENT	Environment

HARMONISED FRAMEWORK

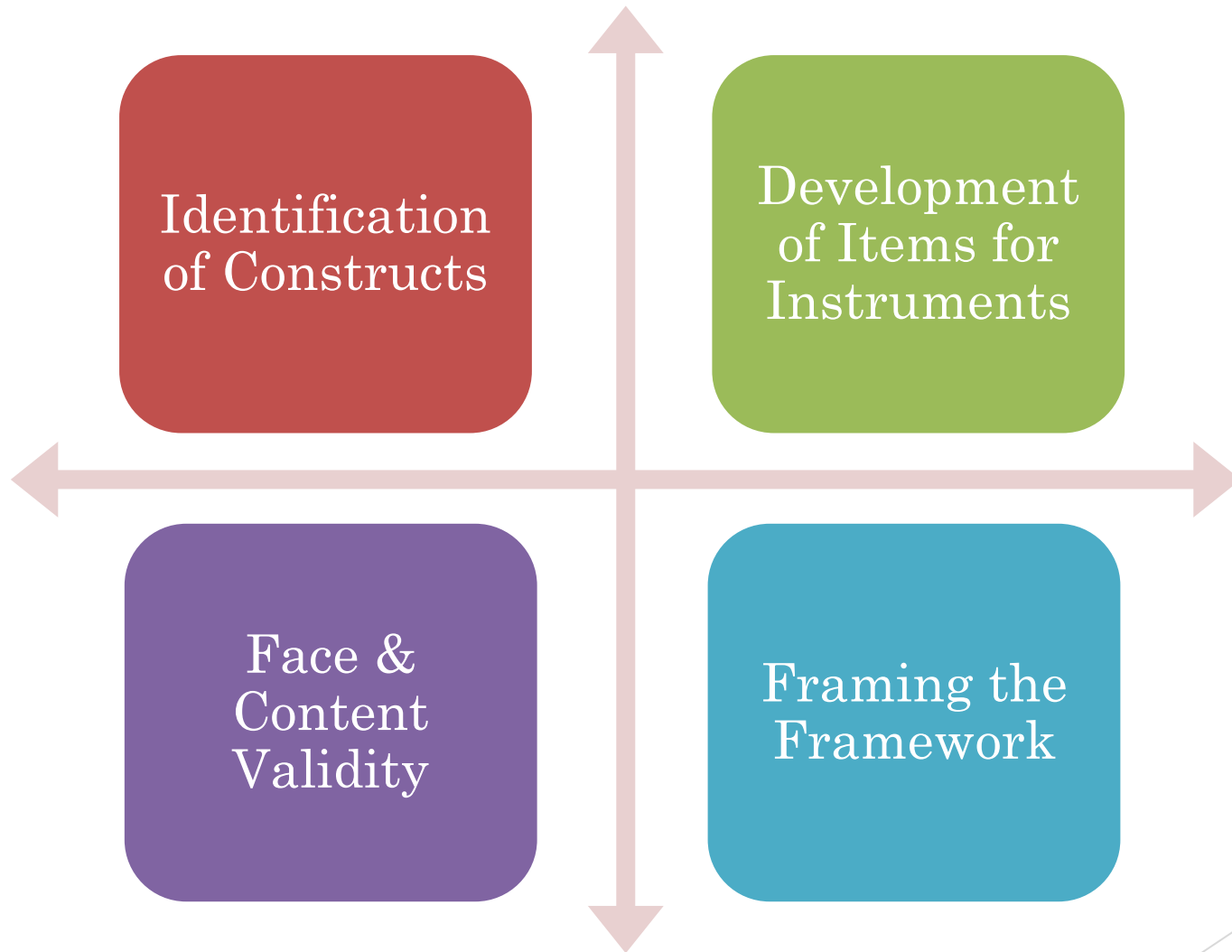




Phase 2: Activities

- ▶ Propose an instrument of measuring Islamisation
- ▶ Index development towards collective realisation of Islamisation
- ▶ Creation of a baseline

INSTRUMENT DEVELOPMENT



Identification of Constructs

Construct	Reflects
Islamisation Concept	The process of actualizing divine imperatives on human development
Process	The procedure of reform in inculcating and propagating the Islamisation paradigm in the IIUM community
Akhlaq	The right quality through which an Individual strives against self-desire, purification of heart and good character, as enshrined in the rules and regulations of Islam
Self-Dev	The development of holistic personality individuals which eventually leads to the actualization of Islamisation mission
Sustainability	The ability of the institution to sustain the Islamisation agenda especially with the institutionalisation of the concept
Scope	The relevance of the Islamisation concept to the IIUM community as it has provided a platform for thriving
Product	Measurable expected outcomes from individuals dealing with IOHK
Environment	Ecosystem, the Islamic culture and the physical environment

ANALYSIS: Time Series trend

- ▶ The general deterministic trend and seasonal components time series model is used for the IOHK index.
- ▶ Y_t with the intercept time deterministic trend is given as:

$$Y_t = \beta_0 + \beta_1 t + \sum \beta_i y_{t-1} + \varepsilon_t \dots, \text{ for } (t = 1 \dots T),$$

- ▶ Where Y_t is :
 - ✓ The Islamization of Human Knowledge (IOHK) index in period t ,
 - ✓ The IOHK index in lagged period $t-1$,
 - ✓ The intercept constant or drift, and are trend parameters, and
 - ✓ Normally distributed white noise disturbance term in period t with mean zero and variance.

PROJECTED ISLAMISATION INDEX (II²)

II² encompasses measurements of (not limited to, pending conclusion) eight sub-indices namely

1. PROCESS Islamisation index (PROI²)
2. PRODUCT Islamisation index (PDTI²)
3. AKHLAQ Islamisation index (AKHI²)
4. SELF Islamisation index (SDVI²)
5. SCOPE Islamisation index (SCPI²)
6. SUSTAINABILITY Islamisation index (SUSI²)
7. ENVIRONMENT Islamisation index (ENVI²)
8. CONCEPT Islamisation index (CPTI²)

$$\text{Islamisation Index} = \Sigma (\text{PROI}^2 + \text{PDTI}^2 + \text{AKHI}^2 + \text{SDVI}^2 + \text{SCPI}^2 + \text{SUSI}^2 + \text{ENVI}^2 + \text{CPTI}^2)$$

Note: This time series model can be estimated efficiently by ordinary least square (OLS) since there is yet to be years of data to use.

Phase 3: Activities



Propose an instrument of measuring Islamisation



Index development towards collective realisation of Islamisation



Creation of a baseline

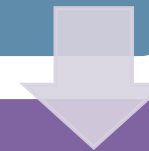
INSTRUMENT DEVELOPMENT:

Identification of Constructs

Development of Items for
Instruments

Face & Content Validity

Pilot Testing of Instruments



Milestones

No	KEY PROCESS	DESCRIPTION	
1	Instrument Design	Identification of constructs based on themes	Students: 50; Non-Academic: 48; Academic: 77; IRKHS: 42
2.	Categorisation	Instrument for the collection of data is categorised	Students; IRKH Academics; Academics; Non-Academics
3.	Validity	Subjecting the instrument to: face validity	Prof Dr Sahari Mohd Nordin; Assoc Prof Dr NoorLide; Dr Fazilah
4.	Content Validity Index	<ol style="list-style-type: none"> 1. Calculation of indexes for the items based on expert judgement 2. Deciding on the threshold of the item context 	<ol style="list-style-type: none"> 1. Non-Academic: 7 Judges; 0.67 2. IRKH: 3 Judges; .67 3. Academic: 7 Judges; .71 4. Students: 7 Judges; .71 5. Alumni: Adaptation of students with their current realities
5.	Data Collection	Pilot testing the redesigned instrument	<ol style="list-style-type: none"> 1. Student: 671 responses 2. Non-Academic: 421 3. Academic: 250 4. Alumni: 371

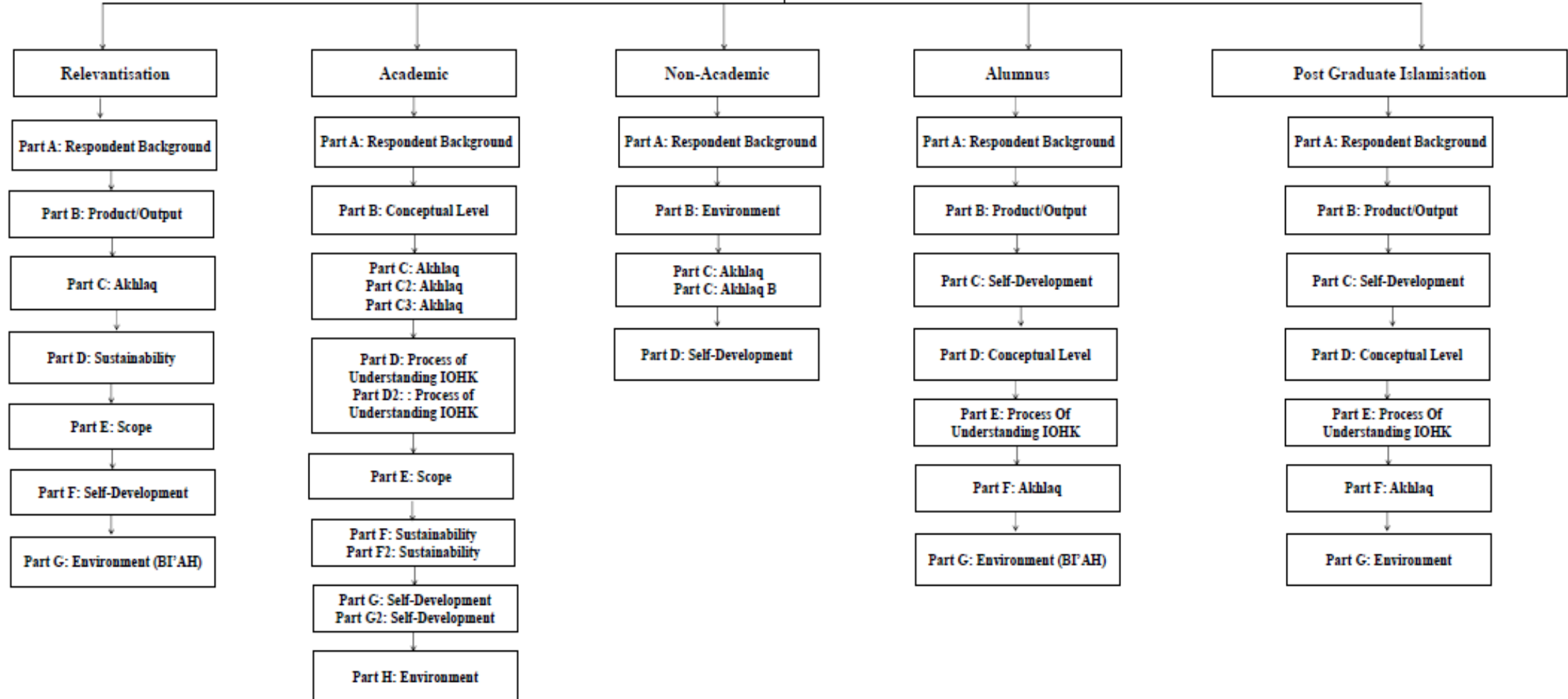


APPENDIX

EXAMPLE OF QUESTIONS



Islamisation Index



INITIAL INSTRUMENT: (RELEVANTISATION)

- ❖ How often do you observe/hear that Academics in your faculty not providing feedback on supervisees' work within reasonable time
- ❖ How often do you observe/hear that Academics in your faculty make use of students' research materials for own publication without their consent
- ❖ How often do you observe/hear that Academics in your faculty use coarse language on students and other staff
- ❖ How often do you observe/hear that Academics in your faculty reveal examination questions or confidential matters to unauthorized persons/cronies
- ❖ How often do you observe/hear Academics in your faculty take bribes
- ❖ How often do you observe Academics in your faculty backbiting
- ❖ How often do you observe Academics in your faculty lying
- ❖ How often do you observe/hear Academics in your faculty postponing classes without reasonable cause

INITIAL INSTRUMENT: (ACADEMIC)

- ❖ How often do you observe/hear that Academics in your faculty make use of students' research materials for own publication without their consent
- ❖ How often do you observe/hear that Academics in your faculty use coarse language for students and other staff
- ❖ How often do you observe/hear Academics in your faculty postponing classes without reasonable cause
- ❖ How often do you observe/hear that Academics in your faculty end classes before the stipulated time without reasonable cause
- ❖ How often do you observe/hear that Academics in your faculty involve in Plagiarism
- ❖ How often do you observe/hear that Academics in your faculty not availability for students consultation
- ❖ How often do you observe/hear Academics in your faculty going to class unprepared
- ❖ How often do you observe Academics in your faculty being rude and disrespectful to students and others

INITIAL INSTRUMENT: (NON-ACADEMIC)

How often do you come to work on time

How often do you go for breakfast before resuming for work

How often do you observe others in your office involved in mismanagement of resources

How often do you observe others in your office involved in favouritism attitude

How often do you observe others in your office having sense of urgency in performing tasks

How often do you observe others in your office participating in Kulliyyah/Dept./Office Halaqah

How often do you observe others in your office involved in backbiting

How often do you observe others in your office involved in taking bribe

INITIAL INSTRUMENT: (ALUMNUS)

- ▶ Observing Qiyamul-layl even after my graduation from IIUM
- ▶ Engaging in attending Tafsir of the holy Quran even after my graduation from IIUM
- ▶ Engaging in halaqah even after my graduation from IIUM
- ▶ Engaging in reading and understanding the Qur'an even after my graduation from IIUM
- ▶ Engaging in Ibadah camps even after my graduation from IIUM
- ▶ Observing and upholding integrity in my activities even after my graduation from IIUM
- ▶ Observing and upholding work ethics even after my graduation from IIUM
- ▶ Upholding ethics and propriety in human relation even after my graduation from IIUM

INITIAL INSTRUMENT: (POST GRADUATE)

- ❖ The Islamic culture and the physical environment of IIUM has really helped me to understand Islam better
- ❖ The Islamic culture and the physical environment of IIUM has really helped me to practice Islam better
- ❖ The Islamic culture and the physical environment of IIUM has made me to be conscious about not wasting the university resources
- ❖ The happenings in IIUM surroundings represent reflection of my belief (i'tiqaad)

- ❖ The culture of cleanliness is commendable in IIUM
- ❖ The culture of preservation of environment is commendable in IIUM
- ❖ There is culture of politeness within the non-academic environment in the university
- ❖ There is culture of politeness within the academic environment in the university

THANK YOU