

Developing Islamisation of Human Knowledge and Islamic Knowledge Measurement

CENTRE FOR ISLAMISATION
INTERNATIONAL ISLAMIC UNIVERSITY MALAYSIA (IIUM)



الجامعة الإسلامية العالمية ماليزيا
INTERNATIONAL ISLAMIC UNIVERSITY MALAYSIA
يُؤْنِسُ رِسْمَتِي إِسْلَامًا، إِنْتَارَا بِعَسْبَا مَلَيْسِيَا

SPEARHEADING IIUM
ISLAMISATION MISSION

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PROJECT BACKGROUND:

The foundational mission of IIUM is Islamisation of Human Knowledge as enshrined in the constitution of IIUM as well as in Strategic Plan 2013-2020



In this regard, it is necessary to produce databases that would include Islamisation of Human Knowledge and Islamic Knowledge activities in IIUM

WHY THIS PROJECT?

- One of the niche areas of IIUM is ‘Islamic knowledge and products’.
- the University can offer the “Islamisation of Human Knowledge and Islamic Knowledge (IOHK&IK) measurement” to its academic community and the Ummah at large
- IOHK&IK measurement will produce such useful databases which are currently not available
- The academic staff, the students as well as the Ummah will find the databases very beneficial

PROJECT OBJECTIVES:

- To propose a measurement on Islamisation of Human Knowledge activities and Islamic knowledge in general at IIUM
- To produce databases on Islamisation of Human Knowledge activities and Islamic knowledge in general at IIUM
- Impact and outcome:
 - The proposed measurement will enable University authorities and the public at large to measure progress of Islamisation mission.
 - Scholars and students can use the outcome (i.e: databases) for their research.
 - Identifying the gaps in the Islamisation activities of the University.

INDEXING LEVEL OF ISLAMICISATION

METHODOLOGY OF ANALYSIS AND QUANTIFICATION:

- BOOKS and THESIS

1. Categorisation

- Read the title carefully
- Read the preface
- Browse through the first chapter

2. Quantifying level of Islamisation

- The second step in this process is to measure the extent of Islamisation of books in the third column in Table 1
- The indicator and the extent of Islamisation is shown in Table 2.

Table 1: Criteria for the categorisation of books/thesis

Conventional Studies

1. Studies based upon:
 - a. Sensual experience
 - b. Scientific procedure
 - c. Processes of logic
2. Relies upon observable objects derived via empirical methods of enquiry
3. Emphasises individual freedom of choice
4. No reference to religion or critical of religion

Relevantization

1. Studies on:
 - a. Islam as religion and civilization
 - b. The historical and current forms of Islam
 - c. Understanding of Islam and society
 - d. 'ulum al-din pursued by the ulama
 - e. Application of Islam in contemporary times

Islamisation

1. Studies with:
 - a. Critical evaluation of Western knowledge
 - b. Incorporation of Revelation into different fields of research
 - c. Reflection on Islamic objectives and values
 - d. Setting norms/models/standards /which are derived from the Quran, the Sunnah and the practice of the early Muslim society

- ❖ To determine the percent of Islamisation by the number of books, it is necessary to count the number of books in each category. Assuming that there are 500 books and the distribution of books, according to three categories, are as follows:

Conventional	=	100
Relevantization	=	200
Islamisation	=	200

- ❖ The extent of each category is then determined by number in each category divided by the total number of books and calculating the percentage as follows:

Extent of Conventional:	$100/500 \times 100 = 20\%$
Extent of Relevantization:	$200/500 \times 100 = 40\%$
Extent of Islamisation:	$200/500 \times 100 = 40\%$

Least (1-25%)	Medium (26-50%)	High (51-75%)	Highest (75% +)
1. Explains conventional studies i.e. “business as usual” (0-7)	1. Explains conventional studies & appreciates whatever that is not contrary to Islamic frame of reference (0-5)	1. Explains conventional perspective with rigorous critique of aspects contrary to Islamic ‘aqīdah, sharī‘ah & akhlāq (0-6)	1. Revitalize / operation-alize ideas, wisdoms, methods from Q & S / turāth, for relevance in contemporary situations (0-6)
2. Work is in harmony with Islamic values (0-8)	2. Improvise / adapt compatible practices / ideas / methods / theories when Islamicised ones are not available (0-6)	2. Compare / contrast secular based conventions with Islamic counterparts to highlight the latter’s desirability (0-6)	2. Produce highly desirable new inventions in tools / systems / techniques in line with above (0-6)
3. Provides Islamic perspectives (0-10)	3. Describe the desirability of Islamic perspective (0-7)	3. Correct, amend, weed out compatibilities with Islamic worldview OR Defend, protect, support Islamic concepts / values / genuine IOHK against unjust criticisms based on sound knowledge, not sentimentality (0-6)	3. Examines the concepts by referring to Islamic history (0-6)
	4. Scholarly & objective analyses of conventional practices / ideas / methods / theories (0-7)	4. Reorient through careful examination / critical identification of unacceptable aspects of major conventions (0-6)	4. Reconstruct the concepts based on Islamic principles (0-7)

Table 2: Indicators of Measuring the Extent of Islamisation

METHODOLOGY OF ANALYSIS AND QUANTIFICATION:

- COURSE OUTLINES

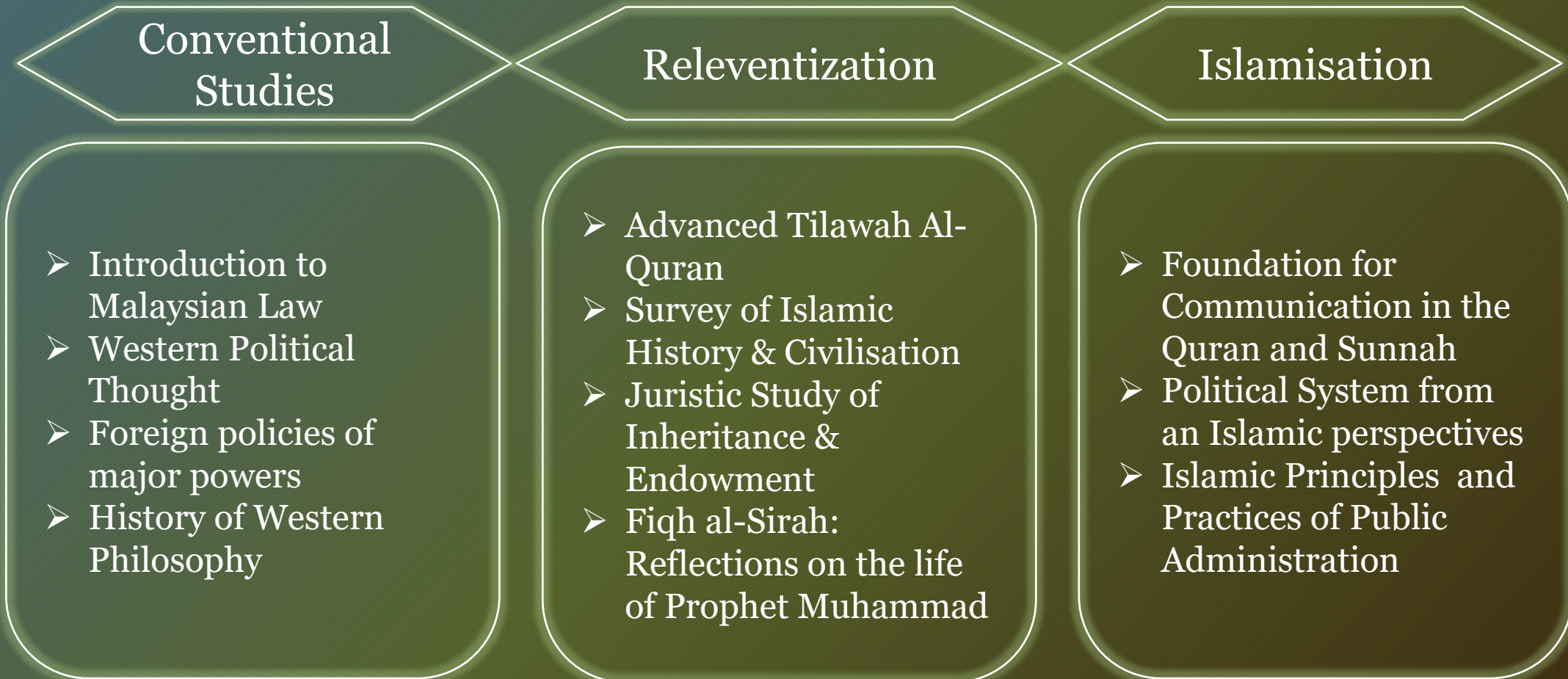
1. Categorisation

- Read the Course Objectives
- Read the Learning Outcomes
- Count the assigned readings
- Analyse the weekly schedule of topics to be covered

2. Quantifying level of Islamisation

- The second step in this process is to measure the extent of Islamisation of course outlines in the third column in Table 3
- The indicator and the extent of Islamisation is shown in Table 4

Table 3: Examples of course titles and their categorisation



- ❖ Determine the extent of each category by counting the number of courses in each category. Assuming that there are 100 courses offered in the Department and these courses are divided as follows:

Conventional	=	50
Relevantization	=	20
Islamization	=	30

- ❖ It is evident that relevantization courses constitute 20%
Islamization courses constitute 30%
Conventional courses constitute remaining 50%

Table 4: Indicators of Measuring the Extent of Islamisation

Least (1-25%)	Medium (26-50%)	High (51-75%)	Highest (75% +)
<p>Constructs:</p> <ol style="list-style-type: none">1. Course Objectives;2. Learning Outcomes;3. Assigned readings / list of references;4. Weekly schedule of topics to be covered. <p>Determine the number of items that deals with Islamization in the construct's list, and the total number of items in the construct list. Make a fraction out of the above. Then total up the fractions for all four constructs, and convert into percentage.</p>			

See the example below

❖ Assuming the following:

1. Only two objectives out of five deals with Islamization: $2/5$
2. Only one Learning outcome out of three deals with Islamization: $1/3$
3. There are four assigned Islamic readings out of 19: $4/19$
4. There are four items out of 14 in weekly schedule: $4/14$

Total score of Islamization therefore = $11/41 = 26.8\%$

APPENDIX 1:

INDEXING LEVEL OF ISLAMICISATION

Document Type:
(Please tick one)

Book Thesis

Kulliyah:
(Please tick one)

KIRKHS AIKOL KENMS

Title:

Date of Assessment: Signature of Assessor:

Category:
(Please tick one)

Conventional Relevantisasi of RK Islamicisation of HK

INDICATORS OF MEASURING THE EXTENT OF ISLAMIZATION

This is an adaptation of IIUM Policies & Guidelines on Islamisation (Centris, 2013, p. 28-41)

Low 1-25%	Medium 26-50%	High 51-75%	Highest 76% +
1. Explains conventional studies i.e. "business as usual"	1. Explains conventional studies & appreciates whatever that is not contrary to Islamic frame of reference	1. Explains conventional perspective with rigorous critique of aspects contrary to Islamic 'aqidah, shari'ah & akhlāq	1. Revitalize / operationalize ideas, wisdoms, methods from Q & S / turāth, for relevance in contemporary situations
0-7	0-5	0-6	0-6
2. Work is in harmony with Islamic values	2. Improve / adapt compatible practices / ideas / methods / theories when Islamicised ones are not available	2. Compare / contrast secular based conventions with Islamic counterparts to highlight the latter's desirability	2. Produce highly desirable new inventions in tools / systems / techniques in line with above
0-8	0-6	0-6	0-6

3. Provides elements of Islamic perspectives	3. Describe the desirability of Islamic perspective	3. Correct, amend, weed out compatibilities with Islamic worldview OR Defend, protect, support Islamic concepts / values / genuine IOHK against unjust criticisms based on sound knowledge, not sentimentality	3. Reconstruct & provide significant alternatives to major conventions in solving contemporary issues, based on Islamic principles
0-10	0-7		0-6
	4. Scholarly & objective analyses of conventional practices / ideas / methods / theories		4. Undertake & excelling in high quality, outstanding practical works / services in harmony with Islamic worldview
	0-7	0-6	
		4. Reorient through careful examination / critical identification of unacceptable aspects of major conventions	
		0-6	0-7
TOTAL SCORES in %			
	25 + _____ =	50 + _____ =	75 + _____ =
%	%	%	%

Amended by Dr. NJH, after meeting with team of affiliate researchers on 31/10/2017

APPENDIX 2:

INDEXING LEVEL OF ISLAMICISATION

Document Type: Course Outline

Kulliyah: KIRKHS AIKOL KENMS

(Please tick one)

Course Title:

Date of Assessment: Signature of Assessor:

Category: Conventional Relevantisation of RK Islamicisation of HK

(Please tick one)

MEASURING THE EXTENT OF ISLAMIZATION

See IIUM Policies & Guidelines on Islamisation (Centris, 2013, p. 28-41)

Constructs:			
Course objectives	Learning outcomes	Assigned readings / Required references / recommended readings	Weekly scheduled topics
$\frac{\text{Number of items that deals with Islamization in the construct's list}}{\text{Total number of items in the construct's list}}$			
_____	_____	_____	_____

$$\text{TOTAL SCORES in \%} = \frac{\text{Total numerator}}{\text{Total denominator}} \times 100\%$$

= _____ %

Amended by Dr. NJH, after meeting with team of affiliate researchers on 31/10/2017

THANK YOU