

# **IHES DAN PELAKSANAAN NYA DIDALAM PROGRAM PEMBANGUNAN INSAN NEGERI SELANGOR**

PREPARED BY :

BRO. HASNI MOHAMMED

CEO : ADNI CENTER FOR INTEGRATED HOLISTIC EDUCATION

OIC EDUCATION CONTENT EXPERT

COO : SUDAN OXFORD ACADEMY

EXECUTIVE CHAIR MAN : BRAINY STARS INTERNATIONAL SCHOOL

BOARD OF STUDIES : PUSAT PERMATA PINTAR NEGARA, UKM

EDUCATION CONTENT EXPERT: MAJLIS PROFESOR NEGARA

EXECUTIVE ADVISOR : MINISTRY OF EDUCATION, MALAYSIA

# I D E A L

- I IDENTIFY (KENAL PASTI)
- D DEFINE (TAKRIFKAN)
- E EXPLORE (PENEROKAAN)
- A ACTION PLAN & ACTION (RANCANG DAN TINDAKAN)
- L LOOK AND REVIEW (MENILAI SEMULA)

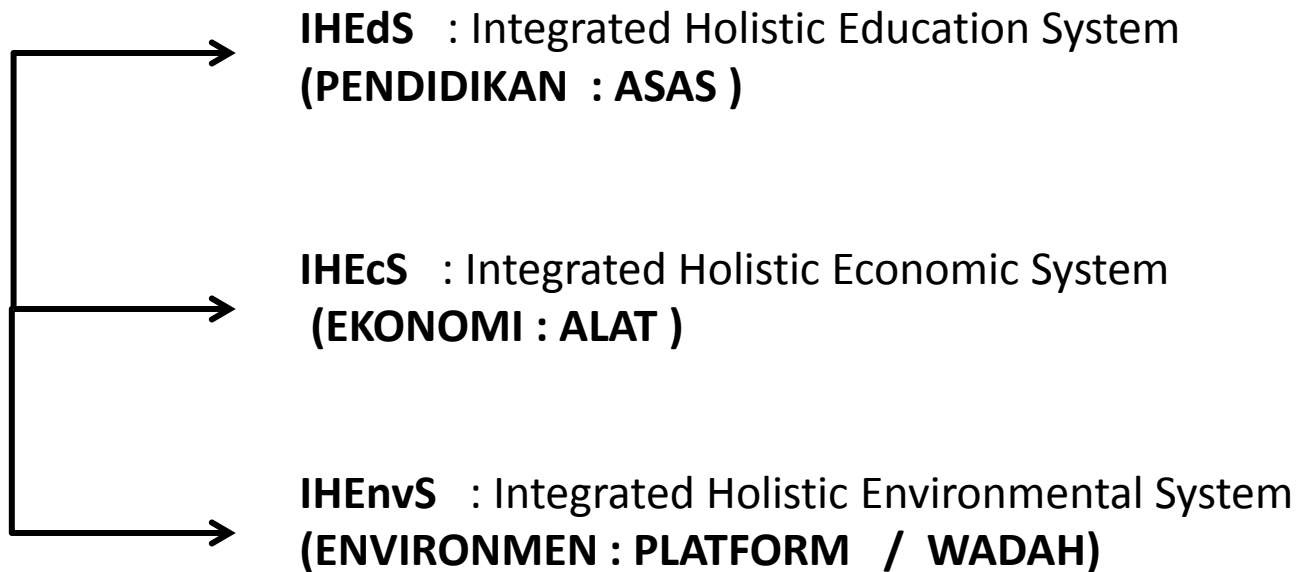
# HADITH RASULLULAH SAW

BILA SESAORANG ANAK ADAM ITU MENINGGAL DUNIA, MAKA TERPUTUSLAH SEGALA NYA MELAINKAN 3 PERKARA :

- i) ILMU YANG BERMANAFAAT**
- ii) SEDAQAH JARIAH**
- iii) DOA DARI ANAK YANG SOLEH**

# IHES

IHES

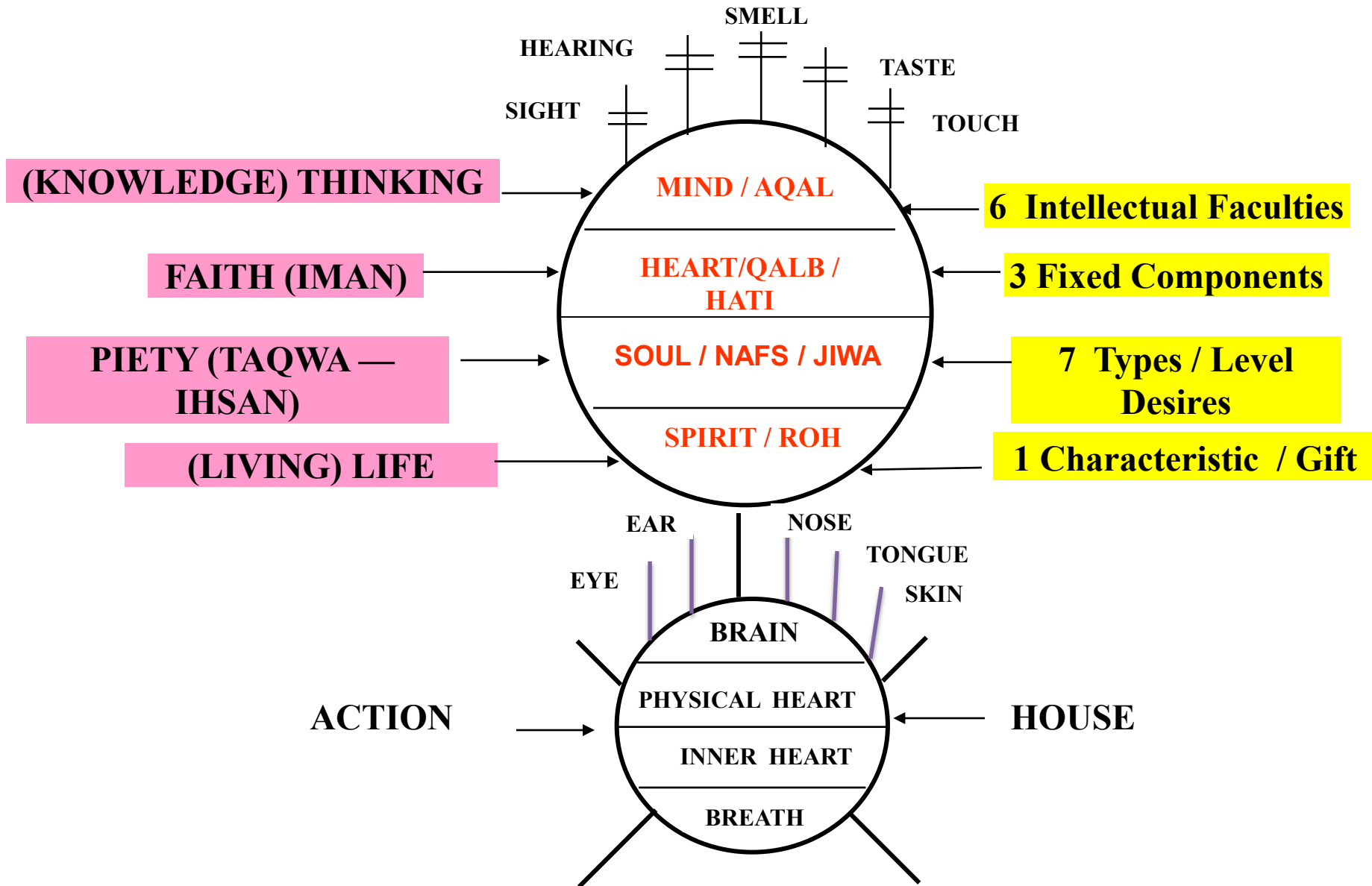


- KEMENJADIAN :**
- a) ANAK-ANAK YANG SOLEH DAN SOLEHAH
  - b) GENERASI ALQURAN
  - c) ULUL ALBAB =  
QURANIK,  
ENSIKLOPEDIK,  
IJTIHADIK

# TARBIYAH & DA'WAH RASULULLAH

- 1. KETULENAN DALAM AKIDAH  
(PURITY IN AQIDAH)**
- 2. IKHLAS DALAM IBADAH DAN  
UBUDIYAH**
- 3. KESEMPURNAAN DALAM AKHLAK  
(PERFECTION IN AKHLAQ)**

# HUMAN PSYCHOLOGY



# 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**

# PEDAGOGY OF THE HEART

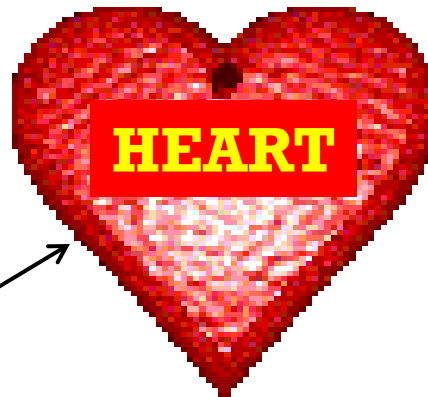
MAKSUD SABDA RASULULLAH SAW :  
DIDALAM DIRI KAMU ADA SEKETUL DAGING,  
SEANDAINYA IA BAIK MAKA SELURUH  
ANGGOTANYA AKAN MENJADI BAIK.  
SEANDAINYA IA BURUK MAKA SELURUH  
ANGGOTANYA MENJADI BURUK . SEKETUL  
DAGING ITU ADALAH HATI

(BUKHARI & MUSLIM)

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.

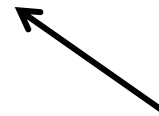
(Bukhari Muslim)

MAHABBAH



IKHLAS

SAKINAH



MARDHATILLAH

BARAKAH



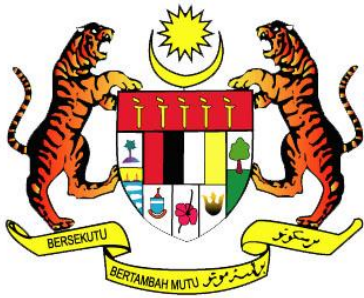




# LEARNING

FINDINGS FROM RESEARCH THE PERCENTAGE  
OF LEARNING THAT HAPPENS THROUGH :

READING	15 %
LISTENING	30 %
SEEING	50 %
SHARING	70 %
DOING	90 %
	100%



KEMENTERIAN  
PENDIDIKAN  
MALAYSIA

**PERTEMUAN DAN PERBINCANGAN  
PELAKSANAAN MODEL IHES  
SEKOLAH-SEKOLAH KPM**

# DASAR / POLISI (EPRD)

FALSAFAH PENDIDIKAN KEBANGSAAN, MISI, VISI, MATLAMAT  
RUKUN NEGARA BINA BANGSA NEGARA BANGSA  
PELAN PEMBANGUNAN PENDIDIKAN MALAYSIA

MALAYSIAN EDUCATION SYSTEM (MES)  
( KESELURUHAN )

KURIKULUM (BK )

PENTAKSIRAN (LP)

BERSEPADU/ INTEGRASI  
(INTEGRATED)

HOLISTIK / MENYELURUH  
(HOLISTIC) PBS, PT3

KBSR → KSSR  
KBSM → KSSM

+++  
KURIKULUM  
CAMBRIDGE

TAMBAH NILAI  
CIE

AKADEMIK  
UPSR,PMR,SPM,  
@SETARAF

NILAI , AKHLAK,  
KEPIMPINAN

IB, PISA  
TIMSS

+++ IGCSE

BLG  
BS

INTEGRATED HOLISTIC EDUCATION SYSTEM (IHES)  
(PELAKSANAAN)

SEKOLAH-SEKOLAH KPM

JPN  
PPD

# 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  
(REALISTIC EDUCATION SYSTEM)

- A. **SOURCE** : ORIGINAL, PRINCIPLED,  
UNIVERSAL AND AUTHENTIC
- B. **TEACHER** : EDUCATOR
- C. **STUDENT** : PROTEGE
- D. **TEACHING** : EDUCATING
- E. **PEDAGOGY** : LOVE AND CARE
- F. **TARGET** : HEART
- G. **OUTCOME**: BALANCED HUMAN BEING
- H. **FACILITATING** : ORCHESTRATING
- I. **APPROACH** : IMMERSION
- J. **FOUNDATION** : SYSTEM OF BELIEF

# CONVENTIONAL EDUCATION SYSTEM

## BASED ON THE LEARNING THEORY

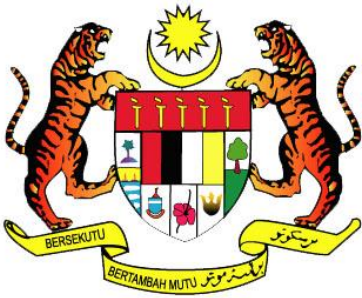
1. MATERIALISM
2. CAPITALISM
3. SOCIALISM
4. COMMUNISM
5. DARWINISM
6. PRAGMATISM
7. HEDONISM
- 8.
- 9.
- 10.
- 11.
- 12.
- 13.
- .
- .
- .
- 72.

# INTEGRATED HOLISTIC EDUCATION SYSTEM (IHES)

## BASED ON THE LEARNING PRACTICE (REALISTIC EDUCATION SYSTEM)

- A. **SOURCE** : ORIGINAL, PRINCIPLED, UNIVERSAL AND AUTHENTIC
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- J. **FOUNDATION** : SYSTEM OF BELIEF

**UNIVERSALISM**



**KEMENTERIAN  
PENDIDIKAN  
MALAYSIA**

**PENDIDIKAN DI MALAYSIA ADALAH SATU USAHA KE ARAH LEBIH MEMPERKEMBANGKAN POTENSI INDIVIDU SECARA MENYELURUH DAN BERSEPADU UNTUK MELAHIRKAN INSAN YANG SEIMBANG DAN HARMONIS DARI SEGI INTELEK, ROHANI, EMOSI DAN JASMANI BERDASARKAN **KEPERCAYAAN KEPADA TUHAN.****

**USAHA INI ADALAH BERTUJUAN UNTUK MELAHIRKAN WARGANEGARA MALAYSIA YANG BERILMU PENGETAHUAN, BERKETRAMPILAN, BERAKHLAK MULIA, BERTANGGUNGJAWAB DAN BERKEUPAYAAN MENCAPAI KESEJAHTERAAN DIRI SERTA MEMBERIKAN SUMBANGAN TERHADAP **KEHARMONIAN DAN KEMAKMURAN NEGARA.****



**KEMENTERIAN  
PENDIDIKAN  
MALAYSIA**

**VISI**

**"Pendidikan Berkualiti Insan Terdidik Negara Sejahtera"**

**MISI**

**"Melestarikan Sistem Pendidikan Yang Berkualiti  
Untuk Membangunkan Potensi Individu  
Bagi Memenuhi Aspirasi Negara"**



## FALSAFAH SEKOLAH BERASRAMA PENUH

Pendidikan di SBP adalah satu usaha berterusan bagi menyediakan suasana persekolahan dan pembelajaran yang terancang, terkawal dan sempurna untuk memupuk dan memperkembangkan potensi pelajar kearah kecemerlangan sebagai insan dan warganegara yang seimbang dan bertanggungjawab terhadap tuntutan agama, bangsa dan negara.

# VISI & MISI SEKOLAH BERASRAMA PENUH

## **VISI SBP**

Melahirkan Pemimpin Bertaraf Dunia

## **MISI SBP**

Misi SBP ialah sebagai wadah terbaik dalam menjana insan yang mempunyai kecemerlangan ilmu, kemampanan sahsiah, kesejagatan kepemimpinan dan kejituan patriotisme bagi melahirkan ahli sains, teknokrat dan profesional yang dapat memenuhi aspirasi dan tuntutan agama, bangsa dan negara.

# RUKUN NEGARA

MAKA KAMI, rakyat Malaysia,  
berikrar akan menumpukan  
seluruh tenaga dan usaha kami  
untuk mencapai cita-cita tersebut  
berdasarkan prinsip prinsip berikut :

- \*Kepercayaan Kepada Tuhan
- \*Kesetian Kepada Raja dan Negara
- \*Keluhuran Perlembagaan
- \*Kedaulatan Undang-Undang
- \*Kesopanan dan Kesusilaan



# KONSEP NEGARA BANGSA

BERASASKAN KEPADA PROSES PENYATUAN BANGSA SERTA DIPERKUATKAN LAGI PERSEMPADANAN WILAYAH TERTENTU SEBAGAI IDENTITI. LAHIR DARI ZAMAN MODEN DI MANA PENDUDUKNYA DARIPADA PELBAGAI ETNIK.

GABUNGAN 3 KOMPONEN UTAMA IAITU;

NEGARA

INDIVIDU

BANGSA

# ELEVEN SHIFTS TO TRANSFORM THE SYSTEM

# SHIFTS



## 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 (KSSR) 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

1



## 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 *peralihan* 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

2



## DEVELOP VALUES-DRIVEN MALAYSIANS

- Strengthen civics 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
- Enhance and expand RIMUP from 2016 to facilitate interaction across school types, ethnicities and socio-economic groups

3



## TRANSFORM TEACHING INTO THE PROFESSION OF CHOICE

- Raise entry bar for teachers from 2013 to be amongst top 30% of graduates
- Upgrade the quality and personalisation 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

4



## ENSURE HIGH-PERFORMING SCHOOL LEADERS IN EVERY SCHOOL

- Competency-based selection criteria and enhanced succession planning processes for principals from 2013
- 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

5



## 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 1BestariNet 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
- Maximise 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 more personnel from Head Office and JPNs to PPDs to better support schools by 2014
- Strengthen leadership capabilities in pivotal 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 toolkit and online access to their child's in-school progress (SAPS system)
- Invite every PIBG to provide input on contextualisation of curriculum and teacher quality from 2016
- Expand Trust School model to 500 schools by 2025 by including alumni groups and NGOs as potential sponsors



## 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-takes in 2015, 2020 and 2025 to ensure Blueprint remains relevant by incorporating stakeholder feedback and accounting for an ever evolving external environment

6

7

8

9

10

11

# IHES INTEGRATED HOLISTIC EDUCATION SYSTEM THE REALISTIC EDUCATION

PERLAKSANAAN IHES MENGAMBIL KIRA 5 PERKARA BERIKUT :

1. Latar belakang dan sejarah Malaysia yang melalui proses penjajahan dan kemerdekaan
2. Masyarakat yang berbilang kaum, Melayu, Cina, India, Sikh dll
3. Persekitaran (environmental), Demography, Geo-Literacy (Interaction, Interconnectios and Implication ) , Sifat-sifat semulajadi, Suasana Pembelajaran yang kondusif
4. Situasi / Keadaan / Pendidikan, Ekonomi, Politik, Kemudahan Infrastruktur (fasiliti)
5. Sistem & Struktur – Baseline Analysis (dimana kita sekarang)

# CLASSIFICATION OF KNOWLEDGE

## 1) PERCEPTUAL: (PERCEPTUAL KNOWLEDGE)

Perceptual Knowledge are tangible knowledge.

## 2) CONCEPTUAL: (CONCEPTUAL KNOWLEDGE)

Conceptual Knowledge are knowledge which are abstract, logical, subjective and universal.

## 3) REALITY: (KNOWLEDGE OF REALITY)

Internal and Esoteric. The first categories of esoteric knowledge arise from TOUCH and THOUGHT, SENSE OF PERCEPTION and INTELLECTUAL THINKING which is ipso facto IMAGINATIVE THAT ELEVATES IT THROUGH LOGICAL RATIOCINATION and METHODOLOGICAL REASONING INTO RATIONAL KNOWLEDGE.

## 4) DIVINE: (THE DIVINE KNOWLEDGE)

The divine knowledge of Spiritual Inspiration, which may be designated as intuitive knowledge of divine inspiration and revelation.



LATARBELAKANG MASYARAKAT MALAYSIA BERBILANG KAUM  
MELAHIRKAN BANGSA MALAYSIA  
BINA BANGSA  
RUKUN NEGARA

FALSAFAH PENDIDIKAN NEGARA

FALSAFAH PEDIDIKAN KEBANGSAAN “BANGSA MALAYSIA”

1. MELAYU → ISLAM → MUSLIM
2. CINA → BUDDHA → BUDDHIST
3. INDIA → HINDU → HINDUS
4. SUKU KAUM YANG LAIN SAPERTI :

- a) Sikh
- b) Kaum Asal
- c) Iban
- d) Kadazan
- e) Melanau
- f) Dayak
- g) Dan Lain-lain
- h) Campuran

MENGIKUT PILIHAN MASING - MASING

# THE EASTERN PARADIGM OF KNOWLEDGE RELATED TO RELIGION

	PERCEPTUAL LEVEL 1	CONCEPTUAL LEVEL 2	REALITY LEVEL 3	DIVINE LEVEL 4
INDIA HINDU				
CHINA BUDDHIST				
MELAYU MUSLIM				

# THE EASTERN PARADIGM OF KNOWLEDGE

	PERCEPTUAL LEVEL 1	CONCEPTUAL LEVEL 2	REALITY LEVEL 3	DIVINE LEVEL 4
INDIA HINDU	VAYSHANAR	TAIJASA	PRAGNA	TURIYA
CHINA BUDDHIST	BIBHU	TAYJASA	PRAGNA	TURJA
MELAYU MUSLIM	MAHSUSAT	MA'QULAT	HAQIQAH	MA'RIFAH

# THE WESTERN PARADIGM OF KNOWLEDGE IN THE PROCESS OF KNOWING

WE LEARN  
WE UNDERSTAND  
WE KNOW

BY TOUCH  
BY THINKING  
BY CONCEPTION

The KNOWLEDGE OF REALITY and the KNOWLEDGE OF DIVINE REVELATION are absent from the current usage of Western Modern languages

# 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 (Akhlaq)**
- c) **Skills and Competency  
Enhancement**
- d) **Academic Achievement**
- e) **Application In Life**

# TOTAL LEARNING PROCESS

## CONVENTIONAL

Teaching & Learning

**(TEACHER)**

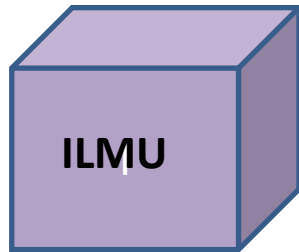
**FACILITATING**

## IHES

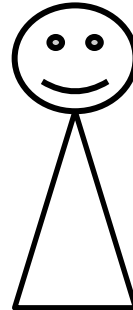
- Teaching & Learning (Ta'lim)
- Coaching & Learning (Ta'dib)
- Training & Learning (Tadrib)
- Advisory & Learning (Taujeh)
- Consultancy & Learning (Irsyad)

**(EDUCATOR)**  
**ORCHESTRATING**

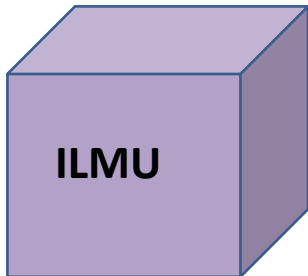
# LEARNING APPROACH



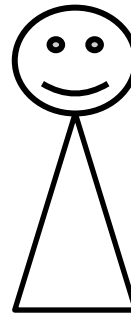
INSTRUCTIONAL



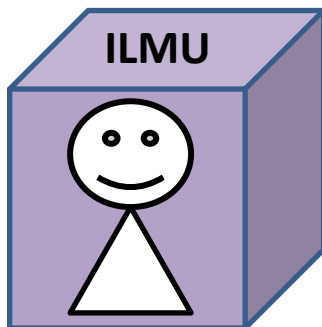
**PENERIMAAN ILMU**  
(RECEPTION OF KNOWLEDGE)



INVESTIGATIONAL



**PENEMUAN ILMU**  
(DISCOVERY OF KNOWLEDGE)



CONSTRUCTION

**PENGHAYATAN ILMU**  
(IMMERSION OF KNOWLEDGE)

# LEARNING APPROACH

## **INSTRUCTIONAL (RECEPTION OF KNOWLEDGE)**

- The student receives the knowledge when teacher lectures and gives instructions in class

## **INVESTIGATIONAL (DISCOVERY OF KNOWLEDGE)**

- The student is encouraged to discover the knowledge through experimentation and observation. The teacher facilitates the students learning by guiding and repeating the process to develop awareness and understanding.

## **IMMERSION (CONSTRUCTION OF KNOWLEDGE)**

- The student is able to construct an understanding of the information in his mind and gather more data to become knowledgeable on the topic learnt. The teacher provides the expertise while the student understand the how by doing , reflecting and applying the knowledge acquired in his life.



# 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 (Regardless of race, colour and religion)

# **DEFINITION OF EDUCATION**

**EDUCATION IS A CONTINUOUS LEARNING PROCESS BY WHICH PEOPLE'S POTENTIALS, 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, PERSONALITIES, LEADERSHIP, ENTREPRENEURSHIP, CRAFTMANSHIP**

**AND**

**BASED ON A SYSTEM OF BELIEF USING THE LEARNING PROCESS OF TEACHING, COACHING, TRAINING, ADVISORY, CONSULTANCY AND ITS IMPLEMENTATION THROUGH THE PEDAGOGY OF CARE AND LOVE.**

**FOCUSING ON THE MIND, THE HEART, THE SOUL,**

**THE SPIRIT AND THE PHYSICAL BODY**

**TARGETTING ON THE HEART**

**WILLINGLY AND JOYFULLY FOR THE SAKE OF GOD**

# THE CHARACTERISTICS OF AN EDUCATOR

## **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

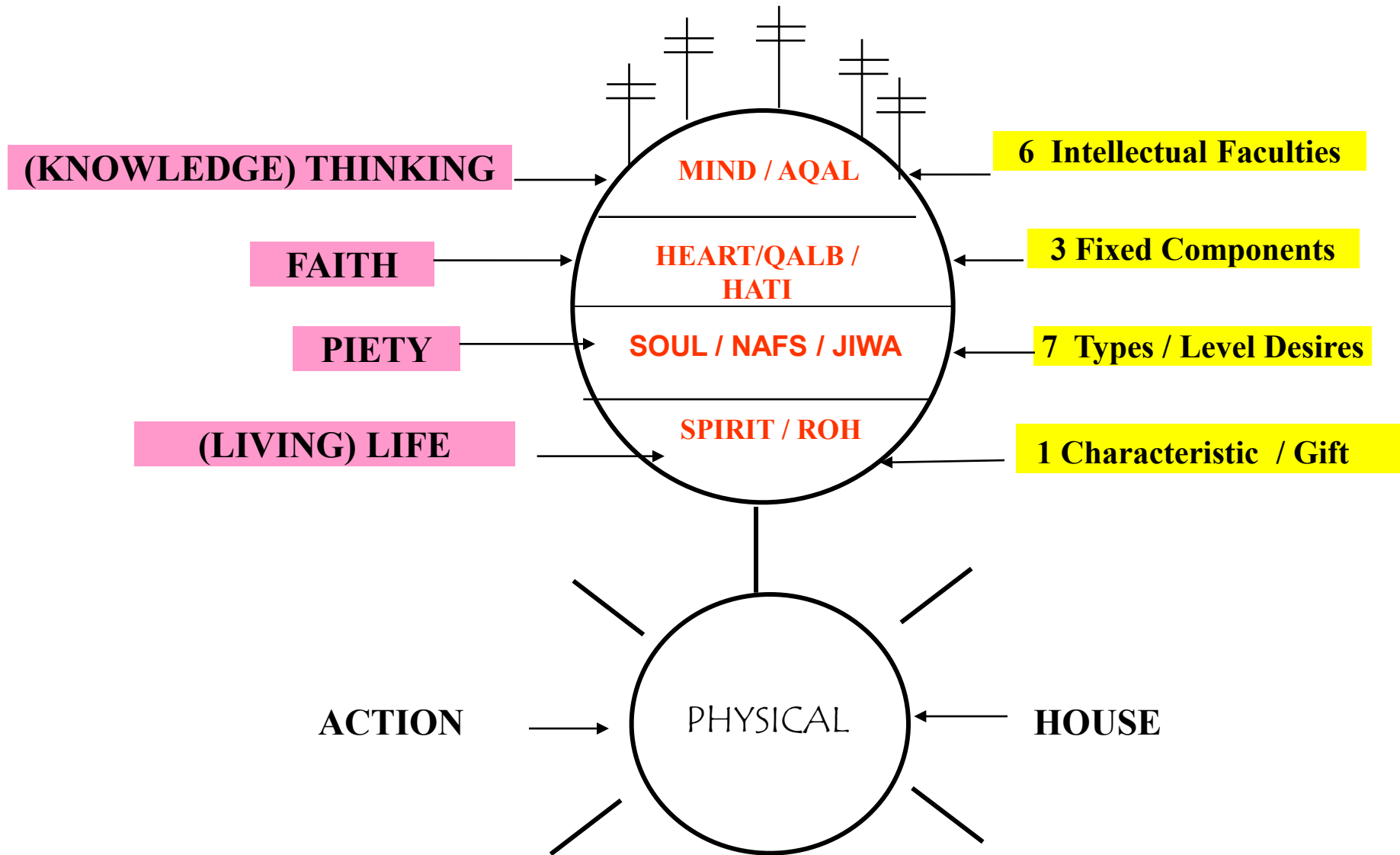
Socialization with people and no isolation

Knowledge and practice of noble values

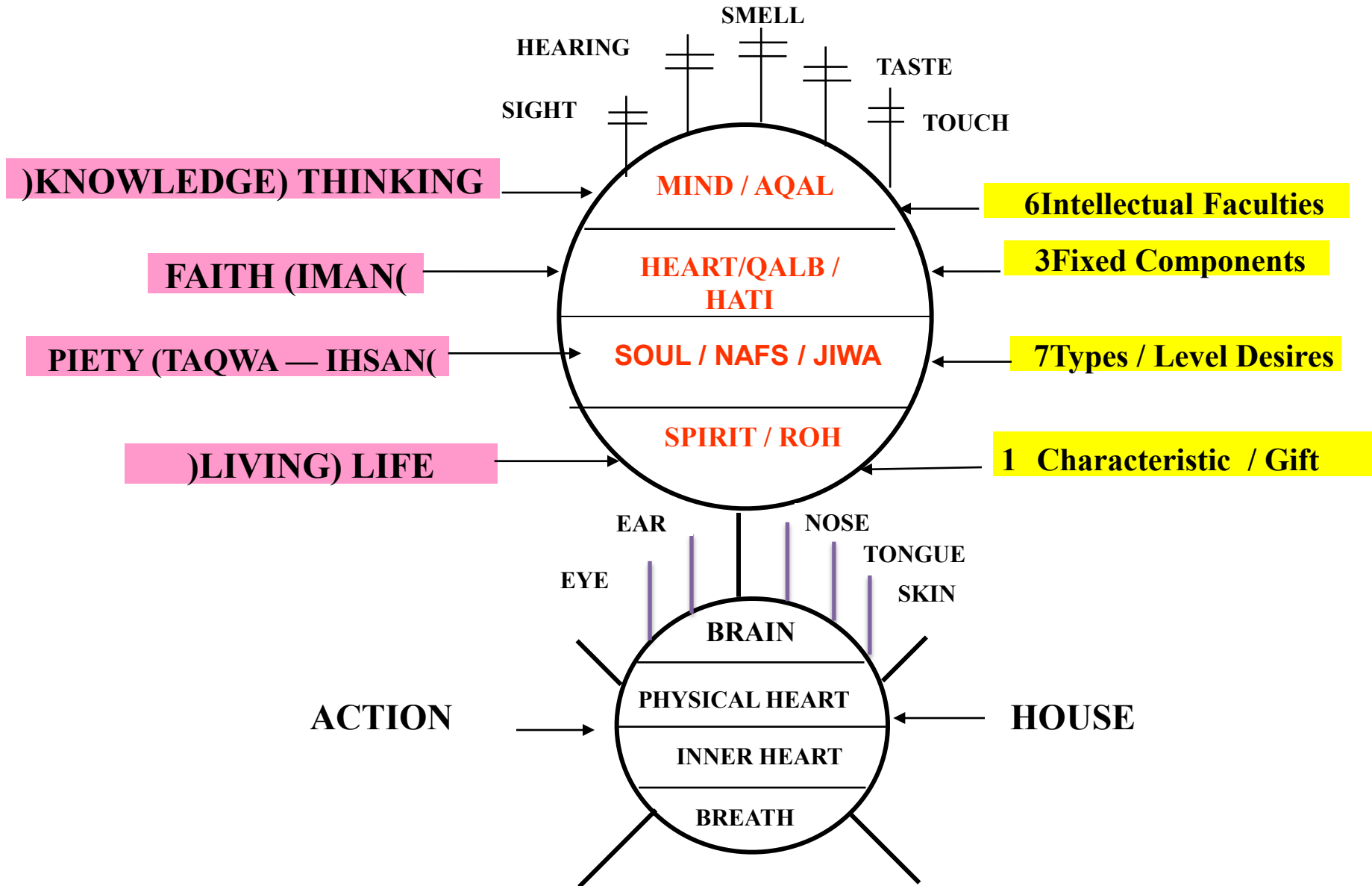
To stay away from questionable sayings or deeds, even if it is lawful

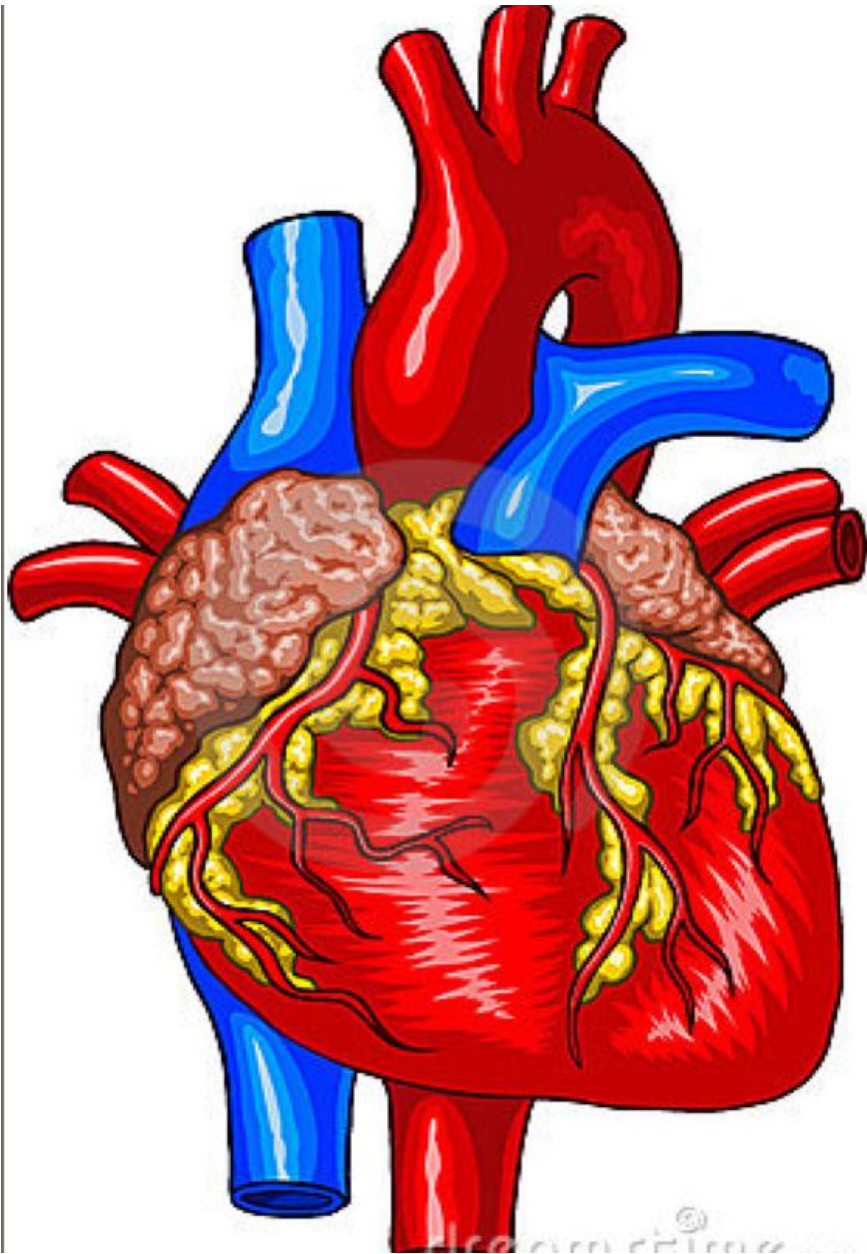
**WORK SINCERELY (IKHLAS) ONLY FOR GOD**

# HUMAN PSYCHOLOGY

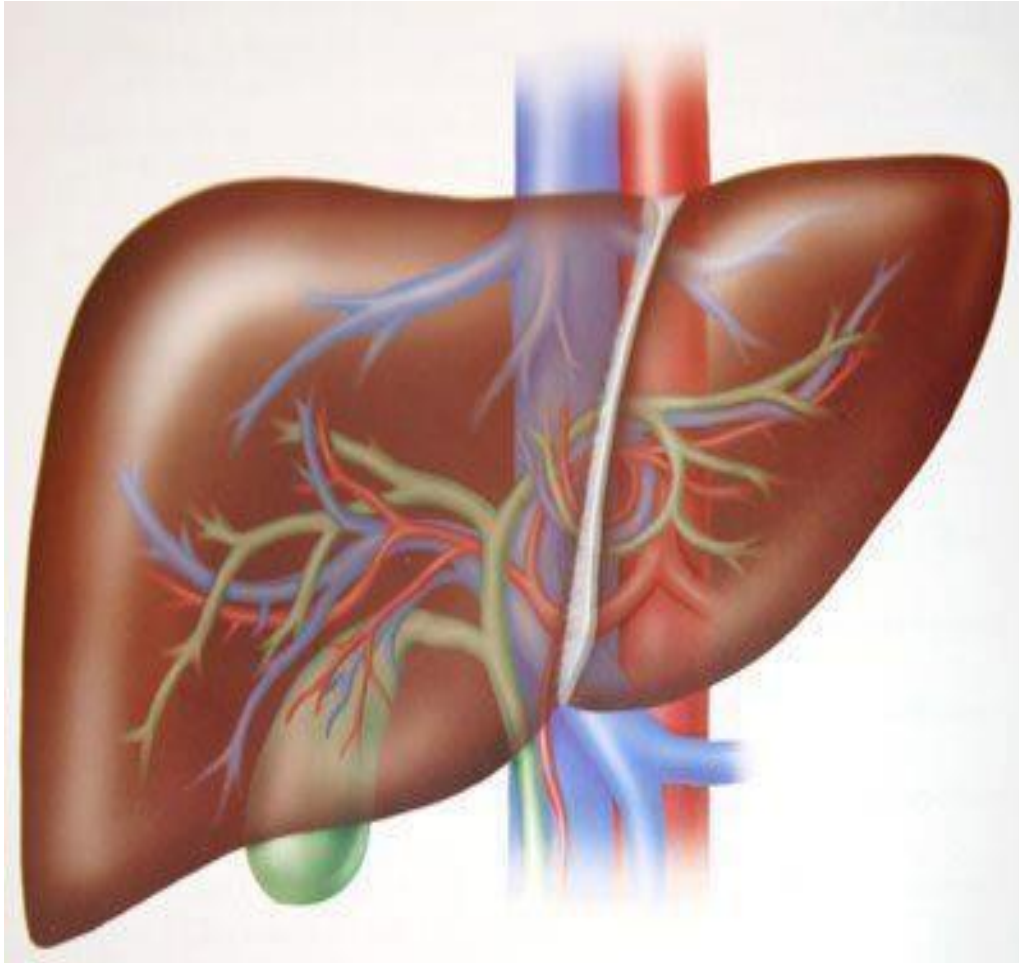


# HUMAN PSYCHOLOGY





# THE HEART



# THE LIVER

# PEDAGOGY OF THE HEART

PROCESS: PURIFYING THE HEART / PENYUCIAN HATI

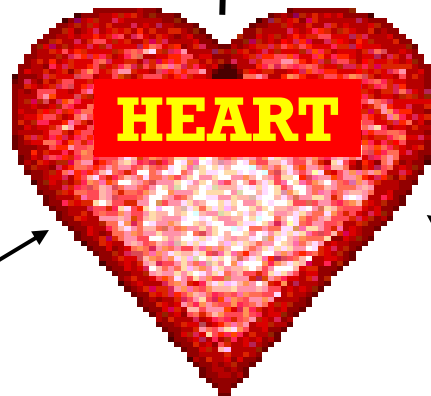
MAKSUD SABDA RASULULLAH SAW:  
DIDALAM DIRI KAMU ADA SEKETUL DAGING,  
SEANDAINYA IA BAIK MAKA SELURUH  
ANGGOTANYA AKAN MENJADI BAIK. SEANDAINYA  
IA BURUK MAKA SELURUH ANGGOTANYA  
MENJADI BURUK . SEKETUL DAGING ITU ADALAH  
HATI

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 (

)Bukhari Muslim(

MAHABBAH



IKHLAS

SAKINAH



MARDHATILLAH



BARAKAH



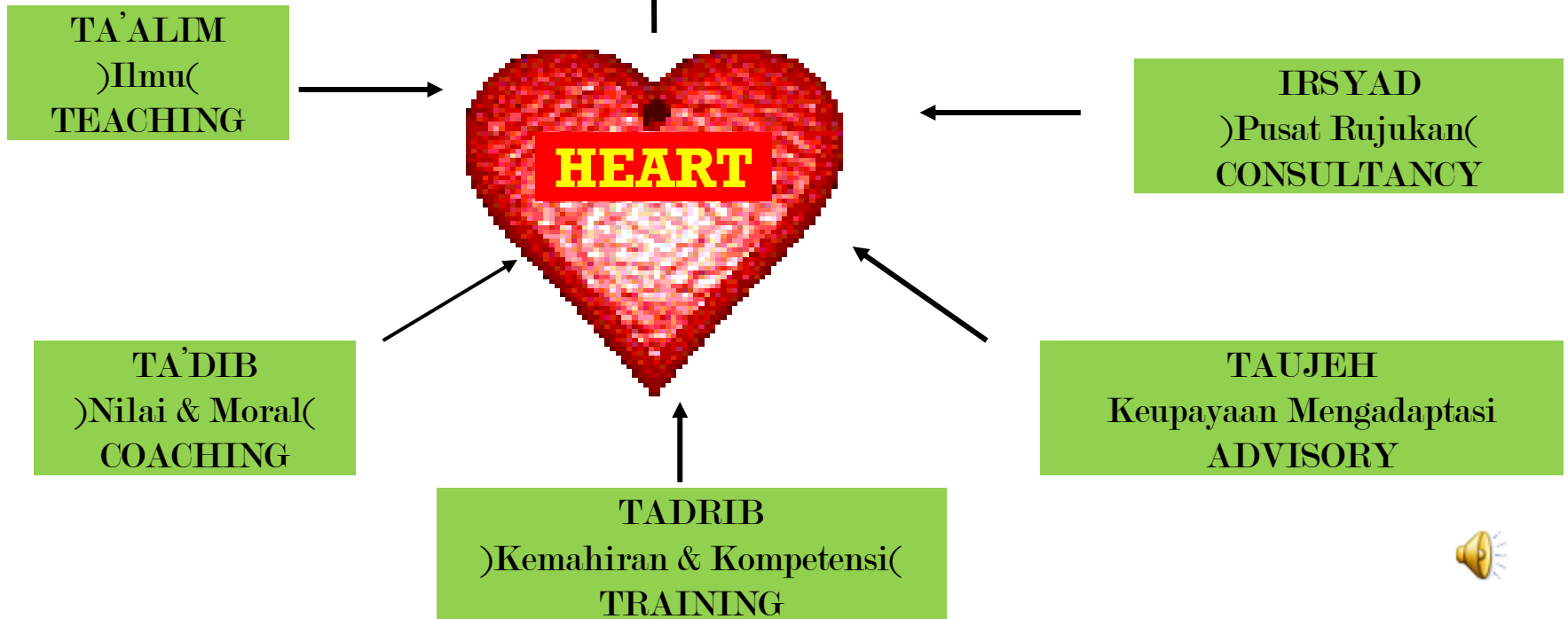


# PEDAGOGY OF THE HEART

PROCESS: PURIFYING THE HEART / PENYUCIAN HATI

**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

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AQIDAH / TAWHEED : SHAHADAH

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IA BURUK MAKA SELURUH ANGGOTANYA  
MENJADI BURUK . SEKETUL DAGING ITU ADALAH  
HATI

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 (

)Bukhari Muslim(

ASMA' UL  
HUSNA



ILAH

RABB



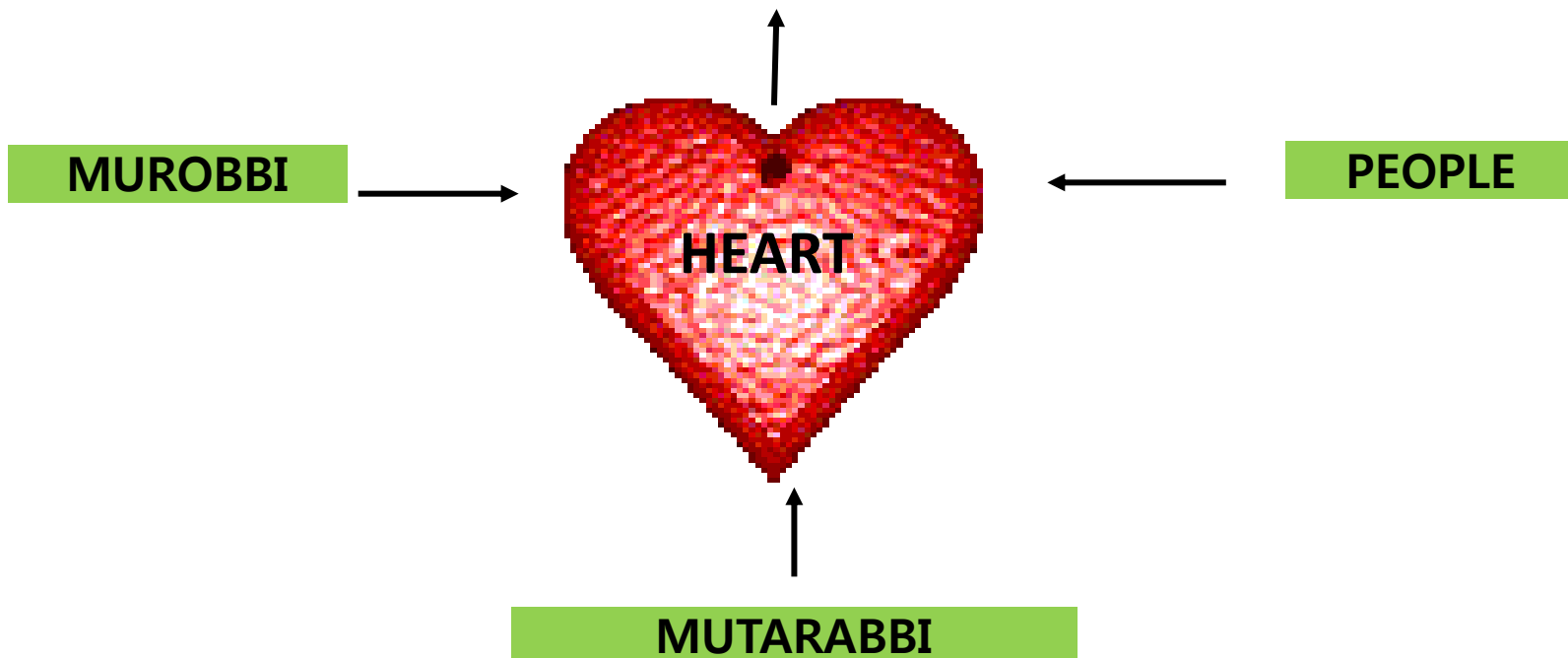
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PROCESS: PURIFYING THE HEART / PENYUCIAN HATI

AQIDAH / TAWHEED : SHAHADAH

CONVENTIONAL EDUCATION SYSTEM  
TEACHERS OR STUDENTS CENTERED

INTEGRATED HOLISTIC EDUCATION SYSTEM  
HEART CENTERED



# PEDAGOGY OF THE HEART

PROCESS: PURIFYING THE HEART / PENYUCIAN HATI

AQIDAH / TAWHEED : SHAHADAH

CONVENTIONAL EDUCATION SYSTEM  
TEACHERS OR STUDENTS CENTERED

INTEGRATED HOLISTIC EDUCATION SYSTEM  
HEART CENTERED  
GOD CENTERED



MUROBBI



PEOPLE



MUTARABBI



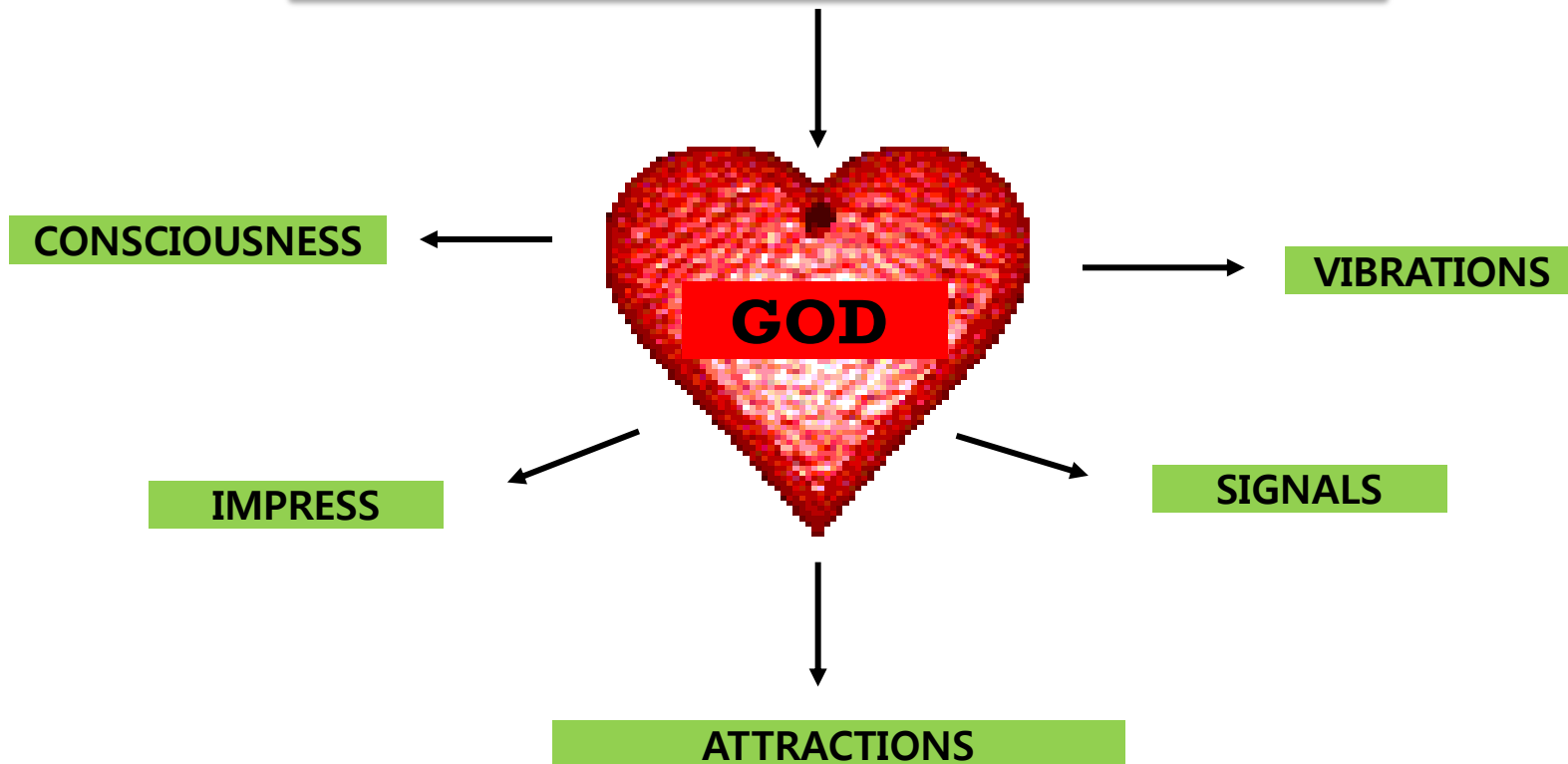
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HEART CENTERED  
GOD CENTERED



## LESSON PLAN CONCEPT

To orchestrate the learning of the subject by organising and strategising the daily, weekly, monthly, term and yearly lessons.

To develop an integrated learning plan that sets the procedure for the acquiring of information, knowing the facts and concept and developing understanding. Students acquire the ability to apply or practice in life with the right divine values and develop the right attitudes.

To ensure an effective and balanced development of the MIND, HEART, SPIRIT, SOUL and PHYSICAL through the tarbiyyah process of learning conducted by a murobbi through teaching, coaching, training, advisory and consultancy. All lessons are taught and learnt using the pedagogy of care and love with the heart.

# LESSON PLAN DESCRIPTION

## 1. TOPICS

The topic indicates the titles of the subject matter or content to be taught according to the syllabus or text book identified.

## 2. LESSONS

The LESSON indicates the order and number of teaching periods required for each topic.

## 3. OBJECTIVES

Each topic have its own aims to be achieved at the end of the lesson. It broadly defines the knowledge that the student must acquire and understand after learning happens.

# 4. LESSON PLAN PROCESS

## TEACHING AND LEARNING

- The teacher will provide sufficient information focussing on the subject content only and to fulfil the objectives. The student will listen and receive the information given in the form of lectures, discussions and brainstorming.

## COACHING AND LEARNING

- The teacher becomes a role model and teach the student with patience, love and care and show examples the topics being discussed. The teacher will share value laden ideas with the student about life in relation to what is learnt. This will enhance the process of understanding.

## TRAINING AND LEARNING

- This process help students develop the mastery skills on the topic learnt. The teacher will facilitate the students' learning by encouraging them to develop the skill through giving more exercises, drilling and analysing past question papers on the topic. It is the teachers' responsibility to understand and provide the necessary input about the topic. Students need to do the examples from simple to difficult.



# 4. LEARNING PROCESS

## ADVISORY AND LEARNING

- The teacher will act as advisor to student and show how to apply what students have learnt about the topic in his life. This is to show the relevance and give meaning and reasons to what was learnt. The teacher summarises and concludes on how to adapt and adopt with the surrounding and the environment. This knowledge should help mould the student's values and akhlaq. Student should be encouraged to enquire and seek more information on the topic.

## CONSULTANCY AND LEARNING

- Teacher becomes the reference point and provides consultation. The teacher's knowledge must be at a high level and be prepared to enhance her knowledge. Over learning happens with the student when they explore beyond the topic learnt. There is continuous improvement in learning between both teachers and students.

# 5. LEARNING APPROACH

## **Instructional (Reception Of knowledge)**

- The student receives the knowledge when teacher lectures and gives instructions in class

## **Investigational (Discovery Of Knowledge)**

- The student is encouraged to discover the knowledge through experimentation and observation. The teacher facilitates the students learning by guiding and repeating the process to develop awareness and understanding.

## **Immersion (Construction of Knowledge)**

- The student is able to construct an understanding of the information in his mind and gather more data to become knowledgeable on the topic learnt. The teacher provides the expertise while the student understand the how by doing , reflecting and applying the knowledge acquired in his life.

**INTEGRATED HOLISTIC EDUCATION SYSTEM (IHES)**

**LESSON PLAN CONCEPT & TABLE**

**EdMS**

**EDUCATION MANAGEMENT SYSTEM**

# EDUCATION PROCESS

## TEACHING AND LEARNING

- The teacher will provide sufficient information focussing on the subject content only and to fulfil the objectives. The student will listen and receive the information given in the form of lectures, discussions and brainstorming.

## COACHING AND LEARNING

- The teacher becomes a role model and teach the student with patience, love and care and show examples o the topics being discussed. The teacher will share value laden ideas with the student about life in relation to what is learnt. This will enhance the process of understanding and help to mould and develop attitude and character.

## TRAINING AND LEARNING

- This process help students develop the mastery skills on the topic learnt. The teacher will facilitate the students' learning by encouraging them to develop the skill through giving more exercises, drilling and analysing past question papers on the topic. It is the teachers' responsibility to understand and provide the necessary input about the topic. Students need to do the examples from simple to difficult.

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# LEARNING APPROACH

## **Instructional (Reception Of knowledge)**

- The student listens and receives the information from the teacher through lectures and instructions in class to form his own understanding

## **Investigational (Discovery Of Knowledge)**

- The student is encouraged to discover the knowledge through experimentation and observation. The teacher facilitates the students learning by guiding and repeating the process to develop awareness and understanding.

## **Immersion (Construction of Knowledge)**

- The student is able to construct an understanding of the information in his mind through experiential learning and gather more data to become knowledgeable on the topic learnt. The teacher provides the expertise while the student understand the how by doing , reflecting and applying the knowledge acquired in his life.

# 6. METHODOLOGY

**Lectures/Videos**

**Brainstorming**

**Discussion**

**Experiment and Observation**

**Application In Life**

**Role Play**

# 7. EVALUATION AND ASSESSMENT

## CONTINUOUS ASSESSMENT

- » Quizzes
- » Tests
- » Term/Semester Examinations
- » Activities in class
- » Homework
- » Projects



# 8. LEARNING OUTCOMES

## 1) IMMERSION OF KNOWLEDGE

Basically it will make the student become a knowledgeable and learned person on the subject. Over learning can happens.

## 2) CHARACTER BUILDING

The knowledge will mould his values, his attitude and outlook on life. The knowledge gained by the student will make him closer to his creator and understand his purpose in life.

## 3) SKILLS AND COMPETENCY ENHANCEMENT

Have the ability and capability to perform his assignments , tests and homework competently as a result of skills acquired.

## 4) ACADEMIC ACHIEVEMENT

Able to answer questions during tests and quizzes with efficacy.

## 5) APPLICATION IN LIFE

Able to relate and understand the happenings around him that are relevant through the subjects learnt

## 9. LEARNING INDICATOR

### 1) **Immersion of Knowledge**

Student is able to explain with confidence and enthusiasm during Q&A in class and score high marks in test or exam on the topic.

### 2) **Character Building**

The knowledge learnt affects his moral values and practices and shows in his attitude and outlook on life.

### 3) **Skills and Competency enhancement**

The lesson learnt enhances the student's ability and capacity to perform his work with efficacy

### 4) **Academic Achievement**

Score marks in test and exams according to his level of knowledge immersion, attitude and skills acquired

### 5) **Application in life**

Student uses knowledge in his daily life and can relate to real life issues and happenings around him.





# TARBIYAH PROCESS

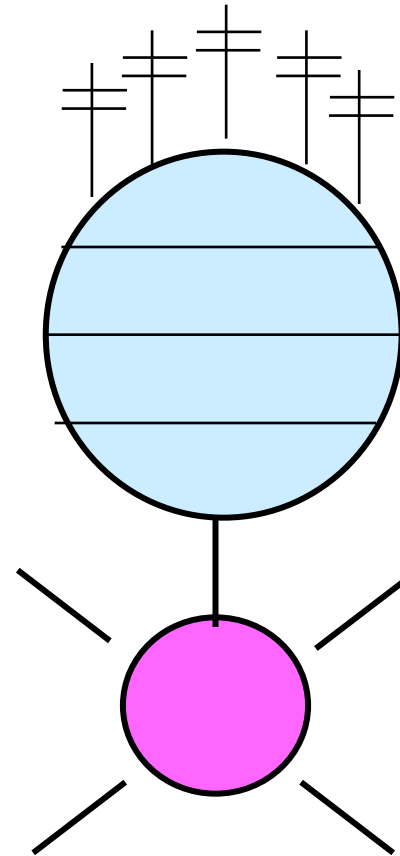
CONVENTIONAL

**ESQ**

EMOTIONAL  
QUOTIENT

SPIRITUAL QUOTIENT

IHES



23 TYPES OF POTENTIALS

# TARBIYAH PROCESS

## CONVENTIONAL

INTELLECTUAL

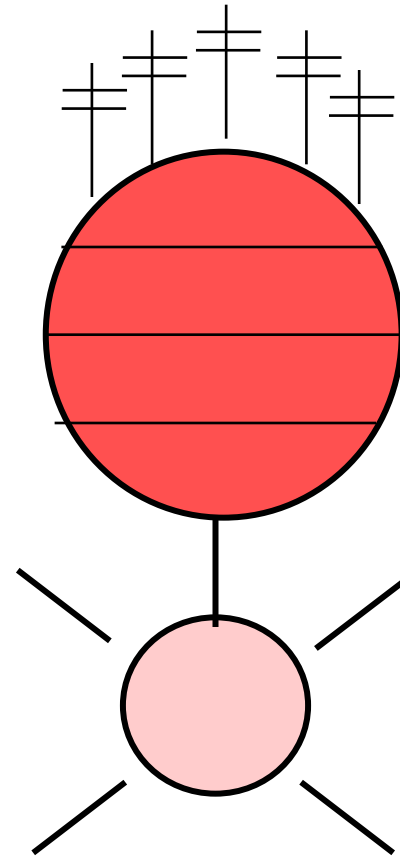
EMOTIONAL

SPIRITUAL

PHYSICAL

SOCIAL

## IHES



23 TYPES OF POTENTIALS

# TARBIYAH PROCESS

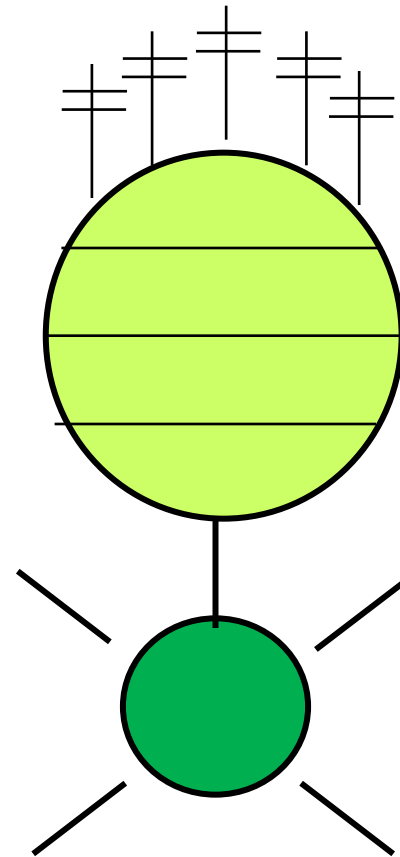
**CONVENTIONAL**

**CONSCIOUS MIND**

**SUBCONSCIOUS MIND**

**PHYSICAL BODY**

**IHES**



23 TYPES OF POTENTIALS

# **MEMAHAMI 5 PENJAGA PINTU MASUK MINDA**

- 1. MATA : PENGLIHATAN**
- 2. TELINGA : PENDENGARAN**
- 3. HIDUNG : MENGHIDU (BAU)**
- 4. LIDAH : MERASA**
- 5. KULIT : SENTUHAN**



# NEUROSCIENCE

SPLIT BRAIN

TRIUNE BRAIN

WHOLE PICTURE  
BRAIN

SELF GROWING  
BRAIN

7 MULTIPLE  
INTELLIGENCES



# **MEMAHAMI 6 FAKULTI INTELEK (MIND / AKAL)**

- \* *Daya Pemikiran Kritis ( Reasoning)***
- \* *Daya Imajinasi / Visualisasi  
( Imagination/Visualization)***
- \* *Daya Ingatan ( Memory )***
- \* *Daya Kehendak ( Will-Power)***
- \* *Daya Persepsi ( Perception )***
- \* *Daya Intuisi ( Intuition )***

## **LIMA PANCAINDERA**

- \* Mata untuk melihat
- \* Telinga untuk mendengar
- \* Hidung untuk Menghidu
- \* Lidah untuk merasa
- \* Kulit untuk sentuhan

## **ENAM FAKULTI INTELEK**

- \*Daya Pemikiran Intelek
- \*Daya Imajinasi/Visualisasi
- \*Daya Ingatan (Memory(
- \*Daya Kehendak(Will-Power(
- \*Daya Pengamatan (Perception(
- \*Daya Intuisi (intuition(

- *Bahagian ini mempunyai keupayaan untuk berfikir dan membuat keputusan – Ia adalah AKAL anda*
- *Minda mempunyai keupayaan untuk Menerima atau menolak segala cadangan atau Buah fikiran )thoughts(*
- *Segala rasa sakit, keseronokan dan had-had Psikologi berpunca dari sini.*
- *Bahagian ini akan ‘tutup’ atau ‘padam’ apabila Anda tidur.*

**PROSES : MEMBERSIHKAN AKAL**

# EVALUTING POTENTIAL COMPUTER VS HUMAN BRAIN



7,000 Lbs

3 Lbs

Weight

60,000 Miles

200,000 Miles

Lenght

400 Million Per

Second X 100

Years

( Computation Per

Second X 1000 )

20,000 Billion

( Computation

Per Second X 1

Minute )

Computation  
Rate

# **MEMAHAMI 3 PENGHUNI TETAP (HEART/ HATI)**

- 1. SISTEM KEPERCAYAAN / SYSTEM OF BELIEF**
- 2. TABIAT / HABITS**
- 3. IMEJ KENDIRI / SELF IMAGE**

## **PENANAMAN NILAI-NILAI UTAMA**

- A. KEYAKINAN, CINTA, KASIH SAYANG**
- B. DAYA PENGGERAK**
- C. KETAKUTAN**

- *Bahagian ini adalah Pusat Kuasa dan bergerak dengan teratur. Salah satu daripada ciri-ciri hati adalah emosi anda dan ia terletak di sini.*
- *Hati tidak mempunyai keupayaan untuk menolak atau berfikir secara kritikal. Segala cadangan atau buah fikiran yang ia terima adalah daripada Minda(akal.)*
- *Bahagian ini tidak mengenali apa itu "had" atau apa yang benar atau palsu.*
- *Bahagian ini tidak 'padam' tetapi bekerja sepenuh masa.*

PROSES : MENYUCIKAN HATI



# Kasih Sayang



- Perasaan halus di dalam hati yang membawa kepada perbuatan yang utama seperti memberi Kemaafan dan berbuat baik sesama manusia.
- Ia membuat pasangan dapat merasai apa yang dirasakan oleh orang lain.
- Ia juga adalah perasaan sayang, belas kasihan, cinta menyintai Dan tidak melakukan kezaliman sesama Manusia tanpa mengira bangsa, warna kulit dan agama



# **MEMAHAMI 7 TAHAP NAFSU ( SOUL / JIWA / LUBOK HATI )**

- 1. NAFSU TAHAP 1** MENDORONG BERBUAT KEJI
- 2. NAFSU TAHAP 2** MENDORONG UTK TIDAK MELAKUKAN KEZALIMAN
- 3. NAFSU TAHAP 3** MENDORONG UNTUK MENYINGKIR SEBAHAGIAN BESAR SIFAT KEJI DAN DIGANTIKAN DENGAN SIFAT BAIK
- 4. NAFSU TAHAP 4** TENANG, TIDAK RESAH DAN TIDAK GELISAH
- 5. NAFSU TAHAP 5** MENDAPAT RESTU DAN PETUNJUK DARI TUHAN
- 6. NAFSU TAHAP 6** KEYAKINAN DAN TERAMAT SANGAT CINTANYA KEPADA TUHAN. MENJAUHKAN DIRI DARI PERBUATAN YANG SIA SIA.
- 7. NAFSU TAHAP 7** MERINDUI TUHAN YANG MAHA PENCIPTA DAN MAHA KUASA. LAHIRNYA PERIBADI DAN AKHLAK YANG SEMPURNA . MARTABAT TERTINGGI DARJAT KESEMPURNAAN INSAN.



# FUNGSI JIWA/NAFSU

- **DAYA DORONG**
- **DAYA JUANG**
- **DAYA PENGORBANAN**

PROSES : MEMURNIKAN JIWA

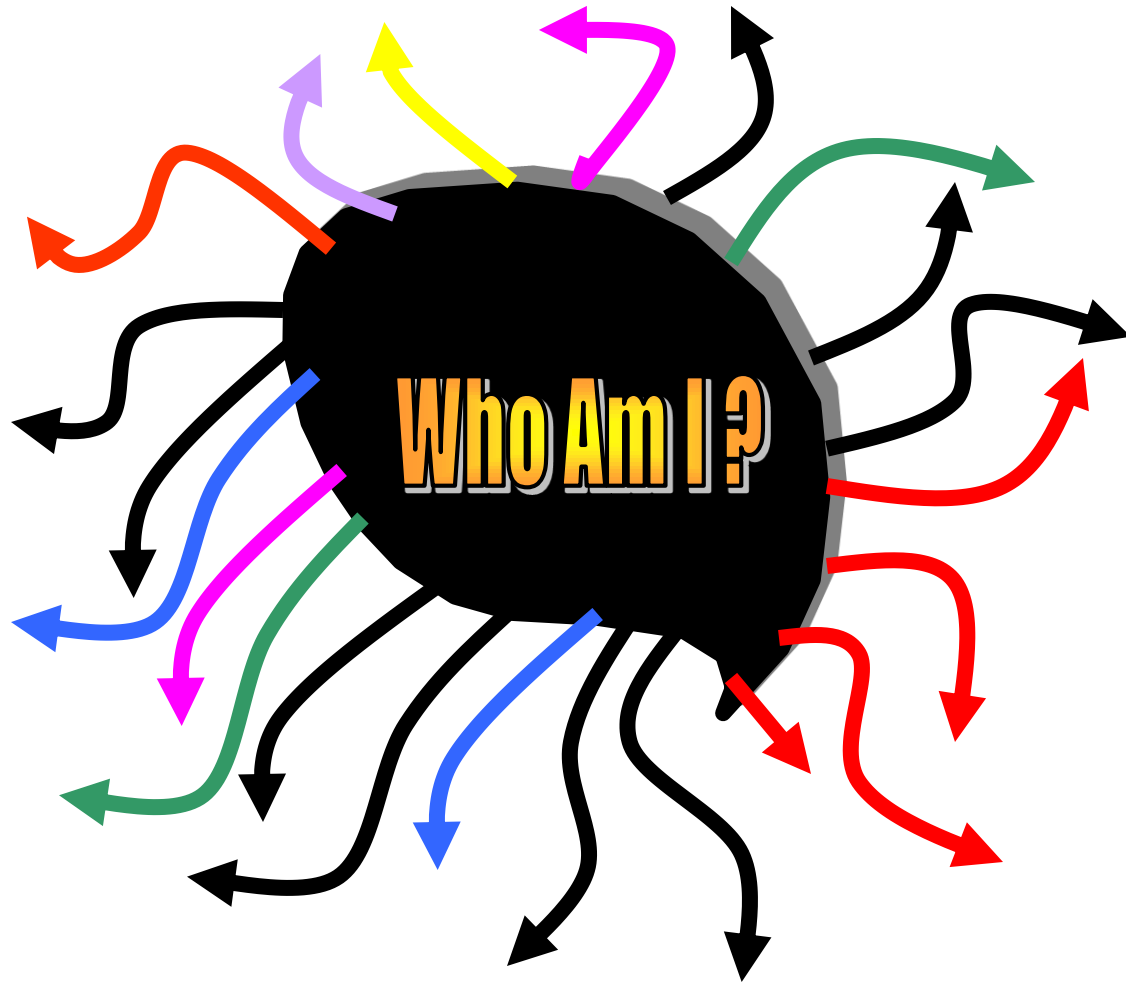
# **MEMAHAMI 1 ANUGERAH TUHAN ( SPIRIT/ROH)**

- ***ROH ADALAH ANUGERAH DARI TUHAN YANG MAHA PENCIPTA DAN MAHA KUASA***
- ***ROH ADALAH DILUAR KEUPAYAAN DAN KEMAMPUAN MANUSIA***
- ***ROH ADALAH DIDALAM PENGUASAAN TUHAN YANG MAHA PENCIPTA DAN MAHA KUASA***
- ***FUNGSI ROH ATAU SIFAT ROH ADALAH NYAWA DIDALAM SEBUAH KEHIDUPAN***
- ***KEKUATAN ROH DAPAT MENJANA SEMANGAT DALAM KEHIDUPAN***

# MEMAHAMI 1 RUMAH : JASAD / JASMANI / ZAHIR ( PHYSICAL / DIRI FIZIKAL)

- \* **Tuhan** telah **mencipta manusia** dengan **sempurna**
- \* Manusia telah dilengkapi dengan bentuk Fizikal yang serba lengkap untuk **segala keperluan** yang masih mengkagumkan para saintis.
- \* Anda telah dilengkapi secara fizikal dengan :
  - \* **Telinga** yang mengandungi 24,000 saraf
  - \* **500 jenis otot**
  - \* **200 jenis tulang**
  - \* **Mata** dengan **100 juta sel reseptor**
  - \* **7 batu urat saraf**
  - \* **60,000 batu saluran darah**
  - \* **Jantung** yang **mengepam 1,600 gelen darah sehari** dan senarai berterusan
- **FUNGSI DIRI FIZIKAL ADALAH UNTUK BERTINDAK MELAKUKAN SESUATU AKTIVITI DIDALAM KEHIDUPAN**

# Mapping Your Life



# INTEGRATED HOLISTIC EDUCATION SYSTEM

IT IS MY RESPONSIBILITY TO:

- MAKE MYSELF GOOD
- HELP OTHERS BECOME GOOD
- MAKE THE PHYSICAL WORLD GOOD, CLEAN , BEAUTIFUL  
AND IN HARMONY  
**WILLINGLY AND JOYFULLY FOR THE SAKE OF GOD**

# INTEGRATED HOLISTIC EDUCATION SYSTEM

## **Adopt 5 CURRICULUM Content**

Core Curriculum

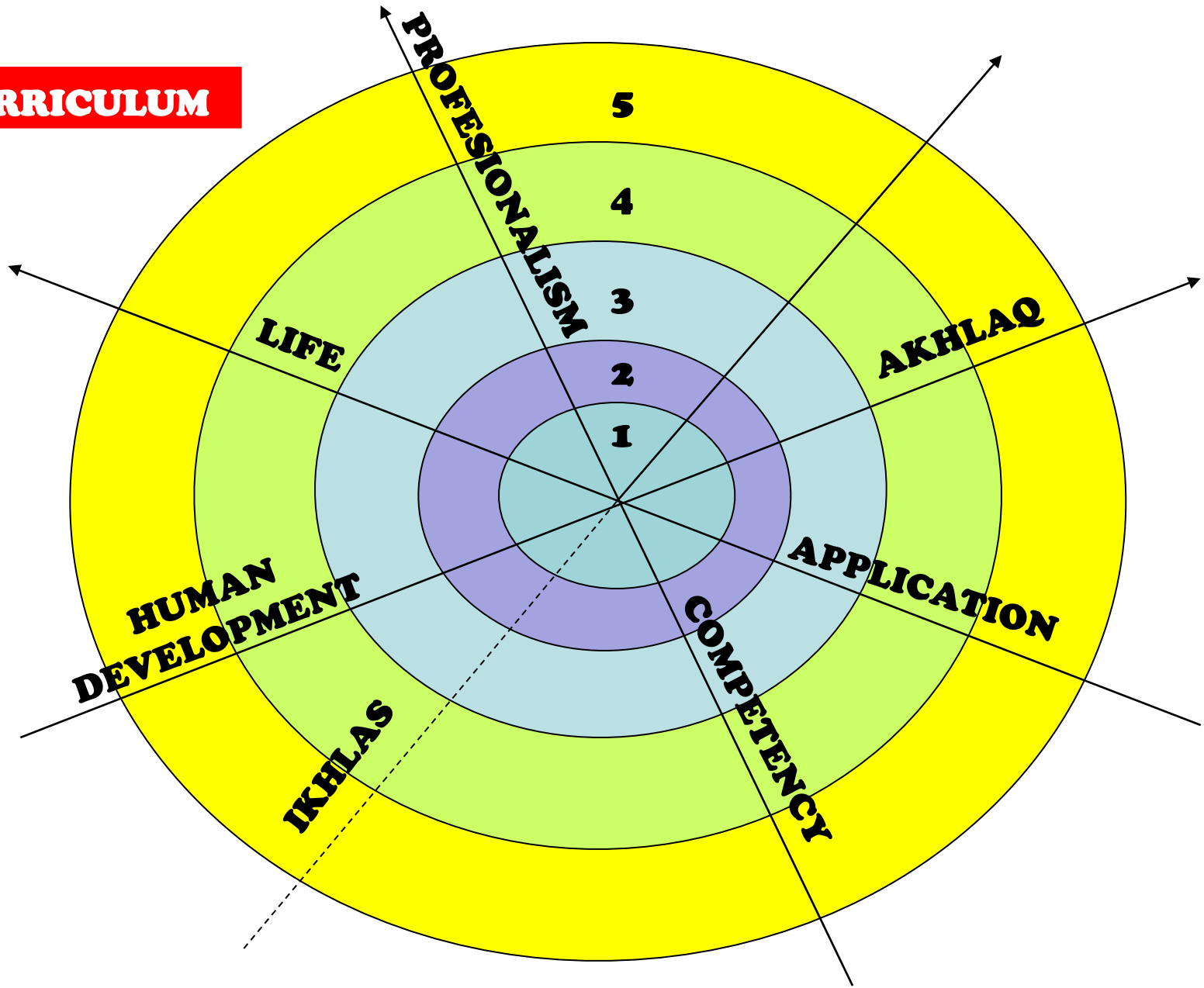
Co-Curriculum

Extra Curriculum

National Curriculum

International Curriculum

**CURRICULUM**



# TOTAL LEARNING PROCESS

## CONVENTIONAL

Teaching & Learning

**(TEACHER)**

**FACILITATING**

## IHES

- Teaching & Learning (Ta'lim)
- Coaching & Learning (Ta'dib)
- Training & Learning (Tadrib)
- Advisory & Learning (Taujeh)
- Consultancy & Learning (Irsyad)

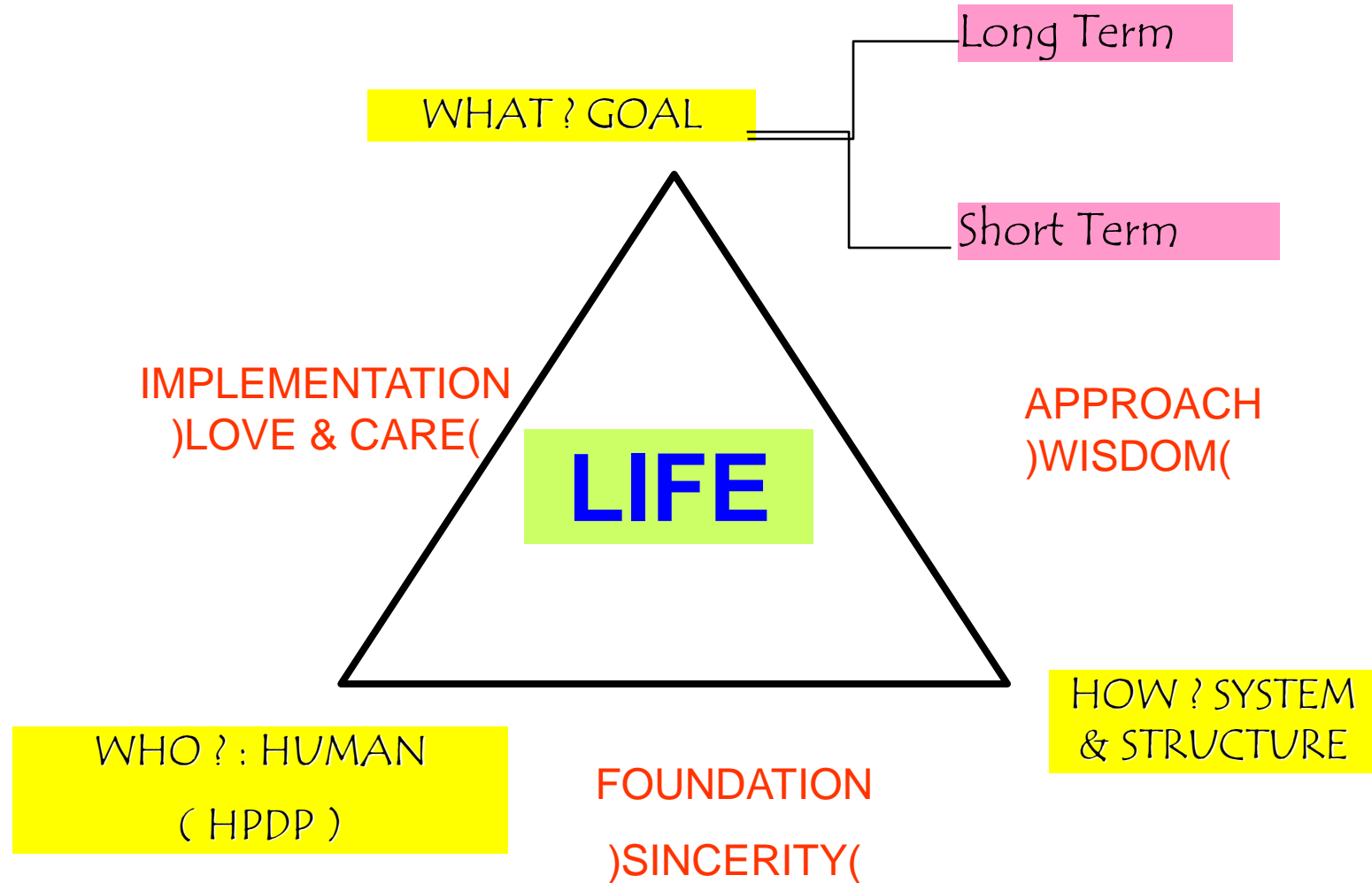
**(EDUCATOR)**  
**ORCHESTRATING**



# **INTEGRATED HOLISTIC EDUCATION SYSTEM (IHES) (PERLAKSANAAN) SEKOLAH-SEKOLAH KPM**

- **GUIDING PRINCIPLE**
- **FRAMEWORK**
- **MODEL**
- **GOVERNANCE**
- **COMPONENTS**
- **EDUCATION MANAGEMENT SYSTEM  
(EDMS)**
- **TOTAL QUALITY INTEGRATED HOLISTIC  
IMPLEMENTATION PLAN (TQ IHIP )**

# GUIDING PRINCIPLE MANAGING OUR LIFE





**CAREER**



**FINANCE**



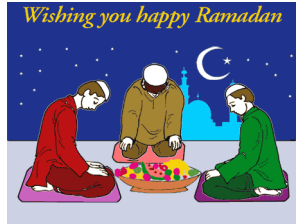
**HEALTH**



**COMMUNITY**

**7  
NECESSITIES  
IN LIFE**

**PEACE & TRANQUILITY**



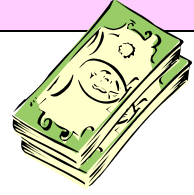
**FAMILY**



**CAREER**



**FINANCE**



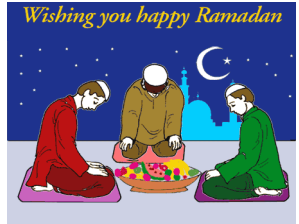
**HEALTH**



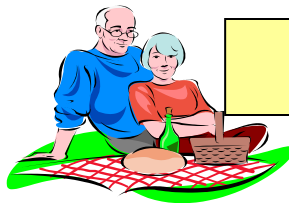
**COMMUNITY**

**THE KEY :  
KNOWLEDGE  
& PIETY**

**PEACE & TRANQUILITY**

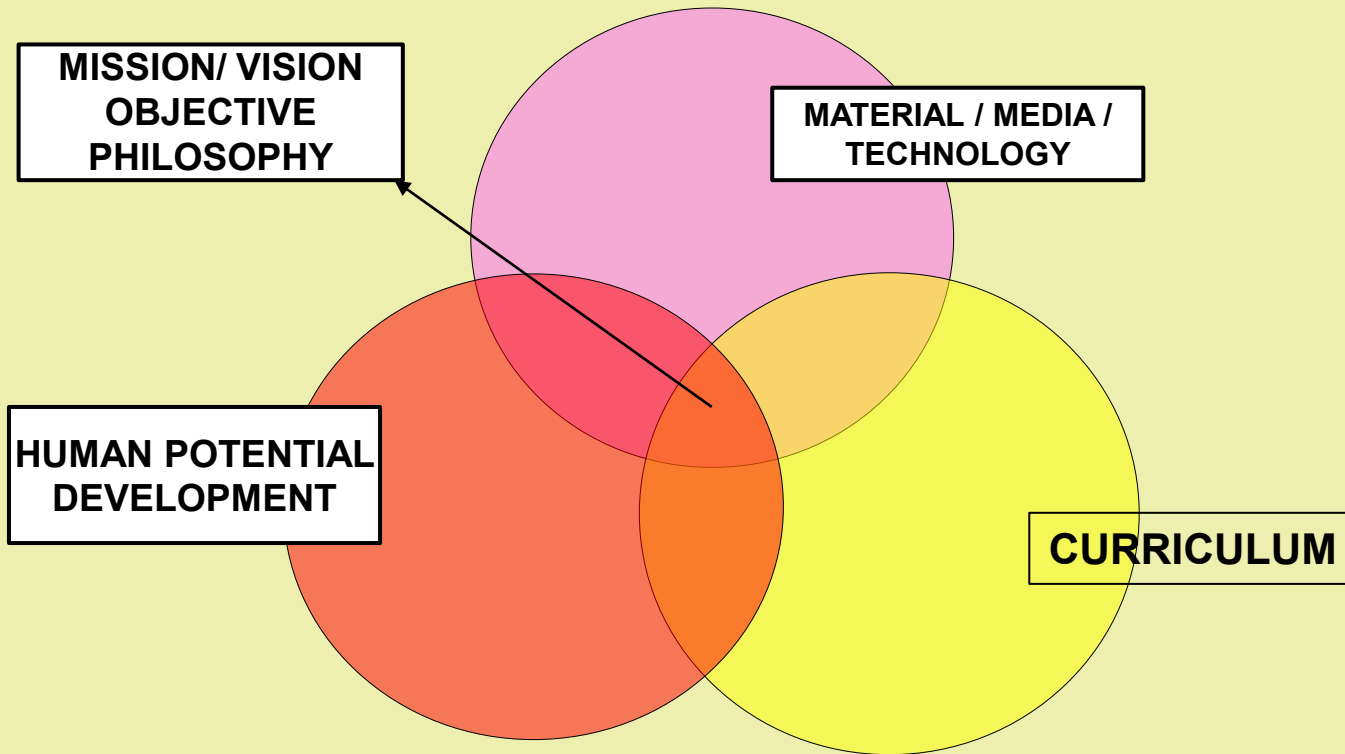


**FAMILY**

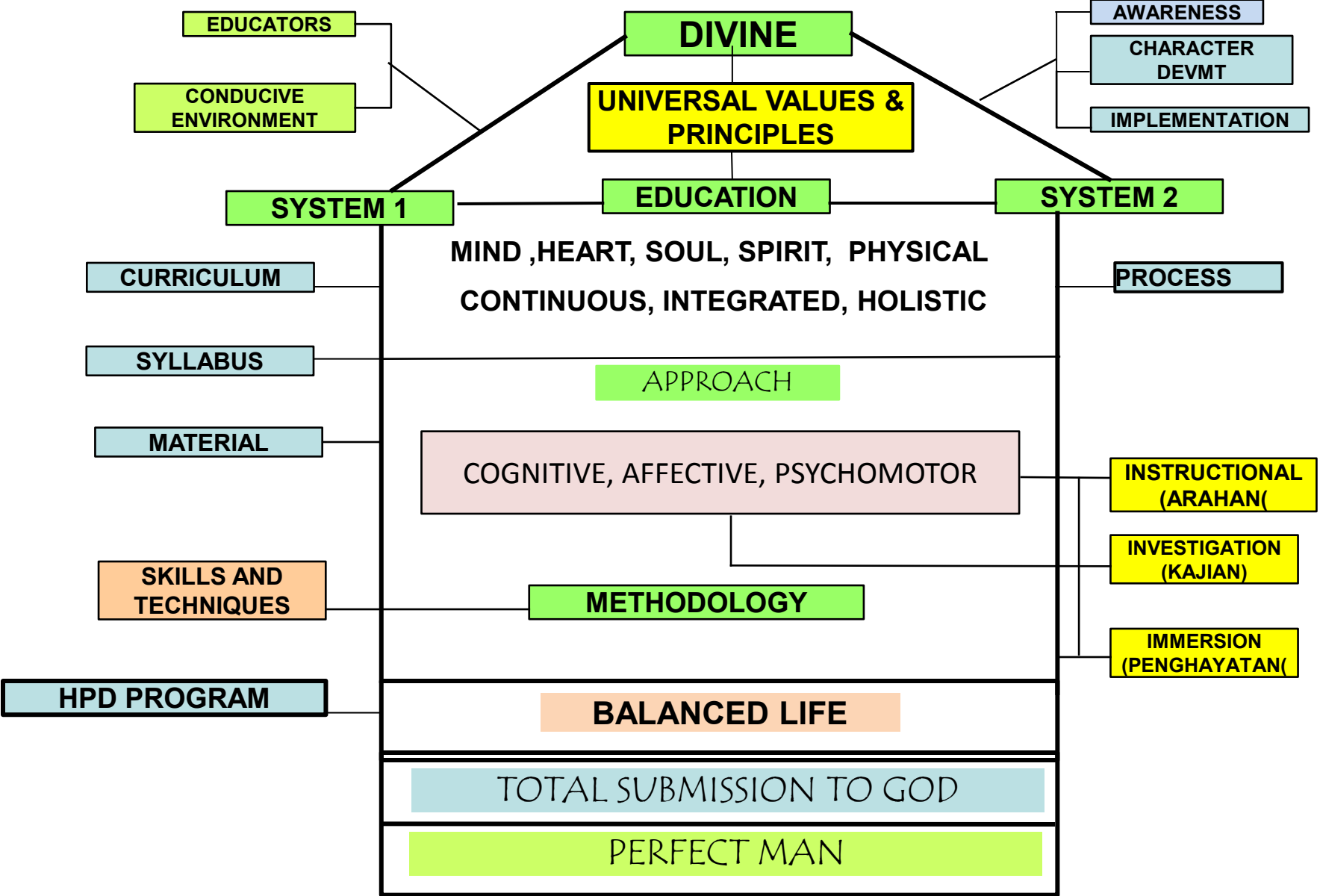


# INTEGRATED AND HOLISTIC EDUCATION SYSTEM FRAMEWORK

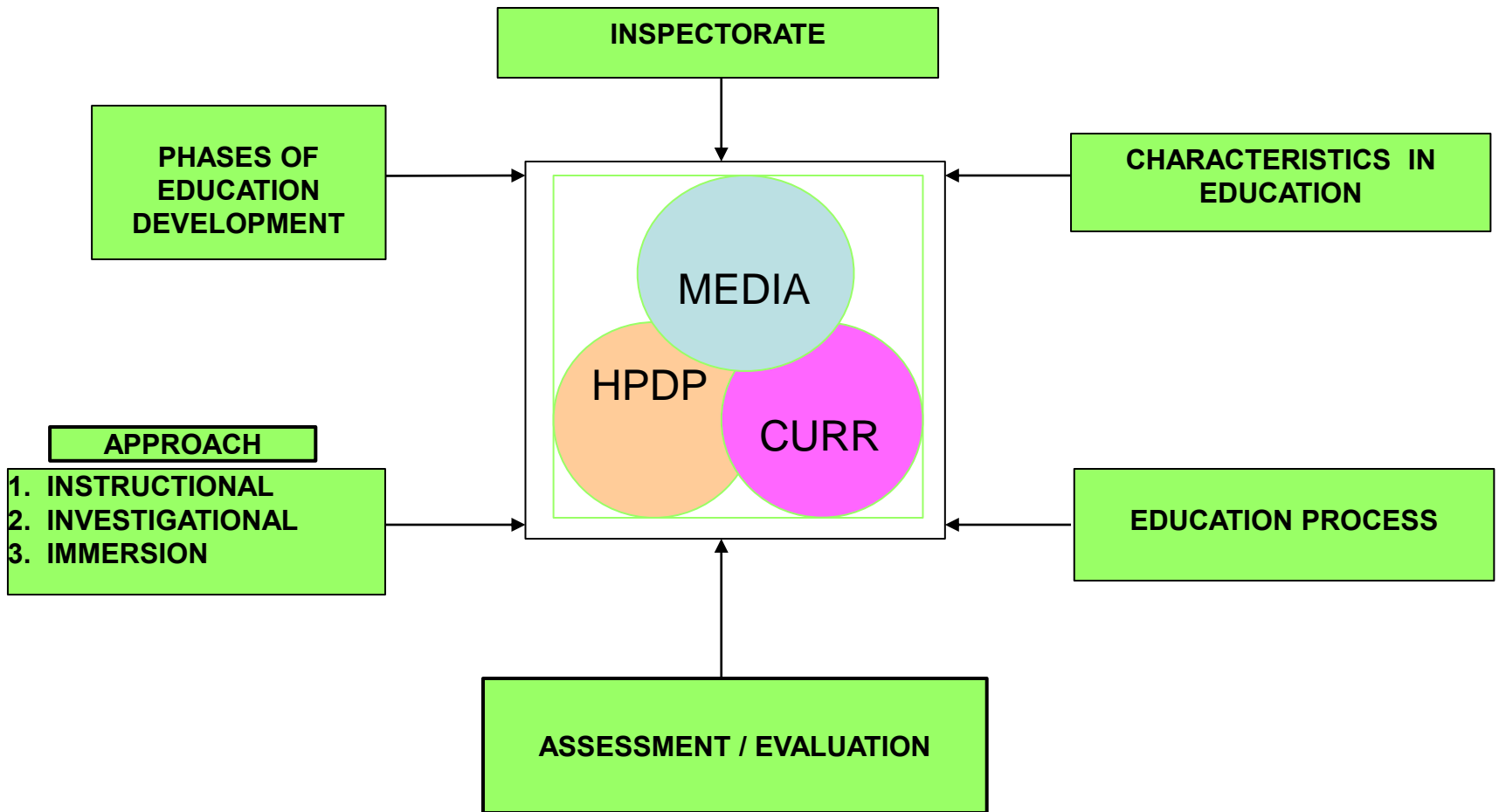
## UNIVERSAL PRINCIPLE



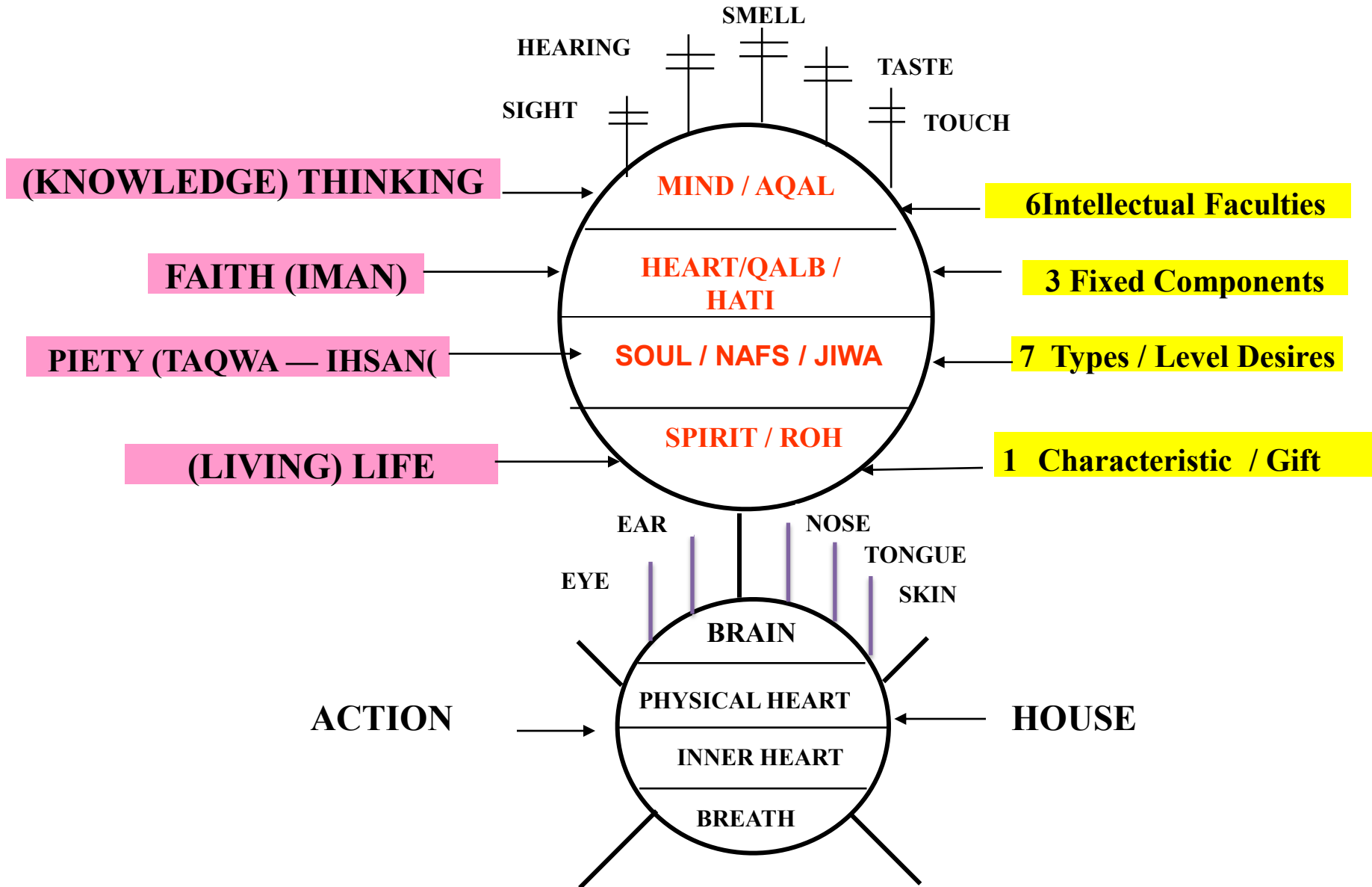
# INTEGRATED HOLISTIC EDUCATION SYSTEM MODEL



# COMPONENTS OF THE INTEGRATED AND HOLISTIC EDUCATION SYSTEM



# HUMAN PSYCHOLOGY

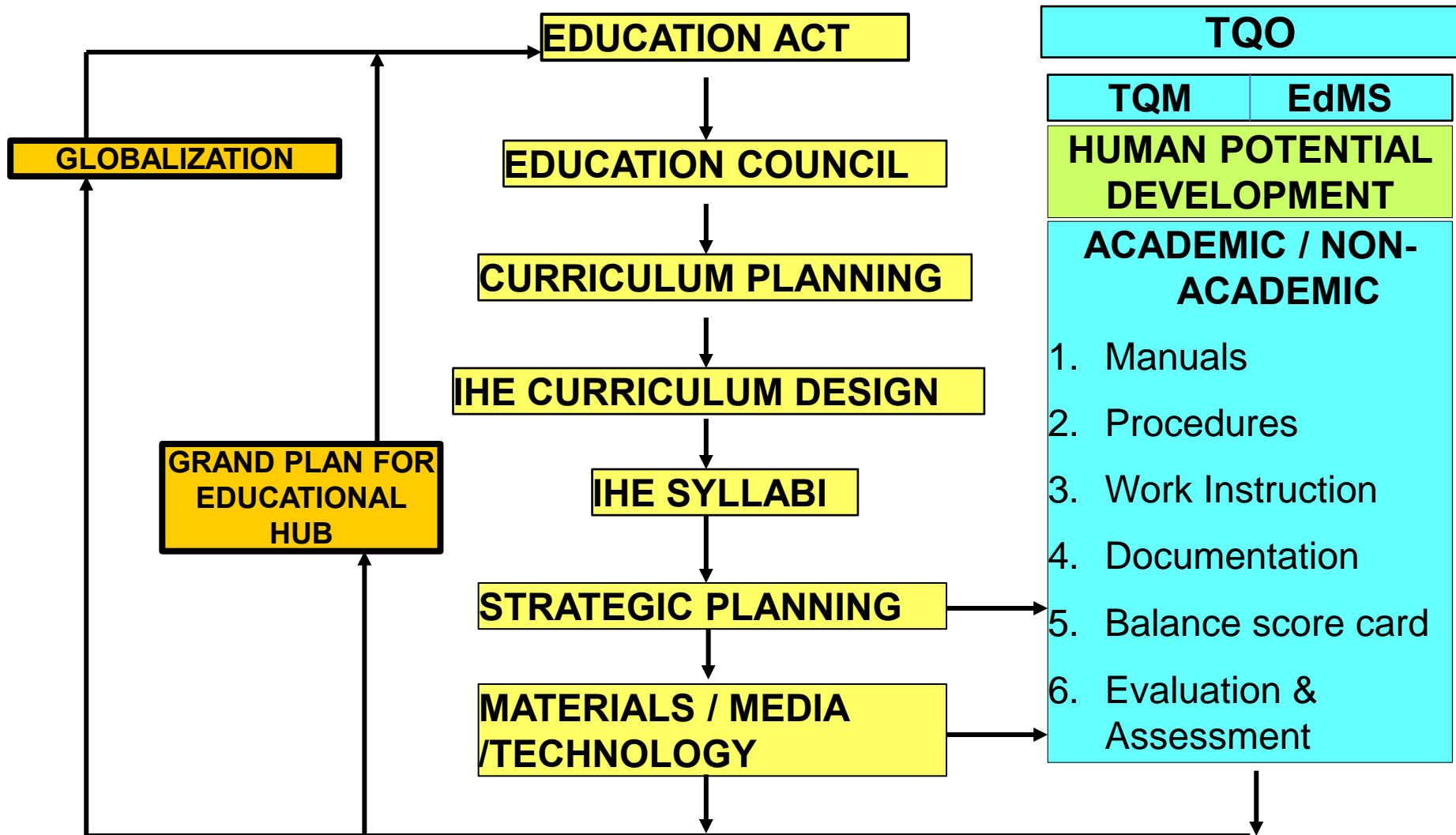




# HUMANISING EVALUATION AND ASSESSMENT

No	Student	Examination						Character						Achievement BAND
		Score	Exam	CFA	ADJ	Grade	Exam Band	COND.	H/W	D/W	Effort	Character Index	Character Band	
		100 %	80 %	20 %	100 %			+5	+4	+4	+3			
1	Student A	60	48	15	63	B	3	4	4	4	2	0.88	4	3
2	Student B	40	32	5	37	D	1	3	3	3	3	0.75	3	2
3	Student C	95	76	20	96	A+	4	2	2	2	2	0.50	2	2

# GOVERNING THE INTEGRATED HOLISTIC EDUCATION (IHE) SYSTEM

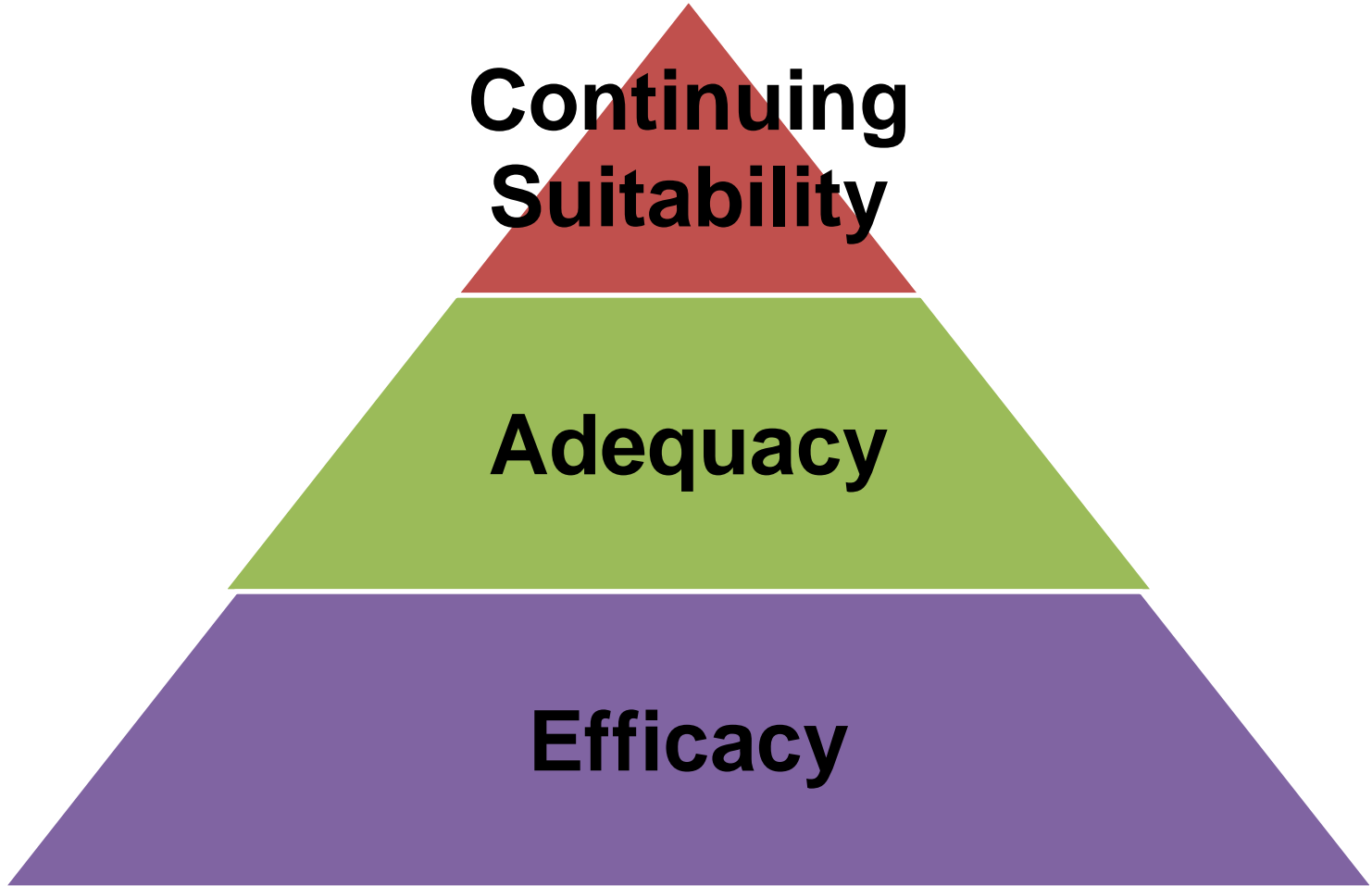


TQ Ed.MS

**Continuing  
Suitability**

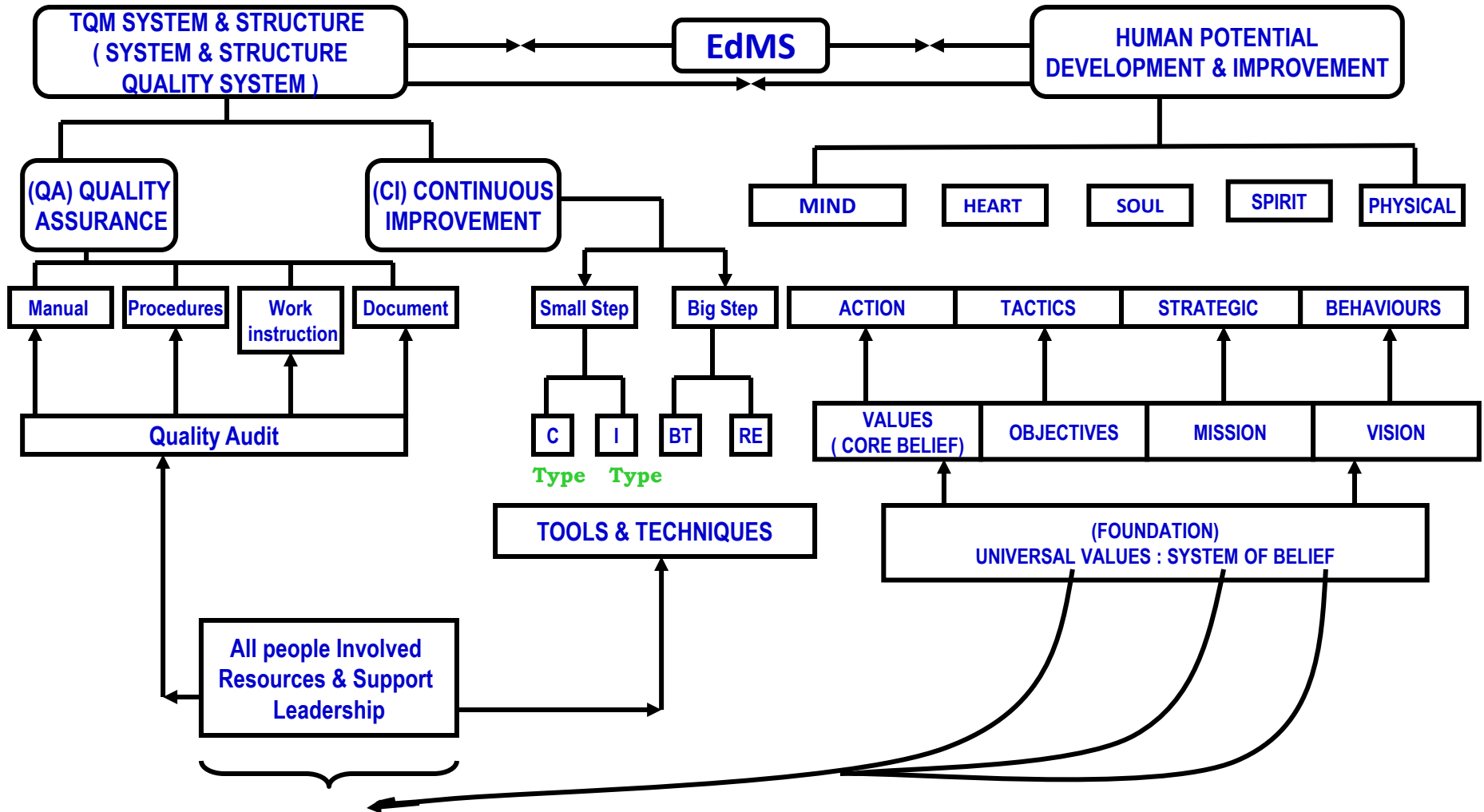
**Adequacy**

**Efficacy**



# TQO : IHES

**INTEGRATED HOLISTIC ORGANIZATIONAL DEVELOPMENT & IMPLEMENTATION SYSTEM  
( THROUGH TEACHING, COACHING, TRAINING , ADVISORY & CONSULTANCY PROCESS )  
- THE LEARNING ORGANIZATION -**







# PENYEDIAAN BAHAN PEMBELAJARAN MURID

Bahan pembelajaran Murid disediakan oleh murid sebelum kelas bagi tujuan memberi pendedahan dan pengenalan tentang topik yang akan dipelajari oleh anak didik , bukan untuk penguasaan atau penghayatan .

4 Bahan yang perlu disediakan oleh setiap pelajar :

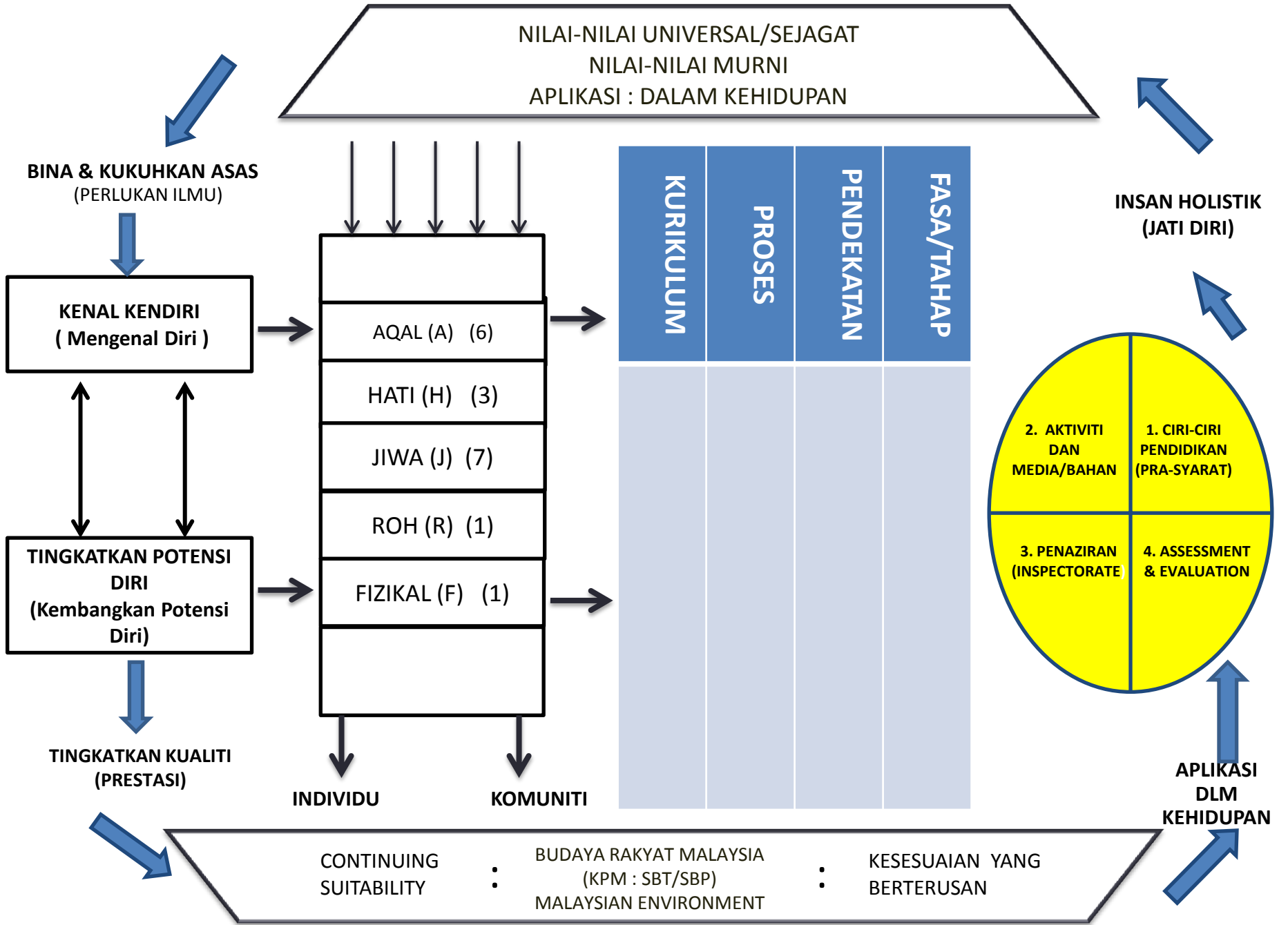
- 1. RINGKASAN TOPIK dalam bentuk Peta Rangka Minda**
- 2. KAD ISTILAH / DEFINITION CARD**
- 3. GAMBAR RAJAH BERLABEL**
- 4. SOALAN TAHUN TAHUN LEPAS**

# SPEKIFIKASI PEMBELAJARAN HARIAN (SPH)





# Model Pelaksanaan IHES



# **MEKANISMA DAN AKTIVITI PELAKSANAAN IHES**

## **PROGRAM PEMBANGUNAN POTENSI MANUSIA**

- 1. MEMAHAMI PROSES MEMBANGUNKAN DAN MEMPERKEMBANGKAN 23 JENIS POTENSI MANUSIA**
- 2. MEMAHAMI PROSES PERANCANGAN DAN PERLAKSANAAN “THE JOURNEY OF LIFE”**
  - a) SIAPAKAH AKU**
  - b) DARI MANA AKU DATANG**
  - c) KEMANAKAH AKU AKAN PERGI**
  - d) DIMANAKAH AKU SEKARANG**
  - e) APAKAH YANG AKU PERLUKAN UNTUK SAMPAI KESANA**
  - f) APAKAH YANG MENGHALANG AKU UNTUK SAMPAI KESANA**
  - g) APAKAH YANG AKAN TERJADI BILA AKU SAMPAI KESANA**

# **MEKANISMA DAN AKTIVITI PELAKSANAAN IHES**

## ***“ CRAFTMANSHIP “ DALAM BERFIKIR***

- 1. APA ITU BERFIKIR***
- 2. APA YANG ANDA FIKIRKAN***
- 3. BAGAIMANA BERFIKIR***
- 4. ALAT BERFIKIR***
- 5. APLIKASI BERFIKIR***
- 6. PRINSIP BERFIKIR***
- 7. PROSES BERFIKIR***

# **MEKANISMA DAN AKTIVITI PELAKSANAAN IHES**

***EFFICACY (Effectiveness, Strength, Force, Potency, Efficiency)  
LEARNING PROGRAM (ELP)***

- 1. CRAFTSMANSHIP IN LEARNING***
- 2. LEARNING STRATEGIES***
- 3. FRIDAY LEARNING FUN DAY***
- 4. COMPETENCY BASED LEARNING :  
REALISTIC MATHEMATICS  
REALISTIC SCIENCES  
REALISTIC LANGUAGES***
- 5. LEARNING COMMUNITY : COMMUNICATION, COGNITION,  
COOPERATION & COLLABORATION,***

# **MEKANISMA DAN AKTIVITI PELAKSANAAN IHES**

***PERLAKSANAAN AKTIVITI “PADI” YANG  
MERANGKUMI AKTIVITI BERIKUT :***

- 1. P : PROFILING***
- 2. A : ACHIEVEMENT***
- 3. D : DEVELOPMENT***
- 4. I : INVOLVEMENT***

# **MEKANISMA DAN AKTIVITI PELAKSANAAN IHES**

***SCORE FOR LIFE PROGRAMME REFERS TO :***

- 1. S: SELF DISCIPLINE***
- 2. C: CONCENTRATION***
- 3. O: OPTIMISM***
- 4. R: RELAXATION***
- 5. E: ENJOYMENT***

# USING ARTIFICIAL INTELLIGENCE (AI) FOR BETTER ASSESSMENT & MONITORING OUTCOME

**Hasni Mohammed**  
IHES Development

**Mohammad Ridzuan Abdul Aziz**  
RHT Compliance Solution

September 2014





# INTRODUCTION

- > RHT Analytics is a specialized unit within the RHT Group; focusing on big data and analytics.
- > Competencies tiered into four types of analytics: *Descriptive, Diagnostic, Predictive, Prescriptive*.
- > It uses artificial intelligence (AI) and fuzzy logic to develop scenarios and recommendations using both qualitative and quantitative data.
- > In-house expertise in formulating policies in e-government, education assessment, bursary matching, students performance tracking as well as level of compliance against any given standards and/or requirements such as the National Education Blueprint, National Education Policy, Rukun Negara, etc.

# THE NEED

- > Complexity of performing voluminous and multi-modular assessments – require smarter systems to manage horizontally and vertically various types of issues related to assessment and monitoring.
- > Not all details can be remembered and applied by human being; especially if it concern various scenarios, occurrence that is ever changing and at times, unique.
- > Need for an intelligent expert systems to support human expertise.
- > Major implications that come with unstructured assessment methodology and process - proactive approach required.
- > Using big data and analytics platform to produce the first Artificial Intelligent driven assessment scorecard.

# THE SOLUTION / BENEFITS

- > Capture base-line and various other different thresholds that could be customized quickly – for whatever types of assessment, level and complexity – to provide accurate diagnosis and predictive systems - on cloud platform.
- > Detailed assessment, with specific analysis on various permutation, whether qualitative, quantitative or combination of both aspects.
- > Driven by the same logic and process that any human expert uses to make assessment and recommendations.
- > Highlight the subject (e.g. students, teachers, etc.) strength, area of improvement, characteristics, habits and traits - against any objectives or standards such as the National Education Blueprint.
- > Accurate, consistent assessment automatically without disruption to the teachers, student current affairs - as it uses existing data for the assessments.

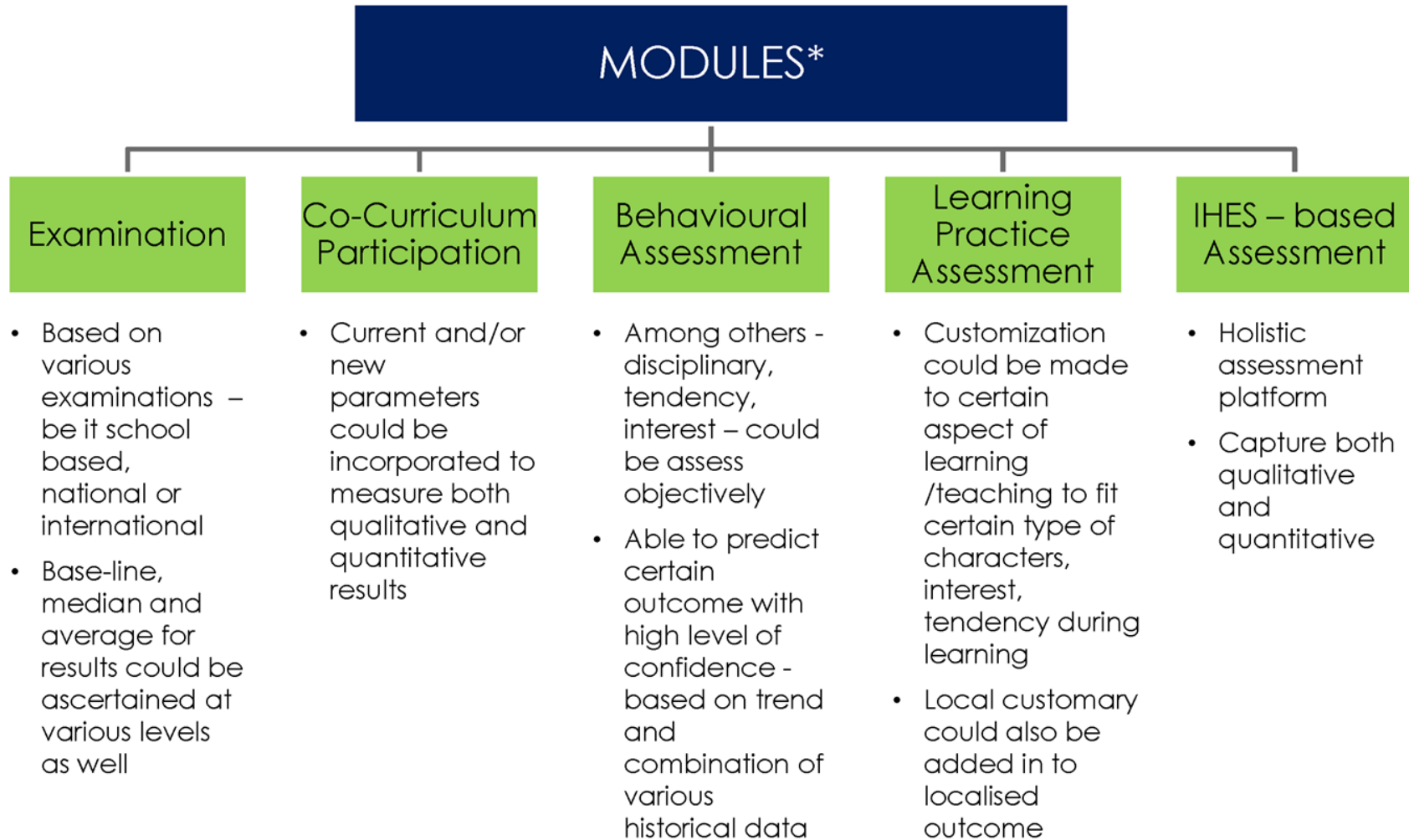
# HOW IT WORKS FOR YOU

The RV Scorecard's backend expert systems' advice is based on the same logic and process that the human expert uses to make assessments and recommendations. Since it is driven by underlying education advisory logic and expert knowledge, it will only ask necessary and relevant questions.

If it detects a potential for a special case or exception, the system will ask additional questions to gather the information needed to determine if it applies. The user input and system advice can be automatically saved in assessment where documentation of the decision may be needed. Should the school, state or even national education authority require actions such as generating a document or completing a form, the RV Compliance Scorecards are able to greatly simplify the process or do this automatically.

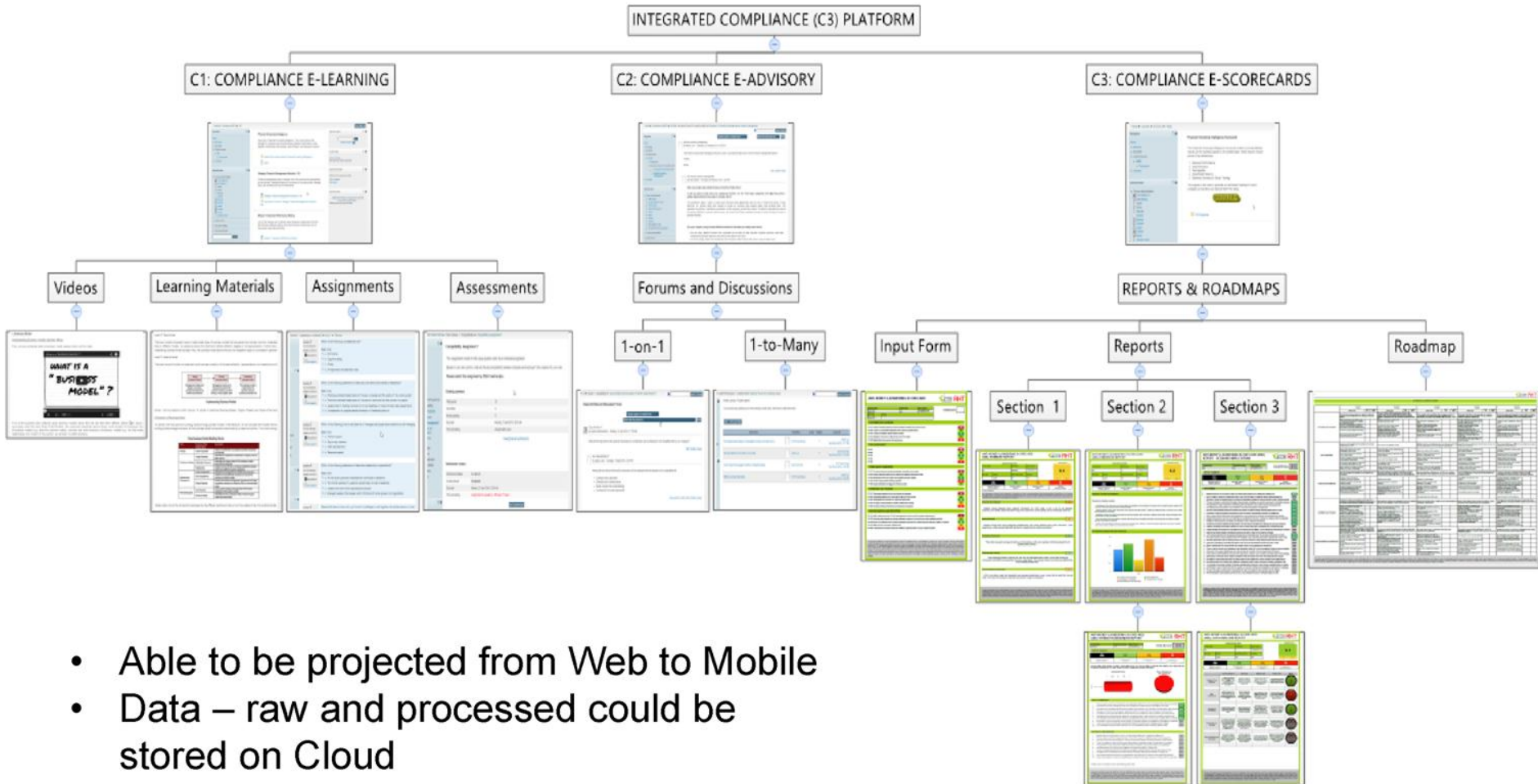
In addition to making it easy to follow the National Education Blueprint, the RV Compliance Scorecards can also be used to implement school, state or any specific policies. Fielded internally on an intranet, portal or mobile device these advisors can facilitate various types of assessment and monitoring against various benchmark or standards.

# SYSTEMS ARCHITECTURE FRAMEWORK



\*These modules are just example

# THE SYSTEM INTERFACE: THE C3 PLATFORM



- Able to be projected from Web to Mobile
- Data – raw and processed could be stored on Cloud

# SCREENSHOTS OF REPORTS

**ANTI-MONEY-LAUNDERING SCORECARD (AML) SUMMARY REPORT**

Overall Score: 6.1

This report provides a comprehensive overview of the organization's AML performance across various risk categories. The scorecard is color-coded to indicate the severity of findings, with red representing high risk and green representing low risk.

**ANTI-MONEY-LAUNDERING SCORECARD (AML) EMERGENCE REPORT**

Overall Score: 7.0

This report details the emergence of AML risks, including a bar chart showing the distribution of scores across different risk categories. The chart shows a mix of high, medium, and low risk areas.

**ANTI-MONEY-LAUNDERING SCORECARD (AML) STRENGTH-WEAKNESS REPORT**

This report identifies the organization's strengths and weaknesses in AML. It features two red circles, indicating areas of high concern or significant weakness that require immediate attention.

**ANTI-MONEY-LAUNDERING SCORECARD (AML) REPORT - SCENARIO IMPLICATIONS**

This section discusses the potential implications of various AML scenarios. It includes a list of scenarios and their corresponding risk ratings, providing a forward-looking view of the organization's AML resilience.

**ANTI-MONEY-LAUNDERING SCORECARD (AML) GAPS ANALYSIS REPORT**

Overall Score: 6.1

This report provides a detailed analysis of AML gaps. It includes a grid of risk indicators, each with a color-coded status (green, yellow, orange, red) and a corresponding risk level, highlighting specific areas for improvement.

This table is a detailed AML risk assessment matrix. It is organized into columns for different risk categories and rows for specific risk factors. Each cell contains a description of the risk and its associated score. The table is color-coded to show the overall risk profile, with red indicating high risk and green indicating low risk.

# WHY RHT-VSC COMPLIANCE SCORECARD

- > Based on the result of over 20 years' of IHES development and practical knowledge.
- > Worked with government agencies and large entities in building such dynamic framework and solutions.
- > Partnership comes with proven track record of developing and applying expert systems: for government agencies, financial institutions, credit bureaus, large corporations and MNCs.
- > Work through partnerships by collectively building assessment knowledge automation expert systems.



# Biodata

# IHESystem



- 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)



# Biodata

# IHE System



- 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

## Biodata

# IHE System



- 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

## Biodata

# IHE System



- 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 Aqarium 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

# IHE System



- 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 Practice for Malaysia at the age of 21 from Malaysian Bar Association.
- Completed International Chartered Secretaries and Administrators at age 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

## Biodata

# IHE System



- 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 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

# IHE System

- 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 (

## Biodata

# IHE System



- 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 (



# Biodata

# IHE System



- 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 (

## Biodata

# IHE System



- 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 Intitute for Arabic Language at 20 years old .
- Will be pursuing Bachelor's Degree (Hons) in International Business at SEGi College on 25<sup>th</sup> 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 (

## Biodata

# IHE System



- 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

# IHE System



- 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 (

# IHE System

## Biodata



- 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

## Biodata

# IHE System



- 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 Zeland .
- 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 (

## Biodata

# IHE System



- 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 (

## Biodata

# IHE System



- 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 (



[hasni.mohammed26@gmail.com](mailto:hasni.mohammed26@gmail.com)

Tel Ofc : 03-42525810

Fax No : 03-42535810

Pn Mariam :013-3949488

website : [www.adni.edu.my](http://www.adni.edu.my)

email : siadni@tm.net.my