INTEGRATED HOLISTIC EDUCATION SYSTEM (IHES) FOR THE TOTAL DEVELOPMENT OF THE INDIVIDUAL AND THE UMMAH

PREPARED BY:

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EXECUTIVE CHAIRMAN: WORLD MEDIA SERVICE
BOARD OF MANAGEMENT: NATIONAL GIFTED ACADEMY, UKM
EDUCATION CONTENT EXPERT: NATIONAL PROFESSOR COUNCIL
1. PURITY IN AQIDAH
2. IKHLAS IN IBADAH AND UBUDIYAH
3. PERFECTION IN AKHLAQ
“When the son of Adam dies, he left 3 things that he will continue to gain
i) Beneficial Knowledge
   (Education as the foundation)
ii) Sadaqatun Jariah
    (Economic strength as the means)
iii) Doa from a pious son
    (The pious man as the product)
### CONVENTIONAL EDUCATION SYSTEM

**BASED ON THE LEARNING THEORY**

**A. COGNITIVE PSYCHOLOGY**
- a) PIAGET
- b) JEAN DAVID
- c) LEV VYGOTSKY
- d) DAVID NORMAN
- e) BLOOM

**B. BEHAVIORAL PSYCHOLOGY**
- a) IVAN PAVLOV
- b) B.F.SKINNER
- c) THORN DIKE
- d) E.R.GUTHRIE
- e) ROBERT GAGNE

**C. HUMANISTIC PSYCHOLOGY**
- a) CARLS ROGERS
- b) ABRAHAM MASLOW

### INTEGRATED HOLISTIC EDUCATION SYSTEM (IHES)

**BASED ON THE LEARNING PRACTICE**

**A. SOURCE : THE REVEALATION FROM THE CREATOR (RABB)**
- i. AL-QURAN
- ii. AS-SUNNAH
  - EXAMPLE : AL-ALAQ (IQRA’)
  - AL-MUZAMMIL
  - AL-MUDDATHIR

**B. EDUCATOR : MURABBI**

**C. STUDENT : MUTARABBI**

**D. PROCESS : TARBIYAH**

**E. SYSTEM : MANHAJ ROBBANI**

**F. PEDAGOGY : MAHABBAH**
- (LOVE AND CARE)

**G. TARGET : HEART (QALB)**

**H. OUTCOME : QURANIC GENERATION (INSAN ROBBANI)**

**I. FOUNDATION : AQIDAH (TAWHEED)**
<table>
<thead>
<tr>
<th>CONVENTIONAL EDUCATION SYSTEM</th>
<th>INTEGRATED HOLISTIC EDUCATION SYSTEM (IHES)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BASED ON THE LEARNING THEORY</strong></td>
<td><strong>BASED ON THE LEARNING PRACTICE</strong></td>
</tr>
<tr>
<td><strong>1. SEGREGATION OF KNOWLEDGE – SECULARISM</strong></td>
<td><strong>UNIFICATION OF KNOWLEDGE</strong></td>
</tr>
<tr>
<td><strong>2. DARWINISM</strong></td>
<td>- <strong>MANKIND ARE DESCENDANTS OF ADAM AND HAWA</strong></td>
</tr>
<tr>
<td><strong>3. MATERIALISM</strong></td>
<td><strong>WE ARE FROM ONE UMMAH</strong></td>
</tr>
<tr>
<td><strong>4. NATIONALISM</strong></td>
<td><strong>AL-HUJURAT</strong></td>
</tr>
<tr>
<td><strong>5. SOCIALISM</strong></td>
<td>- <strong>LAWS AND VALUES DERIVED FROM DIVINE GUIDANCE (SUNNATULLAH)</strong></td>
</tr>
<tr>
<td><strong>6. COMMUNISM</strong></td>
<td><strong>KNOWLEDGE: FIQH, USULUDDIN, SCIENCES, LANGUAGES, ASTRONOMY, MATHEMATICS,</strong></td>
</tr>
</tbody>
</table>
DEFINITION OF EDUCATION

EDUCATION IS THE PROCESS BY WHICH PEOPLE’S ABILITIES AND TALENTS ARE NURTURED AND DEVELOPED.

EDUCATION IN THIS BROAD SENSE IS ALSO EVERYTHING THAT IS LEARNED AND ACQUIRED IN A LIFE TIME: KNOWLEDGE, SKILLS, HABITS, INTEREST, ATTITUDE AND PERSONALITIES BASED ON A SYSTEM OF BELIEF (TAWHEED: AQIDAH) USING THE PROCESS (TA’ALIM, TA’DIB, TADRIB, TAUJIH AND IRSYAD) AND THE PEDAGOGY OF CARE AND LOVE.


WILLINGLY AND JOYFULLY FOR THE SAKE OF ALLAH
MAKSUD SABDA RASULULLAH SAW:
DIDALAM DIRI KAMU ADA SEKETUL DAGING,
SEANDAINYA IA BAIK MAKA SELURUH ANGGOTANYA
AKAN MENJADI BAIK. SEANDAINYA IA BURUK MAKA
SELURUH ANGGOTANYA MENJADI BURUK. SEKETUL
DAGING ITU ADALAH HATI

(BUKHARI & MUSLIM)

Within you there is a piece of flesh. If it
is good the entire body will be good. If
it is bad the entire body will be bad.
And truly that is the HEART.
(Bukhari Muslim)
HEART

MAKSUD SABDA RASULULLAH SAW:
DIDALAM DIRI KAMU ADA SEKETUL DAGING, SEANDAINYA IA BAIK MAKA SELURUH ANGGOTANYA AKAN MENJADI BAIK. SEANDAINYA IA BURUK MAKA SELURUH ANGGOTANYA MENJADI BURUK. SEKETUL DAGING ITU ADALAH HATI

(BUKHARI & MUSLIM)

PEDAGOGY OF THE HEART

TA’ALIM
(Ilmu)
TEACHING

TA’DIB
(Nilai & Moral)
COACHING

TA’DIB
(Kemahiran & Kompetensi)
TRAINING

TAUJEH
Keupayaan Mengadaptasi
ADVISORY

IRSYAD
(Pusat Rujukan)
CONSULTANCY
TARBIYAH PROCESS
TOTAL LEARNING PROCESS

CONVENTIONAL
Teaching & Learning

(TEACHER)
FACILITATING

IHES

• Teaching & Learning (Ta‘alim)
• Coaching & Learning (Ta‘adib)
• Training & Learning (Tadrib)
• Advisory & Learning (Taujeh)
• Consultancy & Learning (Irsyad)

(MUROBBI)
ORCHESTRATING
INTEGRATED HOLISTIC EDUCATION SYSTEM

1. Used in Both Formal and Informal Education

2. Progress does not depend on age but on potential

3. Provides continuous development program from Nursery, Pre-School, Primary and Secondary School to Tertiary Level Education

4. Focuses on orchestrating learning with efficacy (effectiveness, strength, potency, force, efficiency)

5. Can be applied in all types of Education Centre (Multi Religious and Multi Racial)
# PHILOSOPHY OF TARBIYAH PROGRAMME

<table>
<thead>
<tr>
<th>Level</th>
<th>Stage Description</th>
<th>Age Range</th>
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<tbody>
<tr>
<td>NURSERY</td>
<td>Laying a solid foundation based on Knowledge and Taqwa</td>
<td>2 mths – 3.5 yrs</td>
</tr>
<tr>
<td>PRE SCHOOL</td>
<td>A child who starts ahead Stays ahead</td>
<td>4 – 6 yrs</td>
</tr>
<tr>
<td>PRIMARY</td>
<td>Laying the foundations For Future Leaders</td>
<td>7 -12 yrs</td>
</tr>
<tr>
<td>SECONDARY</td>
<td>Learning to Live and Living to Learn</td>
<td>13 –17 yrs</td>
</tr>
<tr>
<td>TERTIARY</td>
<td>Determining Their Role and Goal In Life</td>
<td>16 above</td>
</tr>
<tr>
<td>ALUMNI</td>
<td>Building the Right Society</td>
<td></td>
</tr>
</tbody>
</table>
Knowing others is intelligence,
Knowing yourself is true wisdom.
Mastering others is strength,
Mastering yourself is true power.

Lao-Tzu (604-531 B.C.)
TREAT PEOPLE AS IF THEY WERE WHAT THEY OUGHT TO BE AND YOU WILL HELP THEM TO BECOME WHAT THEY ARE CAPABLE OF BEING.

- GOETHE -
<table>
<thead>
<tr>
<th>QURANIC GENERATION DEVELOPMENT PROGRAM (QGDP)</th>
<th>THE MAJOR STAGES</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Reciting Quran</td>
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<tr>
<td></td>
<td>Understanding Quran</td>
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<tr>
<td></td>
<td>Implementing Al Quran</td>
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<td></td>
<td>Immersion Of The Quran</td>
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<td></td>
<td>Quranic Generation</td>
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<td>AMANAH</td>
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<tr>
<td>6</td>
<td>DEEN</td>
</tr>
<tr>
<td>5</td>
<td>MU’AMALAH</td>
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<tr>
<td>4</td>
<td>ISTIQAMAH</td>
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<tr>
<td>3</td>
<td>HIKMAH</td>
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<tr>
<td>2</td>
<td>TAZKIYAH</td>
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<tr>
<td>1</td>
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<td>No.</td>
<td>Attribute</td>
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<td>-----</td>
<td>--------------</td>
</tr>
<tr>
<td>7</td>
<td>Amanah</td>
</tr>
<tr>
<td>6</td>
<td>Deen</td>
</tr>
<tr>
<td>5</td>
<td>Mu'amalah</td>
</tr>
<tr>
<td>4</td>
<td>Istiqamah</td>
</tr>
<tr>
<td>3</td>
<td>Hikmah</td>
</tr>
<tr>
<td>2</td>
<td>Tazkiyah</td>
</tr>
<tr>
<td>1</td>
<td>Tawhid</td>
</tr>
</tbody>
</table>
GUIDING PRINCIPLE
MANAGING OUR LIFE

WHAT? GOAL

Long Term
Short Term

IMPLEMENTATION (UKHUWAH)

WHO? HUMAN (TARBIYAH)

FOUNDATION (IKHLAS)

LIFE

APPROACH (HIKMAH)

HOW? SYSTEM & STRUCTURE
7 NECESSITIES IN LIFE

- CAREER
- HEALTH
- COMMUNITY
- FAMILY
- FINANCE
- PEACE & TRANQUILITY

Wishing you happy Ramadan
THE KEY: KNOWLEDGE & TAQWA

CAREER

FINANCE

HEALTH

COMMUNITY

PEACE & TRANQUILITY

FAMILY
GOAL IN LIFE
Total Submission to Allah Swt

ROLE IN LIFE
As Khalifah on Earth

1. Career
2. Finance
3. Health
4. Peace and Tranquility
5. Family
6. Social and Nation
7. Key : Knowledge and Taqwa
THE LEARNING COMMUNITY

• COMMUNICATION
• COOPERATION
• COLLABORATION
GOVERNING THE INTEGRATED HOLISTIC EDUCATION (IHE) SYSTEM

GLOBALIZATION

GRAND PLAN FOR EDUCATIONAL HUB

1. Manuals
2. Procedures
3. Work Instruction
4. Documentation
5. Balance score card
6. Evaluation & Assessment

EDUCATION ACT

EDUCATION COUNCIL

CURRICULUM PLANNING

IHE CURRICULUM DESIGN

IHE SYLLABI

STRATEGIC PLANNING

MATERIALS / MEDIA / TECHNOLOGY

TQO

TQM

EdMS

HUMAN POTENTIAL DEVELOPMENT

ACADEMIC / NON-ACADEMIC

1. Manuals
2. Procedures
3. Work Instruction
4. Documentation
5. Balance score card
6. Evaluation & Assessment
INTEGRATED AND HOLISTIC EDUCATION SYSTEM
A COMPARISON

CONVENTIONAL EDUCATION SYSTEM
Focuses on examination based learning

INTEGRATED AND HOLISTIC EDUCATION SYSTEM
Focuses on outcome based learning

a) Immersion of Knowledge
b) Character Building (Akhlq)
c) Skills and Competency Enhancement
d) Academic Achievement
e) Application In Life
Apply the 3 APPROACHES to ACQUIRE Knowledge

Instructional (Reception Of Knowledge)
Investigational (Discovery Of Knowledge)
Immersion (Construction Of Knowledge)
INTEGRATED HOLISTIC EDUCATION SYSTEM

Adopt 5 CURRICULUM Content

Core Curriculum
Co-Curriculum
Extra Curriculum
National Curriculum
International Curriculum
## Conventional Education System

Based on the learning theory

### A. Source: From Human Being

1. **Cognitive Psychology:** Based on Medical Models of Brain Function and Human Perception of Environmental Stimuli
   - **a)** Piaget: Stage Theory of Learning
   - **b)** Jean David
   - **c)** Lev Vygotsky: Focusing on Socio-Cultural Context of Learning
   - **d)** Robert Gagne
   - **e)** David Norman: Based on Theories of Schema Formation
   - **f)** David Ausubel: Inquiry-Based Learning

2. **Behavioral Psychology:** Based on Theories of Stimulus and Response
   - **a)** Ivan Pavlov: Learning in the Context of Animal Research

## Integrated Holistic Education System (IHES)

Based on the learning practice

### A. Source: The Revelation from the Creator (Rabb)

- **i.** Al-Quran
- **ii.** As-Sunnah
  - Example: Al-Alaq (Iqra’)
  - Al-Muzammil
  - Al-Muddathir

### B. Educator: Murabbi

### C. Student: Mutarabbi

### D. Process: Tarbiyah

### E. System: Manhaaj Robbani

### F. Pedagogy: Mahabbah (Love and Care)

### G. Target: Heart (Qalb)

### H. Outcome: Quranic Generation (Insan Robbani)

### I. Foundation: Aqidah (Tawheed)
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<tr>
<td>A. SOURCE: FROM HUMAN BEING</td>
<td>A. SOURCE: THE REVELATION FROM</td>
</tr>
<tr>
<td>b) B.F. SKINNER: OPERANT CONDITIONING</td>
<td>THE CREATOR (RABB)</td>
</tr>
<tr>
<td>c) E.L. THORN DIKE: THEORY OF</td>
<td>a) AL-QURAN</td>
</tr>
<tr>
<td>CONNECTIONISM</td>
<td>b) AS-SUNNAH</td>
</tr>
<tr>
<td>d) E.R. GUTHRIE:</td>
<td>EXAMPLE: AL-ALAQ (IQRA’)</td>
</tr>
<tr>
<td>e) ROBERT GAGNE:</td>
<td>AL-MUZAMMIL</td>
</tr>
<tr>
<td></td>
<td>AL-MUDDATHIR</td>
</tr>
<tr>
<td>3. HUMANISTIC PSYCHOLOGY:</td>
<td>B. EDUCATOR: MURABBABI</td>
</tr>
<tr>
<td>THOUGHT THAT STRESSES</td>
<td>C. STUDENT: MUTARABBABI</td>
</tr>
<tr>
<td>THE UNIQUENESS OF</td>
<td>D. PROCESS: TARBIYAH</td>
</tr>
<tr>
<td>HUMAN CONDITION</td>
<td>E. SYSTEM: MANHAJ ROBBANI</td>
</tr>
<tr>
<td>a) CARLS ROGERS:</td>
<td>F. PEDAGOGY: MAHABBAAH</td>
</tr>
<tr>
<td>(i) CHARACTERISE AS PERSON CENTERED OR CHILD CENTERED LEARNING</td>
<td>(LOVE AND CARE)</td>
</tr>
<tr>
<td>(ii) PRINCIPLE AND LEARNING INVOLVE LEARNING AND CHANGE</td>
<td>G. TARGET: HEART (QALB)</td>
</tr>
<tr>
<td>(iii) THE LEARNING ENVIRONMENT</td>
<td>H. OUTCOME: QURANIC GENERATION</td>
</tr>
<tr>
<td>(iv) SELF-DIRECTED OR SELF-INITIATED LEARNING</td>
<td>(INSAN ROBBANI)</td>
</tr>
<tr>
<td>b) ABRAHAM MASLOW: GRATIFICATION OF NEEDS AS MOTIVATIONAL FORCE</td>
<td>I. FOUNDATION: AQIDAH (TAWHEED)</td>
</tr>
</tbody>
</table>
SISTEM KONVENSIONAL

• Mengajar Dan Menyampaikan Maklumat Dan Ilmu Untuk Mencapai Kecemerlangan Dalam Peperiksaan.

• Proses Pembentukan Peribadi Hanya Berlaku Bila Ada Kesempatan Atau Jika Ada Waktu Yang Di Peruntukan

• Proses : Pengajaran & Pembelajaran (P&p) (Ta’alim)

• Pedagogi : Konvensional

• Sasaran Pengajaran : Minda

SISTEM INTEGRASI & HOLISTIK

• Mendidik Dan Membentuk Keperibadian Akhlak Yang Terpuji Untuk Melahirkan Generasi Alquran (Ilmu & Taqwa)

• Fokus: Pembangunan Insan Secara Syumul

• Asas: Aqidah Yang Tulen

• Kepakaran: Pemahaman Dan Penguasaan Dan Aplikasinya Unsur-unsur Berikut :

  A. Sumber Ilmu : Allah (Rabb)
  B. Yang Mendidik : Murobbi
  C. Yang Dididik : Mutarobbi
  D. Proses : Tarbiyah
  E. Sistem : Manhaj Robbani
  F. Pedagogi : Mahabbah (Cinta & Kasih Sayang )
  G. Kemenjadian : Insan Robbani
  H. Sasaran Tarbiyah : HATI
## ADMINISTRATION VS MANAGEMENT

<table>
<thead>
<tr>
<th></th>
<th>MANAGEMENT</th>
<th>ADMINISTRATION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Definition</strong></td>
<td>Art of getting things done through others by directing their efforts towards achievement of pre-determined goals.</td>
<td>Formulation of broad objectives, plans &amp; policies.</td>
</tr>
<tr>
<td><strong>Nature</strong></td>
<td>executing function, doing function</td>
<td>decision-making function, thinking function</td>
</tr>
<tr>
<td><strong>Scope</strong></td>
<td>Decisions within the framework set by the administration.</td>
<td>Major decisions of an enterprise as a whole.</td>
</tr>
<tr>
<td><strong>Level of authority</strong></td>
<td>Middle level activity</td>
<td>Top level activity</td>
</tr>
<tr>
<td><strong>Status</strong></td>
<td>Group of managerial personnel who use their specialized knowledge to fulfill the objectives of an enterprise.</td>
<td>Consists of owners who invest capital in and receive profits from an enterprise.</td>
</tr>
<tr>
<td><strong>Usage</strong></td>
<td>Used in business enterprises.</td>
<td>Popular with government, military, educational, and religious organizations.</td>
</tr>
<tr>
<td><strong>Influence</strong></td>
<td>Decisions are influenced by the values, opinions, beliefs and decisions of the managers.</td>
<td>Influenced by public opinion, government policies, customs etc.</td>
</tr>
<tr>
<td><strong>Main functions</strong></td>
<td>Motivating and controlling</td>
<td>Planning and organizing</td>
</tr>
<tr>
<td><strong>Abilities</strong></td>
<td>Handles the employees.</td>
<td>Handles the business aspects such as finance.</td>
</tr>
</tbody>
</table>
OUR PHILOSOPHY

“Where Education is aimed at a balanced growth of personality through TARBIYAH of The Mind, The Heart, The Soul and The Physical willingly and joyfully for the sake of Allah swt.”

“Knowledge And Taqwa, The Secret Of Success”
OUR MISSION

“Developing excellent, holistic individuals and towards building an excellent generation based on the total submission to Allah swt.”
OUR OBJECTIVES

1. To provide an integrated educational program suitable for the early development of the child from pre school to tertiary level that produces a wholly practicing Muslim.

2. To provide a broad spectrum of avenues and opportunities for maximum potential growth to help individuals achieve excellence in all aspects.

3. To develop the human potential and impart the necessary knowledge in order to build an excellent Ummah.
1. Education is used to prepare students for successful lifetime transitions.
2. Schools make every effort to link students with appropriate community resources that could make a positive contribution to the student’s education.
3. Students become increasingly self directed through planned activities leading to self educating adulthood.
4. Schools explicitly teach and reward the agreed upon values of the schools ad community.
5. Parents are expected to be active participants in the education of their children.
6. Each student pursues excellence in an area of his or her own choosing.

7. Everyone affected by the decision is involved directly or representatively in the making of it.

8. Schools strive to INTEGRATE THE INTERDEPENDENT EDUCATIONAL efforts of Home, School and Community.

9. Every participant involved in educating youth models the ROLE OF LEARNER.
<table>
<thead>
<tr>
<th></th>
<th>AMANAH</th>
<th>MATLAMAT &amp; PERANAN HIDUP</th>
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</thead>
<tbody>
<tr>
<td>6</td>
<td>DEEN</td>
<td>SISTEM KEHIDUPAN YANG LENGKAP</td>
</tr>
<tr>
<td>5</td>
<td>MU’AMALAH</td>
<td>KOMUNIKASI DAN INTERAKSI</td>
</tr>
<tr>
<td>4</td>
<td>ISTIQAMAH</td>
<td>BERPENDIRIAN TEGUH, STABIL &amp; MANTAP</td>
</tr>
<tr>
<td>3</td>
<td>HIKMAH</td>
<td>KESESUAIAN: AL-QURAN DAN SUNNAH</td>
</tr>
<tr>
<td>2</td>
<td>TAZKIYAH</td>
<td>TULEN DAN KEMBALI KEPADA FITRAH</td>
</tr>
<tr>
<td>1</td>
<td>TAWHID</td>
<td>AQIDAH SEBAGAI ASAS KEHIDUPAN</td>
</tr>
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</table>
THE CHARACTERISTICS OF A MUROBBI

LOVE & CARE FOR CHILDREN

LOVE FOR THE PROFESSION OF EDUCATION

- Humility without weakness
- Health and Vitality of the body
- Psychological health and emotional balance
- Neatness, cleanliness and good appearance
- Eloquence and good pronunciation
- Intelligent and deep understanding
- Strong command of subject
- Broad and deep reading for knowledge
- Punctuality and respect for time
- Co-operation with the school system and policies
- Being Courteous with students and fellow teachers
- Socialization with people and no isolation
- Knowledge and practice of Islam

To stay away from questionable sayings or deeds, even if it is lawful

WORK IKHLAS SINCERELY ONLY FOR ALLAH SWT
MAKSUD SABDA RASULULLAH SAW:
DIDALAM DIRI KAMU ADA SEKETUL DAGING,
SEANDAINYA IA BAIK MAKA SELURUH ANGGOTANYA
AKAN MENJADI BAIK. SEANDAINYA IA BURUK MAKA
SELURUH ANGGOTANYA MENJADI BURUK. SEKETUL
DAGING ITU ADALAH HATI

(BUKHARI & MUSLIM)

Within you there is a piece of flesh. If it
is good the entire body will be good. If it
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(BUKHARI & MUSLIM)
HUMANISING EVALUATION AND ASSESSMENT

Student is assessed

ACADEMIC-BASED ASSESSMENT

MARKED

GRADED

EXAM BAND

STUDENT’S CHARACTER CONDUCT/HW/DW/EFFORT

ASSESSED OVER TIME

ATTITUDE BAND

INTEGRATE

ACHIEVEMENT BAND
# HUMANISING EVALUATION AND ASSESSMENT

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<th>No</th>
<th>Student</th>
<th>Examination</th>
<th>Character</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Score</td>
<td>Exam</td>
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<tr>
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</tr>
<tr>
<td>1</td>
<td>Student A</td>
<td>60</td>
<td>48</td>
</tr>
<tr>
<td>2</td>
<td>Student B</td>
<td>40</td>
<td>32</td>
</tr>
<tr>
<td>3</td>
<td>Student C</td>
<td>95</td>
<td>76</td>
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</table>
COMPONENTS OF THE INTEGRATED AND HOLISTIC EDUCATION SYSTEM

1. INSTRUCTIONAL
2. INVESTIGATIONAL
3. IMMERSION

ASSESSMENT / EVALUATION

INSPECTORATE

PHASES OF EDUCATION DEVELOPMENT

CHARACTERISTICS IN EDUCATION

APPROACH

COMPONENTS OF THE INTEGRATED AND HOLISTIC EDUCATION SYSTEM

EDUCATION PROCESS

MEDIA

HPDP

CURR
<table>
<thead>
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<th>Level</th>
<th>Subjects</th>
<th>Grade</th>
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<tbody>
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<td>Upper S.</td>
<td>IGCSE University of Cambridge O Level</td>
<td>SMA 2 (2019)</td>
<td>Computer Ace</td>
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<td>SMA 1 (2018)</td>
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<td>Lower S.</td>
<td>JHE</td>
<td>SMP 3 (2017)</td>
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<td>MATH, SCIENCE, ARABIC, HIST, GEOG, IS, ART, TAJWID</td>
<td>SMP 2 (2016)</td>
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<td>SMP 1 (2015)</td>
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<td>Primary</td>
<td>JSLE</td>
<td>SD 1 - 6 (2009 - 2014)</td>
<td>Young Genius</td>
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<td>Nursery 2mths</td>
<td>IHE PROGRAM</td>
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</table>
TARBIYAH PROCESS

CONVENTIONAL

ESQ

EMOTIONAL QUOTIENT

SPIRITUAL QUOTIENT

IHES

23 TYPES OF POTENTIALS
TARBIYAH PROCESS

CONVENTIONAL

INTELLECTUAL
EMOTIONAL
SPIRITUAL
PHYSICAL
SOCIAL

IHES

23 TYPES OF POTENTIALS
TARBIYAH PROCESS

CONVENTIONAL

CONSCIOUS MIND

SUBCONSCIOUS MIND

PHYSICAL BODY

IHES

23 TYPES OF POTENTIALS
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<thead>
<tr>
<th>THE MAJOR STAGES</th>
<th>THE MINOR STAGES</th>
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<tr>
<td>BACAAN QURAN (RECITING QURAN)</td>
<td><strong>Tilawah</strong> (Recitation)</td>
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<td><strong>Tahfiz</strong> (Memorization)</td>
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<td><strong>Tajwid</strong> (Advanced Recitation)</td>
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<td>THE MAJOR STAGES</td>
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<td><strong>Pemahaman Quran</strong> (Understanding Quran)</td>
<td><strong>Program Bahasa Arab</strong> (Arabic Language Program)</td>
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<td><strong>Harfiah</strong> (Quranic Translation)</td>
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<td><strong>Tafsir</strong> (Thematic Quranic Commentary)</td>
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<td>THE MAJOR STAGES</td>
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<td><strong>PELAKSANAAN QURAN</strong> (IMPLEMENTING AL QURAN)</td>
<td><strong>Ibadah</strong> (Performing Islamic Worship)</td>
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<td><strong>Dakwah</strong></td>
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<td>(Preaching To Islam)</td>
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<td><strong>Khilafah</strong> (Upholding Islamic Sovereignty)</td>
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<td>THE MAJOR STAGES</td>
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<tr>
<td><strong>PENGHAYATAN QURAN</strong> (Immersion Of The Quran)</td>
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<td><strong>Iman</strong> (Firm Belief In Allah)</td>
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<td><strong>Taqwa</strong> (Fear/Conscious Of Allah)</td>
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<td><strong>Ihsan</strong> (Sense Of Allah’s Presence)</td>
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<td><strong>Tawakkal</strong> (Trust In Allah)</td>
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<td><strong>Ikhlas</strong> (Sincerity To Allah)</td>
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</table>
KONVENSIONAL

- Mengajar Dan Menyampaikan Maklumat Dan Ilmu Untuk Mencapai Kecemerlangan Dalam Peperiksaan.

- Proses Pembentukan Peribadi Hanya Berlaku Bila Ada Kesempatan Atau Jika Ada Waktu Yang Di Peruntukan

- Proses : Pengajaran & Pembelajaran (P&p) (Ta’alim)

- Pedagogi : Konvensional

- Sasaran Pengajaran : Minda

INTEGRASI & HOLISTIK

- Mendidik Dan Membentuk Keperibadian Akhlak Yang Terpuji Untuk Melahirkan Generasi Alquran (Ilmu & Taqwa)

- Fokus: Pembangunan Insan Secara Syumul

- Asas: Aqidah Yang Tulen

- Kepakaran: Pemahaman Dan Penguasaan Dan Aplikasinya Unsur- unsur Berikut :

  A. Sumber Ilmu : Allah (Rabb)
  B. Yang Mendidik : Murobbi
  C. Yang Dididik : Mutarobbi
  D. Proses : Tarbiyah
  E. Sistem : Manhaj Robbani
  F. Pedagogi : Mahabbah (Cinta & Kasih Sayang )
  G. Kemenjadian : Insan Robbani
  H. Sasaran Tarbiyah : HATI
TUGAS DAN PERANAN MUROBBI DALAM
PERLAKSANAAN PEDAGOGI CINTA & KASIH SAYANG

• MEMBERIKAN KASIH SAYANG KEPADA ANAK
DIDIKNYA SERTA MENERIMA SEPerti ANAKNYA
SENDIRI.

SABDA RASULULLAH SAW “SESUNGGUHNYA AKU KEPADA KAMU
SEMUA BAGAIKAN BAPA KPD ANAKNYA
(RIWAYAT OLEH ABU DAUD, NASA’I, IBNU MAJAH DAN IBNU HIBBAN)

SABDA RASULULLAH SAW “ DEMI ALLAH YANG DIRIKU DALAM
KEKUASAANYA KAMU TIDAK AKAN MASUK SYURGA SEBELUM
KAMU BERIMAN. DAN KAMU TIDAK BERIMAN, SEBELUM KAMU
CINTA MENCINTAI DAN SAYANG MENYAYANGI DIANTARA SATU
SAMA LAIN “.
(RIWAYAT MUSLIM)
“Kemudian Dia sempurnakan (Kejadiannya) dan Dia adakan untukmu pendengaran, penglihatan dan HATI. Tetapi sedikit diantara kamu yang berterima kasih (kepadanya).”

Quran : 32:9

Sesungguhnya Pendengaran, Penglihatan dan HATI – semuanya ini akan disoal
( dipertanggungjawabkan keatas diri seseorang)

Hearing, Sight and the HEART – about all of these, one will be asked (i.e. is responsible)

Quran :17:36
KATA-KATA SAIDINA ALI R.A

SEKIRANYA SESEORANG ITU MENYAMPAIKAN SESUATU ILMU / MENGELUARKAN KATA-KATA HANYA DARI LIDAH/MULUTNYA, MAKA AKAN MASUK DARI TELINGA KANAN DAN KELUAR DARI TELINGA KIRI.

SEKIRANYA SESEORANG ITU MENYAMPAIKAN SESUATU ILMU/MENGELUARKAN KATA-KATA DARI HATI (IKHLAS) MAKA IA AKAN MASUK DAN SAMPAI KEDALAM HATI
HOW TO SAY IT

FROM

THE HEART
TUGAS DAN PERANAN MUROBBI Dalam Perlaksanaan Pedagogi Cinta & Kasih Sayang


KATA-KATA HIKMAH :

MEMBERIKAN KASIH SAYANG KEPADA ANAK DIDIKNYA SERTA MENERIMA SEPERTI ANAKNYA SENDIRI.

SABDA RASULULLAH SAW “SESUNGGUHNYA AKU KEPADA KAMU SEMUA BAGAIKAN BAPA KPD ANAKNYA
(RIWAYAT OLEH ABU DAUD, NASA’I, IBNU MAJAH DAN IBNU HIBBAN)

SABDA RASULULLAH SAW “ DEMI ALLAH YANG DIRIKU DALAM KEKUASAANYA KAMU TIDAK AKAN MASUK SYURGA SEBELUM KAMU BERIMAN. DAN KAMU TIDAK BERIMAN, SEBELUM KAMU CINTA MENCINTAI DAN SAYANG MENYAYANGI DIANTARA SATU SAMA LAIN “.
(RIWAYAT MUSLIM)
PEDAGOGY OF CARE AND LOVE

METHODOLOGY / APPROACH / HOW TO DEVELOP A MURRABBI APPLYING THE PEDAGOGY OF LOVE AND CARE BASED ON AQIDAH

CARA / KAEDAH YANG DAPAT MEMBENTUK KEMENJADIAN MURABBI DENGAN MENGGUNAKAN KASIH SAYANG DAN BERASASKAN AQIDAH

1) DISCIPLINE - IKHTILAT
   - PUNCTUALITY
   - SKIPPING SOLAH

2) CLASSROOM MANAGEMENT

3) SUBJECT MATTER

4) INDIVIDUAL QUERY OUT OF CONTEXT

5) MANNERS
SURAH AL-FATIHAH : AYAT 5

HANYA KEPADA ENGAULAH KAMI MENYEMBAH (IBADAH) DAN KEPADA ENGAULAH KAMI MEMOHON PERTOLONGAN

DARI TAFSIR IMAM IBNU KATHIR

KESEMPURNAAN IBADAH HANYA DAPAT DILAKUKAN DENGAN DISERTAKAN 3 PERKARA

i)  CINTA & KASIH SAYANG MUTLAK KPD ALLAH SWT.

ii) KEPATUHAN, KETAATAN DAN KETUNDUKKAN KPD ALLAH SWT

iii) TAKUT AKAN AZAB DAN SIKSAAN ALLAH SWT
1. Saya mestilah mengabdikan diri hanya kepada Allah semata-mata, tidak mensyrikkkan Allah dengan sesuatu. Pengabdian diri kepada Allah ini saya lakukan kerana menyahut seruan Allah yang disampaikan melalui para rasul yang menyeru umat masing-masing supaya mengabdikan diri kepada Allah semata-mata dan tidak tunduk kepada selain Allah.

Surah An-Nahl :36

“Dan sesungguhnya Kami telah mengutuskan seorang rasul kepada tiap-tiap umat sembahlah Allah dan jauhi thoghut itu.”
2. Saya hendaklah takut kepada Allah semata-mata dan tidak takut kepada selain dari Allah. Ketakutan saya kepada Allah itu seharusnya mendorong saya menjauhkan diri dari perkara-perkara yang dimurkai dan diharamkan Allah. Dalam hubungan ini Allah telah berfirman, Al-Mulk :12
"Sesungguhnya orang-orang yang takut kepada Tuhan mereka yang tidak nampak oleh mereka, mereka akan memperoleh ampunan dan pahala yang besar."

Ar-Ra’d:28

Orang2 yang beriman dan hati mereka menjadi tenteram dengan mengingati Allah, ingatlah, hanya dengan mengingati Allah Hati akan menjadi tenteram.”
Surah At-Taubah :24
“Katakanlah, jika bapa2, anak2,saudara2,isteri2, kaum keluarga, harta kekayaan yang kamu usahakan, perniagaan yang kamu khuatiri kerugiannya dan rumah2 tempat tinggal yang kamu sukai adalah lebih kamu cintai daripada Allah dan rasulnya dan (dari) berjihad dijalanNya. Allah tidak memberi pimpinan kepada orang-orang fasik. “
Saya akan berkorban pada jalan Allah kerana ingin mendapat kemanisan iman sebagaimana yang telah disebutkan oleh Rasullulah saw dalam hadisnya (Diriwayatkan oleh Al-Bukhari):

“Tiga perkara, sesiapa yang terdapat ketiga-tiga perkara itu dalam dirinya beliau akan mendapat kemanisan iman, iaitu:

i) Bahawa Allah dan RasulNya lebih ia kasihi dari yang lain.

ii) Bahawa beliau tidak mengasihi seseorang kecuali kerana Allah

iii) Bahawa beliau benci kembali kepada kekufuran sebagaimana beliau benci dilontarkan kedalam neraka.
5. Saya mestilah bertawakkal kepada Allah dalam semua urusan. Saya mestilah bergantung kepada Allah dalam semua perkara. Kesemua ini akan membangkitkan dalam diri saya satu kekuatan dan kesedaran Roh sehingga saya akan merasakan perkara-perkara yang berat itu menjadi ringan. Firman Allah :

Surah At-Thalaaq : 3
"Dan barangsiapa yang bertawakkal kepada Allah nescaya Allah akan mencukupkan (keperluan) nya "
Sabda Rasullullah S.a.w:


(Diriwayatkan oleh At-Tirmizi daripada Ibnu Abbas, Hasan Sahih)

“Dan Allah mengeluarkan kamu dari perut ibumu dalam keadaan tidak mengetahui sesuatu pun dan Ia memberi kepadamu pendengaran, penglihatan dan hati agar kamu bersyukur.”

Allah telah menjanjikan akan menambahkkan kurnia nikmat-Nya kepada mereka yang bersyukur dan mengugut akan menambah rugikan orang-orang yang engkar dan tidak berterima kasih. (lihat Surah Ibrahim Ayat 7)
7. Saya mestilah meminta ampun dari Allah dan senantiasa bertaubat (beristighfar) kerana istighfar itu merupakan kifarat bagi segala kesalahan di samping membaharu taubat dan iman. Istighfar juga dapat meniupkan rasa kerehatan dan ketenangan dalam jiwa. Firman Allah:

Surah An-Nisa’ : 110

“Dan barangsiapa yang mengerjakan kejahatan, menganiaya diri sendiri kemudian dia mohon ampun kepada Allah mesti ia mendapati Allah Maha Pengampun lagi Penyayang.”
8. Saya mestilah sentiasa dalam keadaan bermuraqabah terhadap Allah, baik dalam keadaan terang atau tersembunyi. Saya haruslah sering merasakan Firman Allah:

Surah Al-Mujaadilah :7
“Tiada pembicaraan rahsia antara tiga orang melainkan Dialah yang keempatNya dan tiada perbicaraan antara lima orang melainkan Dialah yang keenam dan tiada pula perbicaraan antara yang kurang dari itu atau lebih melainkan Dia ada bersama-sama mereka dimana pun mereka berada. Dia memberitakan kepada mereka pada hari kiamat nanti apa yang telah mereka kerjakan. Sesungguhnya Allah maha mengetahui segala sesuatu.”
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**PENGAJARAN & PEMBELAJARAN (P&P)**
- MRSM sekarang menggunakan `A Framework For Teaching` (AFFT)
- 4 domain dalam AFFT;
  1) Perancangan & Persediaan (Lesson Plan)
  2) Persekitaran kelas
  3) Pengajaran
  4) Tanggungjawab Profesionalisme
- Proses `Tarbiyah` system di sekolah-pengurusan sekolah dan pengurusan sumber manusia

---

**HOMEROOM**
- Ciri-ciri Penasihat (Guru) yang wajib ada untuk menjadi `Murabbi` 
- Latihan untuk guru untuk menjadi `Murabbi`
- Pelaksanaan Homeroom
  1) Modul
  2) Aktiviti guru dan pelajar
  3) Khidmat masyarakat (bekerjasama dengan badan bukan kerajaan (NGO))

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### GURU MUROBBI

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### KOKURIKULUM
- Badan Beruniform
- Kelab
- Persatuan Permainan
- Selain daripada ini, apakah penerapan yang paling sesuai dan terbaik untuk menjayakan `Guru Murabbi` dan `Pedagogi Kasih Sayang`?

### KEMahirAN INSANIAH/ SOFT SKILLS
- **Apa pelaksanaan yang paling berkesan?** contoh : Apa yang dilaksanakan di Sek. Agama Wilayah (Migtep) selama 6 bulan)
- MRSM sekarang melaksanakan `Kemahiran Asas Tingkatan 1 (KAT 1)` , 6 bulan pelajar tidak belajar. Mereka didedahkan dengan soft skills; contoh: Smart Reading, Pengucapan Awam, Kemahiran Agama Islam dan lain-lain lagi.

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PENGAJARAN & PEMBELAJARAN (P&P)

GURU MURABBI

KO KURIKULUM

HOMEROOM

KEMAHIRAN INSANIAH / SOFT SKILLS
ELEVEN SHIFTS TO TRANSFORM THE SYSTEM

SHIFT 1:
PROVIDE EQUAL ACCESS TO QUALITY EDUCATION OF AN INTERNATIONAL STANDARD
- Benchmark the learning of languages, Mathematics and Science to international standards
- Launch new secondary (KSSM) and revised primary curriculum (KSSP) in 2017
- Revamp examinations and assessments to increase focus on testing higher-order thinking skills by 2016
- Raise quality of preschools and push to 100% enrolment by 2020
- Move from 6 to 11 years of compulsory schooling, starting at age 6, supported by retention initiatives and job-ready vocational training
- Increase investment in physical and teaching resources for students with specific needs

SHIFT 2:
ENSURE EVERY CHILD IS PROFICIENT IN BAHASA MALAYSIA AND ENGLISH LANGUAGE
- Introduce a common Bahasa Malaysia curriculum at the primary level, with earlier intensive remedial support for students that struggle to allow for removal of parahalan class
- Expand the LINUS programme to include English language literacy
- Upskill English language teachers and expand opportunities for greater exposure to English language
- Encourage every child to learn an additional language by 2025

SHIFT 3:
DEVELOP VALUES-DRIVEN MALAYSIANS
- Strengthen civic elements by making community service a pre-requisite to graduation by 2017
- Enhance Islamic and Moral Education with greater focus on core values and underlying philosophies of major religions by 2017
- Develop students holistically by reinforcing requirement to participate in 1 sport, 1 Club and 1 Uniformed Body
- Encourage every child to learn an additional language by 2025

SHIFT 4:
TRANSFORM TEACHING INTO THE PROFESSION OF CHOICE
- Hike entry pay for teachers from 2013 to be amongst top 30% of graduates
- Upgrade the quality and rationalisation of CPD from 2013 with greater emphasis on school-based training
- Focus teachers on their core function of teaching from 2013 by reducing administration burdens
- Implement competency and performance-based career progression by 2016
- Enhance pathways for teachers into leadership, master teaching and subject specialist roles by 2016
- Peer-led culture of excellence and certification process by 2025

SHIFT 5:
ENSURE HIGH-PERFORMING SCHOOL LEADERS IN EVERY SCHOOL
- Competency-based selection criteria and enhanced succession planning processes for principals from 2019
- New Principal Career Package rolled-out in waves from 2013, with greater support for example via coaches, on-boarding programmes, greater operational flexibility for school improvement, curriculum and co-curricular planning, and sharper accountability for improving student outcomes
**EMPOWER JPNs, PPDs, AND SCHOOLS TO CUSTOMISE SOLUTIONS BASED ON NEED**
- Accelerate school improvement through systematic, district-led programmes in all states by 2014
- Allow greater school-based management and autonomy, including greater operational flexibility over budget allocation and curriculum implementation, starting with the best performing and most improved schools
- Ensure 100% of schools meet basic infrastructure requirements by 2015, starting with Sabah and Sarawak

**LEVERAGE ICT TO SCALE UP QUALITY LEARNING ACROSS MALAYSIA**
- Provide Internet access and virtual learning environment via 1SteelNet for all 10,000 schools by 2013
- Augment online best practices content starting with a video library of best teachers delivering lessons in critical subjects in 2013
- Maximize use of ICT for distance and self-paced learning to expand capacity and allow for more customised learning

**TRANSFORM MINISTRY DELIVERY CAPABILITIES AND CAPACITY**
- Empower JPNs and PPDs through greater decision making power over budget and personnel while also holding them accountable for common KPIs from 2013
- Deploy almost 2,500 micro personnel from Head Office and JPNs to PPDs to better support schools by 2014
- Strengthen leadership capabilities in principals and 150-200 leadership roles from 2013
- Strengthen key central functions and rationalise structure of Ministry from 2016

**PARTNER WITH PARENTS, COMMUNITY, AND PRIVATE SECTOR AT SCALE**
- Equip every parent to support their child’s learning via a parent engagement tool kit and online access to their child’s in-school progress (SAPS System)
- Invite every PBB to provide input on contextualisation of curriculum and teacher quality from 2016

**MAXIMISE STUDENT OUTCOMES FOR EVERY RINGGIT**
- Link every programme to clear student outcomes and annually rationalise programmes that have low impact, align to government’s overall shift towards outcome-based budgeting
- Capture efficiency opportunities, with funding reallocated to the most critical areas such as teacher training and upskilling

**INCREASE TRANSPARENCY FOR DIRECT PUBLIC ACCOUNTABILITY**
- Publish an annual public report on progress against Blueprint targets and initiatives, starting for the year 2013
- Conduct comprehensive stock-take in 2015, 2020 and 2025 to ensure Blueprint remains relevant by incorporating stakeholder feedback and accounting for an ever evolving external environment
Five system aspirations for the Malaysian education system

**Access**
100% enrolment across all levels from pre-school to upper secondary by 2020

**Quality**
Top third of countries in international assessments such as PISA and TIMSS in 15 years

**Equity**
50% reduction in achievement gaps (urban-rural, socioeconomic and gender) by 2020

**Unity**
An education system that gives children shared values and experiences by embracing diversity

**Efficiency**
A system which maximises student outcomes within current budget

---

Six key attributes needed by every student to be globally competitive

Every student will have...

- Leadership skills
- Bilingual proficiency
- Thinking skills
- Ethics and spirituality
- Knowledge
- National identity

...aligned with the National Education Philosophy
EVALUATION AND ASSESSMENT

A Merdeka of the mind

Our education is too Western-centric, aping Western universities and showing ignorance of Asian and African contributions to knowledge.
EVALUATION AND ASSESSMENT
DOB: 3 July 1989
Zakwan Zainuddin
Under the Integrated Holistic Education System since age 4
Completed IGCSE & O’levels at age 14 in 2003
Completed Meng (Hons) in Chemical Engineering in the University of Nottingham Malaysia Campus at 18 of age in 2009
Offered a place for PhD studies in the University of Cambridge at age 18+ for 2010 admissions
Martial Arts
QGDP (Quranic Generation Development Program)
• DOB: 27 August 1989
• Atiqah Binti Johari
• Under the Integrated Holistic Education System since 4 years old
• Completed IGCSE O-Levels at 14+ of age
• Completed Certified Accounting Technician (CAT) at the age of 16
• Completed ACCA Professional exam at the age of 18+, in addition to receiving BSc (Hons) in Applied Accounting from Oxford Brookes University
• Started working at the age of 20
• QGDP( Quranic Generation Development Program)

• Very active in co-curricular activities, among them :
  ✓ Taekwondo instructor and state representative
  ✓ Horseback riding
  ✓ ACCA Malaysia Student Ambassador
  ✓ Actively participate in youth organisations
DOB: 3 October 1988
Solehah Jeffrey
Under the Integrated Holistic Education System for 4 years
Completed IGCSE O-Levels at 15 of age
Medical student of International Islamic University Malaysia.
Doing elective posting on humanitarian cause to help the earthquake for around 1 month.
Medical Officer at HUKM
QGDP( Quranic Generation Development Program)

Very active in humanitarian activities, among them:
- Help the earthquake victims in Indonesia.
- Medical Checkups for orang Asli
DOB: 27 September 1988
Muhammad Zulhilmi Bin Mohd Ghouse
Under the Integrated Holistic Education System since 7 years old
Completed IGCSE O-Levels at 15+ of age
Completed Bachelor’s Degree (Hons) in Biotechnology with specialization in Marine at the age of 21+ from International Islamic University Malaysia (IIUM).
Worked as writer intern for Moblie World magazine
Completed 3 months internship as an industrial trainee at Aquarium and Museum, University Malaysia Sabah (UMS) QGDP( Quranic Generation Development Program)

Very active in co-curricular activities, among them:
- Archery
- IIUM Science Students’ Society
- Latepackers (IIUM Adventure and Recreational Club)
- Shito-Ryu Karate – Green belt holder
- Squash.
Biodata

- DOB: 25 June 1988
- Adilah Ruqaiyah Ahmad Nasir
- Under the IHE System since age 6
- Completed IGCSE O-Levels at 15 of age
- Completed Bachelor of Legal Studies (Honours) at the age of 19 from Universiti Teknologi Mara (UiTM).
- Completed Certificate of Legal Practive for Malaysia at the age of 21 from Malaysian Bar Association.
- Completed International Chartered Secretaries and Administrators at the age of 21 from International Qualifying Scheme.
- Currently doing Advance LL. M in Public International Law (First doctorate of year) = International Criminal Law Specialization at University of Leiden.
- Started working at the age of 21 as a situation analyst for the International Criminal Court, Netherlands.
- Actively involved with MERCY Malaysia
- QGDP (Quranic Generation Development Program)

- Able to speak 6 languages: Malay, English, French, Mandarin, Arabic and Spanish
DOB: 20 May 1988
• Aminatulmunirah Binti Kassim
• Under the Integrated Holistic Education System since 11 years old
• Completed IGCSE O-Levels and SPM at 16 of age
• Completed IB Diploma from MARA College Banting at the age of 19.
• Completed doing medicine at the University of Leeds, United Kingdom under MARA Scholarship.
• Medical Officer at Leeds Hospital, UK
• Actively participate in youth organisations and humanitarian activities such as organizing medical check ups in rural areas at Cambodia.
• Blue Belt holder in Tae Kwon Do
• QGDP( Quranic Generation Development Program)
Biodata

DOB: 08 December 1986
Noornazli Zahirah binti Abdullah
Under the Integrated Holistic Education System since 15 years old
Completed IGCSE O-Levels at 17 of age
Completed BSc (Hons) in Pharmacology at International Islamic University Malaysia (IIUM)
Pharmacologist at Putrajaya Hospital.
Green belt holder in Shito-Ryu Karate
QGDP( Quranic Generation Development Program)
DOB: 27 April 1987
Siti Maryam Binti Abdul Rahman
Under the Integrated Holistic Education System since 12 years old
Completed IGCSE O-Levels at 16 of age
Completed Bachelor’s Degree (Hons) in Computer Science, specializing in IT Security at International Islamic University Malaysia
Completed 6 months internship at Pernac Kuala Lumpur
Brown belt holder in Shito-Ryu Karate
QGDP (Quranic Generation Development Program)
DOB: 10 May 1986
Ahmad Ridza Bin Mohd Rozlan
Under the Integrated Holistic Education System since 9 years old
Completed IGCSE O-Levels at 17 of age
Completed Diploma in Business Studies at the age of 20+
Completed Intermediate level in Arabic language from Sanaa Institute for Arabic Language at 21 years old.
Completed Bachelor of Business Marketing at Royal Melbourne Institute of Technology (RMIT), Melbourne, Australia.
Actively participate in youth organizations, societies, clubs.
Active in Photography.
Shito-Ryu Karate - Green belt holder
QGDP (Quranic Generation Development Program)
DOB: 24 November 1987
Ruzaini Binti Mohd Rozlan
Under the Integrated Holistic Education System since 8 years old
Completed IGCSE O-Levels at 16+ of age
Completed Diploma in Business Studies at the age of 19+
Completed Intermediate level in Arabic language from Sanaa Institute for Arabic Language at 20 years old.
Will be pursuing Bachelor’s Degree (Hons) in International Business at SEGi College on 25th May 2010.
Started working at the age of 21.
Married with 1 child
Actively involve in humanitarian activities.
Yellow belt holder in Shito-Ryu Karate
QGDP (Quranic Generation Development Program)
• DOB: 16 January 1987
• Iman Jeffrey
• Under the Integrated Holistic Education System since 12 years old
• Completed IGCSE O-Levels at 16 of age
• Actively involve in humanitarian work and participate in youth organizations.
• Medical student of International Islamic University Malaysia (IIUM), Kuantan, Pahang.
• Doing elective posting on humanitarian cause to help the earthquake for around 1 month.
• Medical Officer at HUKM
• QGDP( Quranic Generation Development Program)

• Very active in humanitarian activities, among them :
  ✔ Help the earthquake victims in Indonesia.
  ✔ Medical Checkups for orang Asli
Biodata

DOB: 18 March 1987
Nur Sakinah Binti Abdul Samat
Under the Integrated Holistic Education System since 5 years old
Completed IGCSE O-Levels at 17 of age
Completed Diploma in Montessori at SEGi College at the age of 21
Started working at the age of 21
Currently perusing Degree in Early Childhood Education at SEGi College.
Green belt holder in Shito-Ryu Karate
Married with 3 children
QGDP( Quranic Generation Development Program)
DOB: 29 April 1987
Rabiatul Adawiyah Binti Mohd Ghouse
Under the Integrated Holistic Education System since 8 years old
Completed IGCSE O-Levels at 17 of age
Completed Intermediate level in Arabic language from Sanaa Intitute for Arabic Language at 20 years old.
Completed Bachelor’s Degree (Hons) in Psychology, minoring in Usuluddin and Comparative Religion at International Islamic University Malaysia (IIUM).
Actively participate in youth organisations
QGDP( Quranic Generation Development Program)

Very active in co-curricular activities, among them:
✓ Squash
✓ Shito-Ryu Karate - Green belt holder
✓ Actively participate in youth organisations
DOB: 31 May 1987
Syed Muhammad Muhiyuddin Bin Syed Hussein
Under the Integrated Holistic Education System since 8 years old
Completed IGCSE O-Levels at 16+ of age.
Completed A-Levels at the age of 18.
Completed Bachelor’s Degree in Philosophy, Politics and Economics at the University of Otago, New Zealand.
Actively participate in youth organisations, societies and clubs.
Blue belt holder in Shito-Ryu Karate
Translated a book titled ‘Malaysians without Malays’ by S. H. Al-Attas.
QGDP( Quranic Generation Development Program)
DOB: 18 December 1987
Syahid Mohd. Zain
Under the Integrated Holistic Education System since 5 years old
Completed IGCSE O-Levels at 16+ of age
Completed ACCA Professional exam at the age of 19, in addition to receiving BSc (Hons) in Applied Accounting from Oxford Brookes University
Started working at the age of 21.
Actively participate in youth organisations.
Martial Arts: Shito-Ryu Karate
QGDP (Quranic Generation Development Program)
DOB: 23 November 1987
Nur ‘Aliatul Husna bt Hasni
Under the Integrated Holistic Education System since 5 years old
Completed IGCSE O-Levels at 16+ of age
Completed A-Levels at the age of 18.
Completed professional licencing program called the Licenced Aircraft Maintenance Engineering.
Holding a basic licence EASA pt 66 specialising in Airframe & Engine
Started working at the age of 22.
Actively participate in youth organisations.
Blue belt holder in Shito-Ryu Karate
QGDP( Quranic Generation Development Program)
Biodata

IHE System

• DOB: 5 October 1987
• Nihlah Binti Johari
• Under the Integrated Holistic Education System since 7 years old
• Completed IGCSE O-Levels at 16+ of age
• Completed intensive Arabic course at University of Jordan, Jordan.
• Completed Bachelor (Honours) in Computer Information and Electronics Engineering.
• Actively participate in youth organisations and humanitarian work
• A Taekwondo instructor and a state representative
• Married with 1 child
• QGDP( Quranic Generation Development Program)
جزاكم الله خيرا كثيرا