

Curriculum Integration Based on the Story of Prophet Musa and the Righteous Man in Surat Alkahf

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To begin with, it has to be stated that integration in general is a characteristic feature of life. We do not deal with life issues on the basis of a specific discipline. However, categorizing knowledge to different disciplines has been made due to the nature of phenomena to be investigated.

In our every day life when we discuss or make decisions, we tend to take into account all types of knowledge in an integrated way which would help us to understand the issue under consideration. If we take a look at the Qur'an, we can easily notice that the topics and themes are stated based on real life issues. Quranic verses in principle are revealed to tackle issues or problems facing the Muslim society. The verses are referring to real life issues or problems and relate them to revealed knowledge. These issues could be natural or social issues and are always integrated with the revealed knowledge.

The main categories of the revealed knowledge are Iman (faith), Ibadat (acts of worship), Muaamalat (life affairs such as economic, political, social, etc.) and Akhlaq (morals and ethics). However, quranic verses relevant to social and human sciences are more than the verses relevant to natural verses which might represent just over 20%. Quranic verses are integrated in nature. They integrate the Islamic perspective to all types of issues related to all walks of life. The Quran is the complete guide and framework for a Muslim's life.

Hence, the integration of real-life issues to the revealed knowledge takes the form of stating these issues in a way which would be consistent with the Islamic way of life.

Verses 1- 6 of Surat Almutaffifeen, for example, contain a warning to those who are not upright in their business



dealings. After stating the problem, Allah relates it to the hereafter so that people have to realize that they will be accountable before Allah for all their actions in life. Hence, it is an economic issue and it was related to a religious issue which is the hereafter. Also, in Surat Aldhuha natural phenomenon are integrated with social and psychological issues. In this Surah the religious principles are integrated with educational, psychological and social issues. Hence, it could be argued that there is no specific form/model of integration which should be adopted but we can understand that religious principles (revealed knowledge) have to be integrated with natural or social phenomenon in the real life which reflects the unity of knowledge in terms of their sole source that is **Allah**. With regard to other disciplines, integration could take different forms which depend on the nature of the real-life issue/ problem. However, Islam in principle has been revealed to regulate and improve people's life.

For the purpose of inferring the concept of curriculum integration based on the story of Prophet Musa and the Righteous Man, we would look at the verses 6082-of Surat Alkahf. In Surat Alkahf, the nature of the story is that it is told in a learning and teaching context. Prophet Musa requested the righteous Man to teach him the knowledge which he was taught by Allah in order to guide him in his life. From the beginning of the story, it was clear that the main aim is to be guided with the new knowledge relevant to Musa's life but at the same time the source of this knowledge is Allah and has to be taught and learnt with commitment to Islamic morals and ethics by both the teacher and the learner. We can see here that the aim of learning, the strategies adopted by both the teacher and the learner, the ethics of educational process, the spiritual dimension and life issues are dealt with in an integrated approach. The ethical and moral part of the educational process, the source of knowledge (Allah) and the overall aim of learning (guidance in life i.e. the impact of knowledge in life) were at the core of the integration in this story.

Looking and reflecting on the verses from 60- 82, we can conclude that in addition to emphasising the religious, ethical and real life issues, which were presented as problems to motivate Prophet Musa to think and provide true expected interpretation and learn effectively to guide his life, the verses discussed different sub- stories related to real life issues through action learning and continuous dialogue and communication between both the teacher and the learner. Action learning activities have engaged Prophet Musa through connecting different acquired knowledge disciplines such as education, religion, biology and health sciences, oceanography, geography, physics, psychology, sociology, politics, engineering, and ethics. All these disciplines were taught based on real life and problem-solving approach. This could be looked at as just one model/method of curriculum integration based on one Quranic text.

Integration from an Islamic perspective is not restricted to one specific method of integration. The aim of integration is to provide guidance for human beings and

the most important part of integration is the integration of revealed knowledge to any acquired knowledge regardless of the model of integration or the number of disciplines to be integrated. Integration requires, first of all, deciding which life issue to be taught. Then the curriculum developers have to decide which revealed knowledge is related to it, and which relevant acquired knowledge is based on different disciplines.

The basic assumption of knowledge from an Islamic perspective is to lead to success, prosperity, happiness and satisfaction in this life and the life to come based on the revealed knowledge.

It could be concluded therefore that the integrated curriculum based on the Islamic world view can be defined as the curriculum which first connects relevant revealed knowledge to real life issues. Then, this process of integration might also require connection to one or more acquired knowledge disciplines so as to engage students in activities which lead to a more meaningful learning and achieving benefits for the students and their community alike.