

AN EXPLORATORY FACTOR ANALYSIS (EFA) IN DETERMINING DIMENSIONS OF INTEGRATED AND HOLISTIC ISLAMIC EDUCATION AMONG KULIYAH OF EDUCATION

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ABSTRACT

The recent studies have shown that the Islamic education system is stagnant among Muslim students because it lacks critical thinking skills (Hashim and Hussien, 2003). The First World Conference on Muslim Education held in Makkah in 1977 recommended integrated and holistic Islamic education as an alternative education paradigm among Muslims in order to address problems inherent with Islamic education (Conference Book, 1977). Few studies have been conducted to empirically examine the underlining factors determining integrated and holistic educational system. The primary objective of this study is to validate the major components of integrated and holistic Islamic educational system as proposed in the resolution of the First World Conference on Muslim Education held in Makkah in 1977 by using explanatory factor analysis (EFA). The research design in the present study is quantitative. The population of the study was undergraduate and postgraduate students at the Kuliyyah of Education, International Islamic University Malaysia (IIUM). The total numbers of 121 respondents among undergraduate and postgraduate students at the Kuliyyah of Education (IIUM) were selected as a sample of this paper. The respondents were requested to respond to a three-page survey questionnaire. The study validates the factors structure of integrated and holistic Islamic education using SPSS version 16.0. The exploratory factor analysis (EFA) was employed for data analysis in order to determine the numbers of factors or components of integrated and holistic Islamic education. From the Exploratory Factor Analysis (EFA), the findings from screen plot have identified three factors while seven (7) factors have been identified based on the initial eigenvalues and percentage variance of factors that orthogonally rotated. Both factors from screen plot and factors that orthogonally rotated were in line with the theoretical basis of this paper. The findings from this study would provide insightful information to the curriculum designers and lecturers of Islamic education and Islamization of knowledge at the Institute of Education, IIUM to enhance the content using integrated and holistic approach.

Keywords: IIUM, Islamic Education, Integrated and Holistic Education, Exploratory Factor Analysis (EFA)

INTRODUCTION

The importance of knowledge has been shown in the first five verses revealed unto the Prophet (s.a.w.) (Q96:1-5). The prophet (s.a.w.) had declared the significance of seeking for knowledge even to faraway places. The conduct of the first generation of Muslims was an affirmation to the assertion of the Prophet (s.a.w.). The

Holy Qur'an and hadith are the philosophical and epistemological foundation of Islamic religious education that set out its educational goals. The educational goals of later periods of Islam were more expanded in various Muslim nations such as Makkah, Damascus, and so forth (Nur Ahmad, 1958).

Previous studies on the Islamic education system have concluded that Islamic education has been built on the basis of philosophy of the Qur'an and Sunnah (Mahar Abdul Haq, 1990; Quraishi, 1983). In addition, in the early centuries of Islam, the curriculum was much focused on the *Qur'an* and *Sunnah* (Fazlurahman, 1982). Subsequently, Muslims scholars such as Ibn Sina, Al-Farabi, Imam Al-Ghazali, between the 8th and 14th century expanded the theory of Islamic education toward integration between revealed knowledge and acquired knowledge. For instance, Hashim (2008) contends that the significance of education in the early period of Islam was to cater for the development of spiritual, intellectual, character and physical aspects. The earlier education during the classical Islamic civilization fulfilled the needs of Muslims. However, contemporary educational challenges hinder the teaching of revealed and acquired knowledge. Today, the International Islamic University Malaysia (IIUM) in general and its Faculty of Education in particular play unique roles in providing standard education to Muslim students from various countries. The academic and non-academic or co-curriculum program at IIUM is to holistically develop students (AbdiShuriye, 2009). It was further asserted that the mission of IIUM is to achieve Islamization, integration, internationalization and comprehensive excellence (which is known as triple I, CE) which serve as a template for achieving integrated and holistic educational system in higher Institutions in the Muslim world (Ahmad, 2011; Hashim, 1998; Sidek, 2005). The holistic personality development of IIUM students is reflected in various student co-curricular activities (Shuriye, 2009). Previous studies have shown co-curricular activities of IIUM are effective in enhancing balanced personality development of students (Ahmad, 2011; Hashim, 1998; Nor Hayyati, 2000). Since the Islamization and integration of education are part of the prime mission of IIUM, hence, the Kuliyyah of Education at IIUM plays a significant role in promoting an integrated and holistic education among the students.

Four main reasons underline conduct of this study. First, it is aimed to empirically examine the factors of integrated and holistic educational goals. Second, it tries to investigate the underlining factors of integrated and holistic approach based on the previous studies (Ahmad & Zahiri, 2011; Bloom et al., 1956; Sidek, 2005; Talat, 2005). Third, the Faculty of Education at the International Islamic University Malaysia is one of the few universities in the Muslim world that attempts to follow up the resolution of the First World Conference on Muslim Education held in Makkah in 1977 which emphasizes the integrated and holistic educational system. Fourth, it is relevant to the Islamization, integration and contextualization of Islamic educational system in the contemporary period as proposed by Muslim scholars (Al-Alwani, 1991; Al-Faruqi & AbuSulayman, 2005). Therefore, it is expected this time to fully explore, identify and validate the factors of integrated and holistic education among the students, especially because those specializing in Islamic education and Islamization of knowledge are required to play active roles in this aspect. Little empirical research has been conducted on exploration of dimensions of integrated and holistic education. Therefore, the primary objective of this study is to validate the factors of integrated and holistic Islamic education based on the approach at the Institute of Education, International Islamic University Malaysia.

RESEARCH OBJECTIVES

The main objective of the present paper is to explore:

1. The different dimensional factors of integrated and holistic Islamic Education.
2. The dominant factors and loadings of the items in exploring the integrated and holistic Islamic education.

RESEARCH QUESTIONS

The following are the questions that the present paper attempts to answer:

1. What are the different dimensional factors of integrated and holistic Islamic education?
2. What are the dominant factors and loadings of the items in exploring the integrated and holistic Islamic education?

LITERATURE REVIEW: AN OVERVIEW OF INTEGRATED AND HOLISTIC ISLAMIC EDUCATION

The Muslim scholars, thinkers, educationists and intellectuals have in the last two decades painstakingly examined the causes of disintegration of educational system among the Muslims (Conference Book, 1977). Specifically, the challenges of Islamic religious education was identified and discussed by the Muslim intellectuals at the World Conference on Muslim Education held in Makkah in 1977 (Conference Book, 1977). They all agreed that cultivating the holistic, integrated and balanced personality of Muslim students should be paramount.

Several studies have been carried out to examine the relevance of Islamic education among the Muslims (AbdiShuriye, 2009; ; Ajidagba, 1991; Hashim, 2007; Sharif Khan, 1991; Talat, 2005). The relevance of Islamic education is uniquely described by Ibn Sina as an educational system that develops soul, body and character. These key components were emphasized by Muslim scholars and the educational system of the past was based on this (Ahmad & Zahiri, 2011).

It has been argued in the past, the integration between religious sciences and non-religious sciences was promoted as processes of holism during the medieval Islamic civilization (Ahmad & Zahiri, 2011). Hence, developing students holistically in all aspects is very important to be taken into account as the main educational goals during instructional strategy in the classroom setting. Many researchers have proposed a holistic approach to education (Ahmad & Zahiri, 2011; Bloom, 1956). Similarly, the First World Conference on Muslim Education held in Makkah in 1977 advocated integrated and holistic education. In addition, the studies have pointed out that teachers or instructors play a significant role in holistic personality development of students either in formal or co-curricular activity designed by a particular institution of learning (AbdiShuriye, 2009; Ahmad, 2011). It is paramount to distinctively explain the observed factors of both integrated and holistic education conceptually explored in this paper.

First, integrated education consists of three components which have been examined namely curriculum, pedagogy or teaching strategies and technology for teaching and learning (Hashim, 1998; Maimun Aqsha Lubis, 2011). In relation to the integrated approach, four components of curriculum (objective, contents, method of instruction and evaluation) are essential as expounded in the literature (Hashim, 1998) as part of an empirical study to find out the effectiveness of Diploma in Education program at the International Islamic University Malaysia. Likewise, the pedagogical courses were examined to determine the skills for effective teaching. Maimun et al. (2011) have examined the significance of ICT and they concluded that Islamic education is broader and accommodative to integrate ICT for effective teaching and learning.

Second, holistic education serves as determinant of positive learning outcome among the students. The findings of Bloom (1956) identified just only three factors as domain of learning that represent the holistic system. It was during the First World Conference on Muslim Education (1977) that proposed another factor in addition to those suggested by Bloom (1956). In the recent past, the proposed holistic Islamic educational system is regarded as a solution to the stagnation and lack of critical thinking skills among the Muslim students (Hashim, 2003; Sidek, 2005; Talat, 2005). The studies on the selection of educational goals have strongly proposed that selection of instruction objectives is integrally important. Basically, three instructional objectives discovered from the study of Bloom *et. al* (1956) identified just only three factors. The factors are cognitive, affective and psychomotor domains. Actually, each of the domains of learning has been related with essential components. In a simplistic way, cognitive domain deals with students' ability to attain knowledge. Affective domain has to do with behavior or character of the learners and psychomotor domain deals with skills. Actually these three domains of learning as educational objectives identified by Bloom et al. (1956) were similar with the educational thought of Ibn Sina which also identified three factors namely: Soul, body and character (Abdurrahman, al-Naqib, 2000).

However, from what Ibn Sina identified, it is more comprehensive because soul relates to spirituality which does not necessarily mean the same as cognitive as identified by Bloom. Recent studies have noted that the holistic educational system must encompasses three domains of learning identified by Bloom in addition to spirituality (Ahmad, 2011; Sidek, Zahra Azeerah, 2001; Talat, 2005,). It was asserted that the spiritual domain forms the core aspect of Islamic education (Rohana Hamzan, Kamarudzaman Md Isa, & Rozian Mohd Janor, 2010).

Further, from historical trend of Islamic intellectual tradition, the educational goals promoted holistic educational system goals because it contributed positively to all spheres of life. The World Conference on Muslim Education identified five important variables namely: spiritual, physical, intellectual, emotional and social. The four factors of educational goals identified by Bloom (1956), three identified components by Ibn Sina's idea (Abd al-Rahman al-Naqib, 2000) and the five recognized components identified at the resolutions of the World Conference on Muslim Education are seen as a way of solving the problem of stagnation in the Islamic educational system (Conference Book, 1977).

Therefore, it may be concluded that, on Integrative basis, when all the factors are combined, from an Islamic perspective on holistic educational goals, four components of holistic approach may be identified namely spiritual, cognitive, affective and psychomotor aspects (Ahmad & Zhairi, 2011; Bloom, 1956; Mohd. Yusof Hussain, 2006; Sidek, 2005; Talat, 2005). This study presumes that Islamic education and Islamization of education courses at the Institute of education are designed meticulously in order to cater for students' holistic personality development as an attempt to achieve the mission of IIUM. It is hoped that the study identified four key factors which were validated in the present study. Therefore, the expected factors to be displayed in the final analysis of the study are to bring out four factors in the final analysis which are: Spiritual, cognitive, affective and psychomotor.

METHODOLOGY: RESEARCH DESIGN

Theoretical Framework

The theoretical framework of the present study is designed based on the interrelatedness of the teaching and learning activities of Islamic education at the Institute of Education, International Islamic University Malaysia. The mission of IIUM is Islamization, Integration, Internationalization and Comprehensive Excellence III'CE (Ahmad, 2012; Sidek, 2009). The theoretical basis used for validating factor structure of integrated and holistic Islamic education takes the Bloom taxonomy (1956); Maimun, Ramlee & Abdullah Awang (2009); Sidek (2009) and Ahmad (2011) into account.

Actually, the resolution of the First World Conference on Muslim Education held in Makkah in 1977 concluded that integrated education covers three components. First, the integration between revealed knowledge and acquired knowledge is stressed. Second, participatory methods that will enable the learners to connect between knowledge and real life situation is significantly essential. Third, the use of technology for effective teaching and learning is emphasized. Further, holistic education is pertinently expounded in developing the personality of Muslim students spiritually, intellectually, physically, emotionally and socially (Conference Book, 1977). Indeed, Bloom's taxonomy identified three important components namely: cognitive, affective and psychomotor (Bloom, 1956). It was Sidek (2009) who added spiritual domain in addition to Bloom's taxonomy and regarded it as holistic approach to Islamic education. Maimun, Ramlee, and Abdullah Awang (2009) have regarded spiritual, cognitive, affective and psychomotor domains as the holistic approach. Recently, Ahmad and Zahiri (2011) have identified seven components as shown in Figure 1 as holistic integrated approach in addressing contemporary challenges of Islamic education. According to Louay Safi (1996) and Mohd Yusof Hussain (2006) an integrated method of inquiry in addressing contemporary challenges is required, especially among Muslims. Figure 1 illustrates integrated and holistic education.

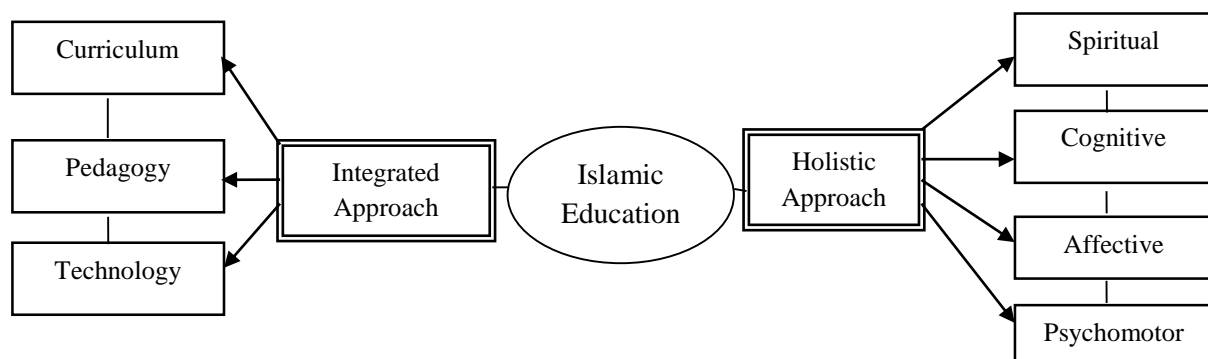


Figure 1: A Framework Illustrating Integrated and Holistic Education
(Adapted from: Maimun, Ramlee & Abdullah Awang, 2009; Ahmad & Zahiri, 2011).

Quantitative Method

This study employs quantitative research method and it uses survey questionnaire to collect data from target respondents. It was asserted by Cress (2005) that survey is the commonly used method in quantitative research. Another justification for using survey is that reliability and validity are usually high because it tends to promote objectivity rather than subjectivity (Bryman & Cramer, 2001; Gorsuch, 1990). Likewise, the nature of the research is confirmatory exploring various factors or components of integrated and holistic Islamic education among the students of the Faculty of Education, International Islamic University Malaysia (IIUM).

Sample

Convenient sampling technique was used in this study. This was because the researchers did not have access to the total number of the population in order to determine the actual number of population from which the sample would be chosen. The researchers thereby conveniently selected the total number of one hundred and twenty one (121) undergraduate and postgraduate students at the Institute of Education, International Islamic University Malaysia. This is so because it fulfills the required sample to be used for EFA. The researchers distributed the questionnaires to both undergraduate and postgraduate students at the Institute of Education. Since the main objective of the study is to validate the factors structure of holistic educational system using EFA, the researchers have therefore excluded respondents' demographic variables from the instrument.

Instrumentation

Indeed, instrument is the core aspect of quantitative method. The instrument of this study is designed from the existing literature based on educational goals (Ahmad & Zahiri, 2011; Bloom, 1956; Sidek, 2005; Talat, 2005). The divisions of the instrument based on the identified factors in the literature are seven as shown in Fig. 1. The issue of translating the instrument into another language did not arise because the respondents could understand English as a language of the instrument (De Vellis, 1991; Preacher & MacCallum, 2003). The total items numbered 49. The instrument used a 5-point Likert scale (strongly disagree (SD), disagree (D), neutral (N), agree (A) and strongly agree (SA)). Instrument reliability established using Crobach's alpha coefficient was .849.

To validate the instrument, two methods were employed. First, content validity was verified by seeking the opinions of the experts at the institute of education, IIUM in order to determine the ambiguities of the words embodied in the instrument. Second, construct validity was ascertained in order to determine the validity of the items retained under each identified component. The total number of sample was considered to be sufficient for EFA analysis.

Statistical Analysis and Data Analysis

The primary objective of the study was to validate the factors structure of holistic Islamic education system among the students of Institute of education, International Islamic University Malaysia. Therefore, factor analysis, specifically exploratory factor analysis (EFA), was performed using the statistical software SPSS (Version 16.0) (Snook & Gorsuch, 1989; Tabachnick & Fidell, 2000). The purpose of factor analysis according to the statistical literature is to reduce the data into controllable size (Catell, 1966; Kim & Mueller, 1978). In order to determine the actual number of items for each dimension, Kaiser's rule was used whereby the minimum eigenvalue of 1.0 was determined. Likewise, correlation matrix co-efficient must be .3. In order to avoid multicollinearity which is when there are many co-efficients of high correlation, hence, the flexibility and reliability of the items were determined. All irrelevant items and the items cross loading with others were removed in the finally analysis.

RESULTS

The present study was to validate factors of holistic Islamic educational goals among the students of Institute of Education, International Islamic University Malaysia (IIUM). And the demographic variables were not included in the instrument. The justification for the use of Exploratory Factor Analysis (EFA) in the study was that, spiritual, cognitive, affective and psychomotor domains of educational goals were regarded as underlining dimensions of the holistic Islamic educational system (Ahmad & Zahiri, 2011; Bilgrimi, 1981; Sidek, 2005; Talat, 2005).

The instrument reliability is said to be acceptable with Cronbach's alpha of .849. Malley (2003) asserted if the Cronbach's alpha is not less than .8, it means that the instrument is good for use. Likewise, the findings from the construct validity were relevant because the variance explained of items in each factor was more than 40%. It has been shown from existing literature that when variance explained of items in each factor exceeds 40%, it means that the construct was relevant and valid to be considered for a particular study.

The Bartlett's Test of Sphericity was used as the measurement for using factor analysis. In so doing, Kaiser Meyer Olkin (KMO) measuring the sampling adequacy was displayed in the output as 0.739 which is greater than 0.5 (> 0.5). Actually, the initial criteria of KMO is said to be .6 and above. This means that, the recorded KMO is greater than the minimum requirement of .6. Indeed, the factor analysis is used purposely and empirically to reduce the number of variables into a smaller number and manageable size. The cumulative percentage of the loadings was recorded at 54%. The following Table 1 illustrates the results of KMO and Bartlett's Test:

Table 1 KMO and Bartlett's Test

Test		Value
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.739
Bartlett's Test of Sphericity	Approx. Chi-Square	3.625E3
	Df	1176
	Sig.	.000

Table 1 clearly shows the sampling adequacy of EFA whereby KMO is .739. It could be posited that, KMO (0.739) is greater than (> 0.5). Likewise, the Bartlett's Test of Sphericity is another indicator of sampling adequacy which has been illustrated according to the Approx. Chi-Square (3.625E3), df (1176) and Sig. (.000). All these outputs from EFA are essential indicators that the sample selected was adequate.

SCREEN PLOT SHOWING THE EIGENVALUES OF THE ITEMS

Indeed, Screen Plot was used purposely to determine the eigenvalues of the items. It has been proposed by Cattell (1966) that, the graphical Screen Plot is used to determine the number of items extracted. It was asserted in the previous studies that those factors to be retained according to the Screen Plot are those factors that fall prior to the point that the eigenvalues level down (DeVellis, 1991; Norusis, 1990). Figure 2 shows the screen plot indicating that three factors must be extracted. Figure 2 illustrates that the eigenvalues of three factors extracted according to the screen plot are greater than one.

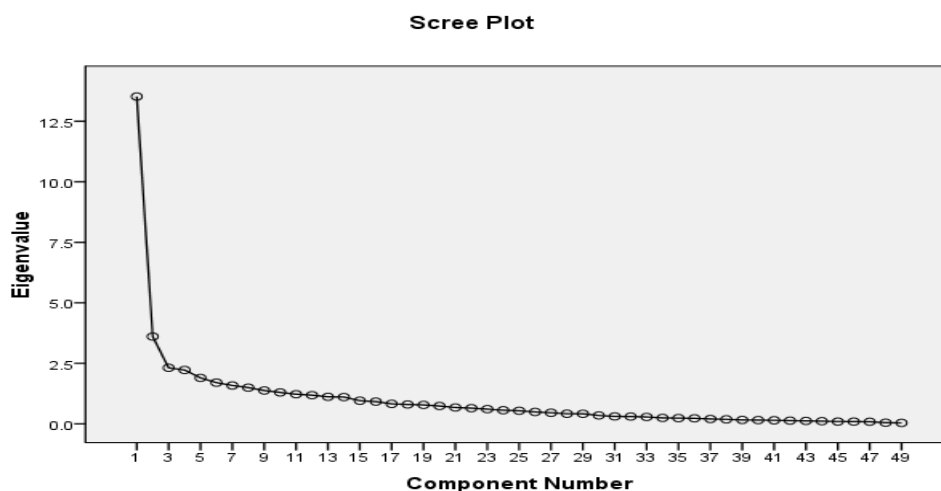


Figure 2. Screen plot showing the eigenvalues from which three factors were extracted.

INITIAL EIGENVALUES AND PERCENTAGE VARIANCE OF FACTORS THAT ORTHOGONALLY ROTATED

The criterion set out by Kaiser's rule is another way to decide on the actual number of factors to exclude with specific focus on the fact that eigenvalues more than one would be accepted. It has been shown in Table 1 that, the initial eigenvalues of all seven components are more than one. The first factor is the most important factor derived from the data analysis because it recorded eigenvalue at 13.521. The second, third and fourth factors recorded at 3.607, 2.315 and 2.224. The rotations of other factors are more than one (1).

Factor 1 comprised seven items. Factor 2 comprised five items. Factor 3 comprised one item. Factor 4 comprised four items. Factor 5 comprised 2 items. Factor 6 comprised 2 items while Factor 7 comprised 1 item. Since items under factors 1 and 2 meet up with the specification of minimum requirement of five (5), hence, there is no need to run direct oblim. However, just only factor 4 has manageable items. Thereby, it could be seen that, since there are low number of items in factors 3, 5, 6 and 7, it could be concluded that, this is the reason only three components are being identified in the screen plot. The total variance explained is normal. The correlation matrix along way with the rule that majority of the co-efficient should not be less than 0.3 while determinant must be bigger than 0.0001.

From the factor loading, it has been shown that there are three predominant factors which are factors 1, 2 and 4. There are seven items under Factor 1. There are five items under Factor 2 and only three items under Factor 3. There is no case of cross loading. The Factor 1 is regarded as spiritual development; Factor 2 is regarded as using technology for teaching and learning while Factor 3 is regarded as Dialogic conversation, Factor 4 is considered as Integrated Curriculum. Factor 5 is cognitive development; Factor 6 is Affective development while Factor 7 is psychomotor development. The loadings relating to curriculum, cognitive, affective and psychomotor development are relatively low. The findings of this study partially corroborated the findings of Sidek (2006) and Maimun, Ramlee and Abdullah Awang (2009), as well as Ahmad and Zahiri (2011) on holistic integrated Islamic education. The following Table 2 illustrates the Initial Eigenvalues and percentage variance of factors that orthogonally rotated.

Table 2 Initial Eigenvalues and Percentage Variance of Factors that Orthogonally Rotated

Initial Eigen values				
Components	Names of Components	Total	% of Variance	Cumulative %
1	Spiritual Development	13.521	27.594	27.594
2	Dialogical pedagogy	3.607	7.361	34.956
3	Technology for Teaching and Learning	2.315	4.724	39.680
4	Integrated Curriculum	2.224	4.539	44.219
5	Cognitive Development	1.897	3.872	48.091
6	Affective/Social Development	1.703	3.475	51.566
7	Psychomotor Development	1.584	3.232	54.798

Comparison of eigenvalues from EFA and Criterion values Parallel Analysis (PA) for simulation were done using Monte Carlo parallel analysis. Monte Carlo PCA for parallel analysis (PA) was used for simulation in the data analysis. Parallel analysis (PA) is very important because, through simulation, comparison between the actual eigenvalues from PCA and the values obtained from parallel analysis will be obtained. If the initial eigenvalues of each factor are more than what would be obtained from PA, then the final decision is that such factor will be accepted; but if the finding of the comparison is contrary, it means that such factor will be rejected.

DISCUSSION

The primary objective of this paper has been achieved because the use of EFA has re-confirmed various dimensions of integrated and holistic education. Similarly, EFA has enabled the researcher to reduce the data into manageable size. Based on the research findings, it is clear that various criteria were taken into account to retain the identified factors. Of such considerations were eigenvalues, correlation matrix co-efficient, KMO, Bartlett's test of sphericity, anti-image diagonal values, commonality, and so forth. Based on the identified dimensions, it is essential to elaborate them in relation to the current educational practices at the Institute of Education, IIUM. Looking at various courses at both undergraduate and postgraduate levels at the Faculty of Education, IIUM, it is undeniable that the various courses integrate both religious and non-religious contents. For instance, courses such as 'educational philosophical foundation of Islamic education', 'psychological foundation of Islamic education', 'creative and critical thinking skills', 'method of teaching Islamic education', 'curriculum of Islamic education', Islamization of knowledge, among others, integrate revealed and acquired knowledge. All efforts in teaching, learning and researching at the Faculty of Education are to implement Islamization and integration of knowledge as integral parts of the mission of IIUM. However, a few courses such as research methodology and statistics have not been fully Islamized or integrated.

Further, with respect to methods of teaching at the Faculty of Education, student-centered is given priority over lecturer-centered. Lecturers are facilitators of learning; this is because student-centered is participatory, cooperative, and collaborative. All these elements are an integral part of dialogical pedagogy which is part and parcel of integrated education factor as identified in this paper. Interestingly, Centre for Philosophical Inquiry (CPI) at the Faculty of Education, IIUM which was established by the incumbent Dean of the Faculty, Prof. Dr. Rosnani Hashim has been actively promoting what can be termed as "education for thinking" which is achieved by using a method that can activate the learners' thinking skills. The significant role of the Centre is not restricted to both undergraduate and postgraduate students of the faculty; however, it organizes training for students between 7 and 18 years old in various primary and secondary schools in Malaysia. In addition, training is also organized for teachers in various schools across the country regarding the sensitization on and implementation of philosophical inquiry approach (PIA) by teachers in the classroom setting.

Nevertheless, in the context of IIUM, the Faculty of Education in particular, a course (philosophical education for thinking) taught by Prof. Dr. Rosnani Hashim aims at using community of inquiry approach to teaching which is similar to dialogical pedagogy. The literature contends that the essence of using dialogical pedagogy is to activate the sense of collectivity among the learners with respect to wisdom. This is the reason for activating learners' collective wisdom in order to enable them to involve in constructing knowledge as well as harmonizing religious and non-religious knowledge. Similarly, the constructed knowledge and harmonized contents must enable learners relate with the larger society to better address multifarious problems within society.

Moreover, there are various technological facilities such as: computers, projectors, Internet, LMS, information technology division, resource centre at the faculty level. These enable students to acquire knowledge effectively. Indeed, there is no fear of vulnerability and susceptibility in Internet use at the University because there is a close monitoring of the students' intellectual and personal activities on the Internet. To ascertain that the students produce original research work, plagiarism detection software is provided for students to check their work. It is little wonder then that the literature acknowledges the vitality of the technological facilities for effective teaching and learning.

Taking the abovementioned into consideration, it will surely foster students' intellectual development. Since Islam regards knowledge as a prerequisite for spiritual development, it is therefore reasonable to assert that the integrated curriculum designed at the faculty helps to develop the learners harmoniously. Similarly, various avenues are provided for enhancing student spiritual development. For instance, the study-circle (*halaqah*) is organized for all undergraduate students under the Co-Curricular Activity Centre at the university which primarily focuses on religious knowledge such as selected Qur'anic verses, *ahadith*, *Ibaadah* camp and many others programs such as leadership; this will nurture the character of students. Similarly, various activities foster students' physical development. For instance, as part of co-curricular activity programs at IIUM, there is a community development program and income-generation program as part of the entrepreneurship initiative among the students to foster learners' psychomotor domain.

CONCLUSION

This paper has explored the factors of holistic integrated Islamic education among the students of the Institute of Education, International Islamic University Malaysia. Only three factors were identified in the screen plot. This might be in line with the initial three factors identified by Bloom (1956) namely: Cognitive, affective and psychomotor domains. The inclusion of spiritual domain by Sidek (2009) might be that it is an integral part of the affective domain. However, seven factors have been identified based on the initial eigenvalues and percentage variance of factors that orthogonally rotated. Therefore, to facilitate effective teaching and learning of Islamic education at the institute of education, IIUM and many other institutions of learning in Muslim countries including the traditional *madrasah* system, the identified seven factors based on the theoretical foundation of the present study could be useful in enhancing students' personality development. Thereby, it is recommended that policy makers and curriculum formulators of Islamic education should take proactive step toward fulfilling the recommendation of the First World Conference on Muslim Education held in Makkah in 1977 by paying specific attention to the integrated and holistic Islamic education system.

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