

APPENDIX A

School administrator

Direction : Please mark / in the O consistent with your perception.

- | | |
|------------------|--|
| 1. Sex | <input type="radio"/> OOO
<input type="radio"/> O Male <input type="radio"/> O Female |
| 2. Age | <input type="radio"/> O less than 20
<input type="radio"/> O 21 –30
<input type="radio"/> O 31 –40
<input type="radio"/> O 41 –50
<input type="radio"/> O 51 –60
<input type="radio"/> O more than 60 |
| 3. Position | <input type="radio"/> O school principal
<input type="radio"/> O school manager |
| 4. School | |
| 5. Degree | <input type="radio"/> O M. 6
<input type="radio"/> O Diploma
<input type="radio"/> O Bachelor
<input type="radio"/> O Advance diploma
<input type="radio"/> O Master degree
<input type="radio"/> O Doctoral degree |
| 6. Majoring in | <input type="radio"/> O Educational Administration
<input type="radio"/> O Political Sciences
<input type="radio"/> O Social Studies
<input type="radio"/> O Laws
<input type="radio"/> O Others please indicate..... |
| 7. Gradated from | <input type="radio"/> O university in Thailand
<input type="radio"/> O foreign university |

8. Attitudes towards the Curriculum of Religious Studies.

8.1 Which curriculum that is implementing in your school?

☐ Curriculum of Religious Studies 2523/

☐ Integrated Curriculum 2535/

☐ Curriculum of Religious Studies 2540/

☐ Others please indicate.....

9. Attitudes towards the Curriculum of Under Secondary Education 2521/1978 (amendment 2533/1990)

9.1 Attitudes towards curriculum goals. (Curriculum of Under Secondary Education 2521/1990)

9.1.1 Goals are clear.

☐ highly agrees ☐ moderately agrees ☐ disagrees

9.1.2 Goals are consistent with local needs.

☐ highly agrees ☐ moderately agrees ☐ disagrees

9.2 Attitudes towards curriculum contents.

9.2.1 Curriculum contents are consistent with student needs.

☐ highly agrees ☐ moderately agrees ☐ disagrees

9.2.2 Curriculum contents are consistent with local needs.

☐ highly agrees ☐ moderately agrees ☐ disagrees

9.3 Attitudes towards curriculum structure.

9.3.1 Curriculum structure is consistent with curriculum goals.

☐ highly agrees ☐ moderately agrees ☐ disagrees

9.3.2 Curriculum structure is consistent with student needs.

☐ highly agrees ☐ moderately agrees ☐ disagrees

9.3.3 Curriculum structure is consistent with local needs.

☐ highly agrees ☐ moderately agrees ☐ disagrees

10. Attitudes towards the Curriculum of Upper Secondary Education 2524/1981 (amendment 2533/1990)

10.1 Curriculum goals

10.1.1 Goals are clear.

☐ highly agrees ☐ moderately agrees ☐ disagrees

10.1.2 Goals are consistent with local needs.

☐ highly agrees ☐ moderately agrees ☐ disagrees

10.2 Attitudes towards curriculum contents.

10.2.1 Curriculum contents are consistent with student needs.

☐ highly agrees ☐ moderately agrees ☐ disagrees

10.2.2 Curriculum contents are consistent with local needs.

☐ highly agrees ☐ moderately agrees ☐ disagrees

10.3 Attitudes towards curriculum structure.

10.3.1 Curriculum structure is consistent with curriculum goals.

- ☐ highly agrees ☐ moderately agrees ☐ disagrees
 10.3.2 Curriculum structure is consistent with student needs.
☐ highly agrees ☐ moderately agrees ☐ disagrees
 10.3.3 Curriculum structure is consistent with local needs.
☐ highly agrees ☐ moderately agrees ☐ disagrees

10.4 Attitudes towards curriculum in accordance with National education Act 1999

Grade 7 -9

- 10.4.1 Curriculum for basic education should be
☐ integrated curriculum
☐ separate curriculum
 10.4.2 If your school does not want to use the integrated curriculum
 Should you incorporate religious subjects in the curriculum of
 academic studies?
☐ Yes
☐ No

Grade 10-12

- 10.4.3 Curriculum for basic education should be
☐ integrated curriculum
☐ separate curriculum
 10.4.4 If your school does not want to use the integrated curriculum
 Should you incorporate religious subjects in the curriculum of
 academic studies?
☐ Yes
☐ No

10.5. If your school wants to implement the integrated curriculum what portions of religious and academic subjects should be?

- ☐ Religious 30 % academic 70 %
☐ Religious 40 % academic 60 %
☐ Religious 50 % academic 50 %
☐ Religious 60 % academic 40 %
☐ Religious 70 % academic 30 %
☐ Others please indicate religious academic.....

10.6 If you want to incorporate the religious subjects in the curriculum of academic studies what subjects do you want?

- 1
 2
 3
 4
 5
 6

10.7 What of the following programs that should be offered to your student?
(you Can mark / more that one).

- ☐ Science – Mathematics
- ☐ English – Mathematics
- ☐ English – Social Science
- ☐ English -Islamic Studies
- ☐ Arabic - Islamic Studies
- ☐ Others please indicate.....

10.8 When should the educational track begin?

- ☐ M.1
- ☐ M.2
- ☐ M.3
- ☐ M.4
- ☐ M.5
- ☐ M.6

10.9 How many subject areas should be?

- ☐ 5 subject areas
- ☐ 6 subject areas
- ☐ 7 subject areas
- ☐ 8 subject areas
- ☐ More than 8 subject areas

Items	5	4	3	2	1	officer
<p>Curriculum Goals of new curriculum:</p> <ol style="list-style-type: none"> 1. goals are flexible but clear. 2. goals are consistent with local needs. 3. goals are consistent t with student needs. 4. goals are consistent with student capacities. 5. goals are consistent with the teaching of Islam. <p>Benchmarks of curriculum standards:</p> <ol style="list-style-type: none"> 1. Possessing long vision. 2. Creative perception 3. Good imagination 4. Intelligent development 5. Self reliance 6. Moral and ethical character in daily life 7. Self confidence 8. Knowing how to learn 9. Esthetic 10. Steady emotion 11. Able to practice in accordance with Islamic teaching 12. Responsible 13. Self concept 14. Carefulness 15. Having good character 16. Having interpersonal relation 17. Patience 18. Ready to develop their community 19. Proud of own locality 20. Emotional well being 21. Ready to follow the social norm 22. Possessing the leadership characters 23. Skillful in team work 24. Mastery of skills in communication 25. Mastery of skills in working 26. Mastery in management 						

APPENDIX B

Academic teacher

Part one

Direction: Please mark / in the O consistent with your perception.

- | | |
|---------------------|--|
| 1. Sex | <input type="radio"/> O O
<input type="radio"/> O Male <input type="radio"/> O Female |
| 2. Age | <input type="radio"/> O less than 20
<input type="radio"/> O 21 –30
<input type="radio"/> O 31 –40
<input type="radio"/> O 41 –50
<input type="radio"/> O 51 –60
<input type="radio"/> O more than 60 |
| 3. School | |
| 4. Duration of work | <input type="radio"/> O less than 2 years
<input type="radio"/> O 2 –3 years
<input type="radio"/> O 4 –5
<input type="radio"/> O 6 – 7
<input type="radio"/> O 8 –9
<input type="radio"/> O more than 10 years |
| 5. Degree | <input type="radio"/> O M. 6
<input type="radio"/> O Diploma
<input type="radio"/> O Bachelor
<input type="radio"/> O Advance diploma
<input type="radio"/> O Master degree
<input type="radio"/> O Doctoral degree |
| 6. Majoring in | <input type="radio"/> O educational administration
<input type="radio"/> O Political sciences
<input type="radio"/> O Social studies
<input type="radio"/> O Laws
<input type="radio"/> O Others please indicate..... |
| 7. Gradated from | <input type="radio"/> O university in Thailand
<input type="radio"/> O foreign university |

8. What should your students do after completing their M 3?
☐ Further their studies at M.4. ☐ Further their studies in the vocational field.
☐ Go to work. ☐ Others please indicate.....
9. What should your students do after completing their M 6?
☐ Further their studies in the academic field. ☐ Vocational field .
☐ Go to work. ☐ Others please indicate
10. What should your students do after completing both M.6 and 3 *Thanawi*?
☐ Further their studies in the academic field. ☐ in the religious field.
☐ Go to work. ☐ Others
11. When should educational track begin?
☐ M.1 ☐ M.2 ☐ M.3 ☐ M.4 ☐ M.5 ☐ M.6
12. How many subject areas should be?
☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ More than 8 subject areas
13. What programs that should be offered to your students? You can mark / more than one.
☐ Science – Mathematics ☐ English – Mathematics
☐ English – Social Science ☐ English -Islamic Studies
☐ Arabic - Islamic Studies ☐ Others please indicate.....
14. What kind of religious subjects do you want to incorporate in the national curriculum?
 1..... 2..... 3.....
 4..... 5..... 6.....
 7..... 8..... 9.....
 10..... 11..... 12.....
15. What are the proper portions of religious and academic subjects?
Grade 7 –9
☐ 25:75 ☐ 30:70 ☐ 50:50 ☐ 60:40
Grade 10-12
☐ 25:75 ☐ 30:70 ☐ 50:50 ☐ 60:40
16. According to the above portions what kinds of religious subjects should be?
☐ all compulsory ☐ all elective ☐ some are compulsory some are elective
17. What kind of religious subject areas' status should be?
☐ Penetrated in other subject areas suggested by the national curriculum.

☐ Separate subject areas

☐ Some are penetrated in the subject areas of Society Religion and Culture, while others are separate subject areas.

Part three

1. Ranking scale

Direction: Read the major topic carefully and decide which of these you consider the most important and you prefer most. Write " 1 " in the box in front of the topic that is the most important , " 2 " in front of topic that is second highest in importance, and so on. The highest number is the least important.

2.1 Subject area

- _____ Self Development
- _____ Arts
- _____ Society Religion and Culture
- _____ Thai Language
- _____ Mathematics
- _____ Science
- _____ Vocation and Technology
- _____ Foreign Languages

2.2 Vocation

- _____ Carpenter
- _____ Computer
- _____ Accounting
- _____ Sewing
- _____ Home Economic
- _____ Engine Mechanic
- _____ Agriculture
- _____ Others

1.2.1 How should students study the above subjects?

- ☐ study only one subject very deeply
- ☐ study only few subjects deeply
- ☐ study several subjects roughly

1.3 Current social problems needed to be solved through education organized in Islamic private school.

- _____ Drug Addiction
- _____ Sexual Acts of Unmarried Students
- _____ Gambling
- _____ Imitation of Unislamic Culture

APPENDIX C

Religious teacher

Part one

Direction: Please mark / in the O consistent with your perception.

- | | |
|---------------------|---|
| 1. Sex | OOO
O Male O Female |
| 2. Age | O less than 20
O 21 –30
O 31 –40
O 41 –50
O 51 –60
O more than 60 |
| 3. School | |
| 4. Duration of work | O less than 2 years
O 2 –3 years
O 4 –5
O 6 – 7
O 8 –9
O more than 10 years |
| 5. Degree | O M. 6
O Diploma
O Bachelor
O Advance diploma
O Master degree
O Doctoral degree |
| 6. Majoring in | O educational administration
O Political sciences
O Social studies
O Laws
O Others please indicate..... |
| 7. Gradated from | O university in Thailand
O foreign university |

8. What should your students do after completing their M 3?
☐ Further their studies at M.4 ☐ Further their studies in the vocational field
☐ Go to work ☐ Others please indicate.....
9. What should your students do after completing their M 6?
☐ Further their studies in the academic field ☐ Vocational field
☐ Go to work ☐ Others
10. What should your students do after completing both M.6 and 3 *Thanawi*?
☐ Further their studies in the academic field ☐ in the religious field
☐ Go to work ☐ Others
11. When should educational track begin?
☐ M.1 ☐ M.2 ☐ M.3 ☐ M.4 ☐ M.5 ☐ M.6
12. How many subject areas should be?
☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ More than 8 subject areas
13. What programs that should be offered to your students? You can mark / more than one.
☐ Science – Mathematics ☐ English – Mathematics
☐ English – Social Science ☐ English -Islamic Studies
☐ Arabic - Islamic Studies ☐ Others please indicate.....
14. What kind of religious subjects do you want to incorporate in the national curriculum?
 1..... 2..... 3.....
 4..... 5..... 6.....
 7..... 8..... 9.....
15. What are the proper portions of religious and academic subjects?
Grade 7 –9
☐ 25:75 ☐ 30:70 ☐ 50:50 ☐ 60:40
Grade 10-12
☐ 25:75 ☐ 30:70 ☐ 50:50 ☐ 60:40
16. According to the above portions what kinds of religious subjects should be?
☐ all compulsory ☐ all elective ☐ some are compulsory some are elective
17. What kind of religious subject areas' status should be?
☐ Penetrated in other subject areas suggested by the national curriculum.
☐ Separate subject areas
☐ Some are penetrated in the subject areas of Society Religion and Culture, while others are separate subject areas.

Part three

1. Ranking scale

Direction: Read the major topic carefully and decide which of these you consider the most important and you prefer most. Write " 1 " in the box in front of the topic that is the most important , " 2 " in front of topic that is second highest in importance, and so on. The highest number is the least important.

1.1 Subject area

- _____ Self Development
- _____ Arts
- _____ Society Religion and Culture
- _____ Thai Language
- _____ Mathematics
- _____ Science
- _____ Vocation and Technology
- _____ Foreign Languages

1.2 Vocational Education

- _____ Carpenter
- _____ Computer
- _____ Accounting
- _____ Sewing
- _____ Home Economic
- _____ Engine Mechanic
- _____ Agriculture
- _____ Others

1.2.1 How should students study the above subjects?

- ☐ study only one subject very deeply
- ☐ study only few subjects deeply
- ☐ study several subjects roughly

1.3 Current social problems needed to be solved through education organized in Islamic private school

- _____ Drug Addiction.
- _____ Sexual Acts of Unmarried Students.
- _____ Gambling.
- _____ Imitation of Unislamic Culture.

APPENDIX D

Standards proposed to subject specialists

1. The Qur'anic subject area should aim to achieve the following standards:
 - 1.1 Skillful in reciting the Holy Qur'an.
 - 1.2 Be able to memorize the Qur'anic verses.
 - 1.3 Be able to apply verses in performing daily *Ibada* (daily obligations).
 - 1.4 Know reasons of their revelation.
 - 1.5 Holding the Qur'an as guidelines for the way of life.
2. The Prophet Tradition subject area should aim to achieve the following standards:
 - 2.1 Know the prophetic traditions and love to practice accordingly.
 - 2.2 Be able to memorize some *Hadiths*.
 - 2.3 Be able to analyze the meaning of *Hadith*.
 - 2.4 Holding the *Hadith* as guidelines for the way of life.
3. The *Tauhid* subject area should aim to achieve the following standards:
 - 3.1 Understand and faith in the pure *Aqida*.
 - 3.2 Be able to analyze the causes which erode belief.
 - 3.3 Understand and be able to explain the practice of Shirk.
 - 3.4 Be aware of the importance of *Aqida* and practice accordingly.
4. The Islamic Jurisprudence subject area should aim to achieve the following standards:
 - 4.1 Know the background of Islamic Jurisprudence.
 - 4.2 Understand Islamic Jurisprudence and use it in *Ibada* properly and correctly.
 - 4.3 Be able to practice in accordance with Islamic Jurisprudence in daily life.
 - 4.4 Know the schools of Islamic Jurisprudence.
 - 4.6 Be aware of the importance of Islamic Jurisprudence.
5. The Islamic History subject area should aim to achieve the following standards:
 - 5.1 Understand the history of the Arabs before Islam and the history of Islam.
 - 5.2 Understand the principles of Islamic Da'wah and the reasons of the expansion of Muslim empire.
 - 5.3 Be able to analyze and criticize the history and apply it in daily life.
6. The *Akhlaq* subject area should aim to achieve the following standards:
 - 6.1 Understand Islamic ethics and apply them in daily life till they become part of daily life.
 - 6.2 Apply the knowledge of Islamic ethics in solving current problems being faced by the community.

6.3 Be aware of the importance of **Islamic ethics**.

7. The Arabic subject area should aim to achieve the following standards:

- 7.1 Use the process of reading to inculcate knowledge and develop the learners' intelligence for their daily lives and instill the habit of loving to read.
- 7.2 Use the process of writing to write compositions, stories, and reports effectively.
- 7.3 Understand the nature of Arabic Language.
- 7.4 Able to use Arabic language in seeking Islamic knowledge and other disciplines.

8. The Malay Language subject should aim to achieve the following standards:

- 8.1 Use the process of reading to inculcate knowledge and develop the learners' intelligence for their daily lives and instill the habit of loving to read.
- 8.2 Use the process of writing to write compositions, stories, and reports effectively.
- 8.3 Understand the nature of Malay Language.
- 8.4 Able to use Malay language in seeking Islamic knowledge and other disciplines.

APPENDIX E

Round two

Items	Median	Mode	D	Q 3	Q 1	interquartile range
1.1	3	4	1	4	2	2
1.2	5	5	0	5	4	1
1.3	3	3	0	4	2	2
2.1	4	4	0	4	3	1
2.2	5	5	0	5	4	1
3.1	4	4	0	5	4	1
3.2	5	5	0	5	4	1
3.3	5	5	0	5	5	0
4.	5	5	0	5	4	1
5.	5	5	0	5	4	1
6.1	5	5	0	5	5	0
6.2	5	5	0	5	5	0
6.3	5	5	0	5	5	0
6.4	5	5	0	5	5	0
6.5	4	4	0	5	4	1
6.6	4	5	1	5	4	1
6.7	5	5	0	5	4	1
6.8	5	5	0	5	5	0
7.	5	5	0	5	5	0
8.1	5	5	0	5	5	0
8.2	4	5	1	5	4	1
8.3	5	5	0	5	4.75	0.25
8.4	5	5	0	5	4	1
8.5	4	5	1	5	4	1
8.6	5	5	0	5	5	0
8.7	5	5	0	5	4	1
9.1	5	5	0	5	4	1
9.2	5	5	0	5	4	1
9.3	4	3	1	5	3	2
9.4	4	5	1	5	4	1
9.5	5	5	0	5	5	0
9.6	5	5	0	5	4	1
9.7	5	5	0	5	4	1
9.8	4	5	1	5	4	1
10.1	5	5	0	5	5	0
10.2	5	5	0	5	4	1
10.3	5	5	0	5	4	1

10.4	5	5	0	5	4	1
10.5	5	5	0	5	4	1
11.1	5	5	0	5	4	1
11.2	5	5	0	5	4	1
11.3	5	5	0	5	4	1
11.4	4	4	0	5	4	1
11.5	4	4	0	5	3	2
11.6	4	5	1	5	4	1
12.1	5	5	0	5	4	1
12.2	5	5	0	5	4	1
12.3	5	5	0	5	4	1
12.4	5	5	0	5	3	2
12.5	4	5	1	5	4	1
13.1	5	5	0	5	5	0
13.2	5	5	0	5	4	1
13.3	5	5	0	5	4	1
14.1	5	5	0	5	4	1
14.2	5	5	0	5	3	2
14.3	4	5	1	5	3	2
14.4	4	4	0	5	3	2
14.5	5	5	0	5	4	1
14.6	4	5	1	5	4	1
15.1	5	5	0	5	4	1
15.2	4	5	1	5	4	1
15.3	4	4	0	5	3	2
15.4	5	5	0	5	4	1
15.5	5	5	0	5	4	1
15.6	5	5	0	5	4	1
16.1	4	4	0	5	4	1
16.2	5	5	0	5	5	0
16.3	5	5	0	5	4	1
16.4	5	5	0	5	4	1
16.5	4	4	0	5	4	1
16.6	4	5	1	5	4	1
16.7	4	5	1	5	4	1
16.8	5	5	0	5	4	1
17.1	5	5	0	5	4	1
17.2	5	5	0	5	5	0
17.3.1	4	5	1	5	4	1
17.3.2	4	5	1	5	2	3
17.3.3	5	5	0	5	4	1
17.3.4	5	5	0	5	4	1
17.4.1	5	5	0	5	5	0
17.4.2	5	5	0	5	5	0

17.4.3	5	5	0	5	4	1
17.5	5	5	0	5	5	0
17.6.1	5	5	0	5	4	1
17.6.2	5	5	0	5	4	1
17.6.3	5	5	0	5	4	1
17.6.4	5	5	0	5	4	1
18.	5	5	0	5	5	0
19.1.1	5	5	0	5	5	0
19.1.2	5	5	0	5	4	1
19.1.3	5	5	0	5	4	1
19.1.4	5	5	0	5	4	1
19.1.5	5	5	0	5	4	1
19.2.1	5	5	0	5	5	0
19.2.2	5	5	0	5	5	0
19.2.3	4	5	1	5	4	1
19.2.4	5	5	0	5	5	0
19.2.5	5	5	0	5	4	1
19.2.6	5	5	0	5	5	0
19.2.7	5	5	0	5	4	1
19.2.8	5	5	0	5	5	0
19.2.9	5	5	0	5	5	0
19.2.10	5	5	0	5	4	1
19.2.11	5	5	0	5	4	1
19.2.12	5	5	0	5	5	0
19.2.13	5	5	0	5	5	0
19.2.14	5	5	0	5	4	1
19.2.15	5	5	0	5	5	0
19.2.16	5	5	0	5	5	0
19.2.17	5	5	0	5	5	0
19.2.18	5	5	0	5	4	1
19.2.19	4	4	0	5	4	1
19.2.20	5	5	0	5	4	1
19.2.21	5	5	0	5	4	1
19.2.22	5	5	0	5	5	0
19.2.23	5	5	0	5	4	1
19.2.24	5	5	0	5	4	1

APPENDIX F

Items	Median	Mode	D	Third round		
				Q 3	Q 1	interquartile range
1.1	3	3	1	4	2	2
1.2	5	5	0	5	4	1
1.3	3	3	0	4	2	2
2.1	5	5	0	5	4	1
2.2	5	5	0	5	4	1
3.1	4	4	0	5	4	1
3.2	5	5	0	5	4	1
3.3	5	5	0	5	5	0
4.	5	5	0	5	4	1
5.	5	5	0	5	4	1
6.1	5	5	0	5	5	0
6.2	5	5	0	5	5	0
6.3	5	5	0	5	5	0
6.4	5	5	0	5	5	0
6.5	4	4	0	5	4	1
6.6	4	4	1	5	4	1
6.7	5	5	0	5	4	1
6.8	5	5	0	5	5	0
7.	5	5	0	5	5	0
8.1	5	5	0	5	5	0
8.2	4	5	1	5	4	1
8.3	5	5	0	5	5	0
8.4	5	5	0	5	4	1
8.5	5	5	0	5	4	1
8.6	5	5	0	5	5	0
8.7	5	5	0	5	4	1
9.1	5	5	0	5	5	0
9.2	4	4	0	5	4	1
9.3	4	4	0	5	3	2
9.4	5	5	0	5	4	1
9.5	5	5	0	5	5	0
9.6	5	5	0	5	4	1
9.7	5	5	0	5	5	0
9.8	4	5	1	5	4	1
10.1	5	5	0	5	5	0
10.2	5	5	0	5	4	1
10.3	5	5	0	5	4	1
10.4	5	5	0	5	4	1
10.5	5	5	0	5	4	1

11.1	5	5	0	5	4	1
11.2	5	5	0	5	4	1
11.3	5	5	0	5	4	1
11.4	4	4	0	5	4	1
11.5	4	4	0	5	3	2
11.6	5	5	0	5	4	1
12.1	5	5	0	5	4	1
12.2	5	5	0	5	4	1
12.3	5	5	0	5	4	1
12.4	5	5	0	5	4	1
12.5	4	5	1	5	4	1
13.1	5	5	0	5	5	0
13.2	5	5	0	5	4	1
13.3	5	5	0	5	4	1
14.1	5	5	0	5	4	1
14.2	5	5	0	5	4	1
14.3	4	4	0	5	4	1
14.4	4	4	0	5	4	1
14.5	5	5	0	5	4	1
14.6	4	5	1	5	4	1
15.1	5	5	0	5	4	1
15.2	5	5	0	5	4	1
15.3	5	5	0	5	4	1
15.4	5	5	0	5	4	1
15.5	5	5	0	5	5	0
15.6	5	5	0	5	4	1
16.1	4	4	0	5	4	1
16.2	5	5	0	5	5	0
16.3	5	5	0	5	4	1
16.4	5	5	0	5	4	1
16.5	4	4	0	5	4	1
16.6	4	5	1	5	4	1
16.7	4	4	0	5	4	1
16.8	5	5	0	5	4	1
17.1	5	5	0	5	4	1
17.2	5	5	0	5	5	0
17.3.1	5	5	0	5	4	1
17.3.2	4	5	1	5	2	3
17.3.3	5	5	0	5	4	1
17.3.4	5	5	0	5	5	0
17.4.1	5	5	0	5	5	0
17.4.2	5	5	0	5	5	0
17.4.3	5	5	0	5	4	1
17.5	5	5	0	5	5	0

17.6.1	5	5	0	5	4	1
17.6.2	5	5	0	5	4	1
17.6.3	5	5	0	5	4	1
17.6.4	5	5	0	5	4	1
18.	5	5	0	5	5	0
19.1.1	5	5	0	5	5	0
19.1.2	5	5	0	5	4	1
19.1.3	5	5	0	5	4	1
19.1.4	5	5	0	5	4	1
19.1.5	5	5	0	5	4	1
19.2.1	5	5	0	5	5	0
19.2.2	5	5	0	5	5	0
19.2.3	4	5	1	5	4	1
19.2.4	5	5	0	5	5	0
19.2.5	5	5	0	5	4	1
19.2.6	5	5	0	5	5	0
19.2.7	5	5	0	5	4	1
19.2.8	5	5	0	5	5	0
19.2.9	5	5	0	5	5	0
19.2.10	5	5	0	5	4	1
19.2.11	5	5	0	5	4	1
19.2.12	5	5	0	5	5	0
19.2.13	5	5	0	5	5	0
19.2.14	5	5	0	5	4	1
19.2.15	5	5	0	5	5	0
19.2.16	5	5	0	5	5	0
19.2.17	5	5	0	5	5	0
19.2.18	5	5	0	5	4	1
19.2.19	4	4	0	5	4	1
19.2.20	5	5	0	5	4	1
19.2.21	5	5	0	5	4	1
19.2.22	5	5	0	5	5	0
19.2.23	5	5	0	5	4	1
19.2.24	5	5	0	5	4	1

Wilcoxon matched-pairs signed ranks test rounds 2 and 3

Item	N	Z	RNH	FNH
1.1	22	1.000	-	/
1.2	22	1.000	-	/
1.3	22	1.000	-	/
3.1	22	1.000	-	/
3.2	22	1.000	-	/
3.3	22	1.000	-	/
4.	22	1.000	-	/
5.	23	0.000	-	/
6.1	23	0.000	-	/
6.2	22	1.000	-	/
6.3	23	0.000	-	/
6.4	23	0.000	-	/
6.5	23	0.000	-	/
6.6	20	1.732	-	/
6.7	22	1.000	-	/
6.8	23	0.000	-	/
7	23	0.000	-	/
8.1	23	0.000	-	/
8.2	22	1.000	-	/
8.3	19	1.890	-	/
8.4	22	1.000	-	/
8.5	20	1.633	-	/
8.6	18	1.857	-	/
8.7	21	1.342	-	/
9.1	22	1.000	-	/
9.2	22	1.000	-	/
9.3	22	1.000	-	/
9.4	21	1.342	-	/
9.5	22	1.000	-	/
9.6	21	1.342	-	/
9.7	17	2.333*	/	-
9.8	21	1.342	-	/

10.1	21	1.342	-	/
10.2	22	1.000	-	/
10.3	23	0.000	-	/
10.4	23	0.000	-	/
10.5	23	0.000	-	/
11.1	22	1.000	-	/
11.2	23	0.000	-	/
11.3	23	0.000	-	/
11.4	21	1.414	-	/
11.5	21	1.414	-	/
11.6	20	1.633	-	/
12.1	22	1.000	-	/
12.2	22	1.000	-	/
12.3	21	1.414	-	/
12.4	22	1.000	-	/
12.5	19	1.890	-	/
13.1	22	1.000	-	/
13.2	23	0.000	-	/
13.3	22	1.000	-	/
14.1	21	1.342	-	/
14.2	20	1.633	-	/
14.3	21	1.414	-	/
14.4	22	1.000	-	/
14.5	22	1.000	-	/
14.6	22	1.000	-	/
15.1	23	0.000	-	/
15.2	21	1.342	-	/
15.3	22	1.000	-	/
15.4	21	1.414	-	/
15.5	22	1.000	-	/
15.6	23	0.000	-	/
16.1	20	1.633	-	/
16.2	23	0.000	-	/
16.3	22	1.000	-	/
16.4	22	1.000	-	/
16.5	23	0.000	-	/
16.6	20	1.732	-	/

16.7	19	1.890	-	/
16.8	22	1.000	-	/
17.1	22	1.000	-	/
17.2	23	0.000	-	/
17.3.1	20	1.633	-	/
17.3.2	19	1.890	-	/
17.3.3	21	1.414	-	/
17.3.4	22	1.000	-	/
17.4.1	22	1.000	-	/
17.4.2	20	0.577	-	/
17.4.3	22	1.000	-	/
17.5	22	1.000	-	/
17.6.1	19	2.000*	/	-
17.6.2	23	0.000	-	/
17.6.3	21	1.414	-	/
17.6.4	20	0.577	-	/
18.	23	0.000	-	/
19.1.1	22	1.000	-	/
19.1.2	21	1.414	-	/
19.1.3	23	0.000	-	/
19.1.4	21	1.414	-	/
19.1.5	22	1.000	-	/
19.2.1	21	1.414	-	/
19.2.2	21	1.414	-	/
19.2.3	22	1.000	-	/
19.2.4	20	1.732	-	/
19.2.5	22	1.000	-	/
19.2.6	23	0.000	-	/
19.2.7	23	0.000	-	/
19.2.8	21	1.414	-	/
19.2.9	21	1.414	-	/
19.2.10	21	1.414	-	/
19.2.11	23	0.000	-	/
19.2.12	23	0.000	-	/
19.2.13	23	0.000	-	/
19.2.14	23	0.000	-	/
19.2.15	20	1.732	-	/
19.2.16	21	1.414	-	/
19.2.17	21	1.414	-	/
19.2.18	23	0.000	-	/

19.2.19	22	1.000	-	/
19.2.20	19	0.368	-	/
19.2.21	21	1.414	-	/
19.2.22	22	1.000	-	/
19.2.23	22	1.000	-	/
19.2.24	23	0.000	-	/

RNH = The null hypothesis was rejected.

FNH = Fail to reject the null hypothesis

APPENDIX G

Fourth round

Items	Median	Mode	D	Q3	Q1	interquartile range
1.1	4	4	0	4	1	1
1.2	5	5	0	5	4	1
1.3	3	3	0	4	2	2
2.1	5	5	0	5	4	1
2.2	5	5	0	5	4	1
3.1	4	4	0	5	4	1
3.2	5	5	0	5	4	1
3.3	5	5	0	5	5	0
4.	5	5	0	5	4	1
5.	4	5	1	5	4	1
6.1	5	5	0	5	5	0
6.2	5	5	0	5	5	0
6.3	5	5	0	5	5	0
6.4	5	5	0	5	5	0
6.5	5	5	0	5	4	1
6.6	4	4	0	5	4	1
6.7	5	5	0	5	4	1
6.8	5	5	0	5	5	0
7.	5	5	0	5	5	0
8.1	5	5	0	5	5	0
8.2	5	5	0	5	4	1
8.3	5	5	0	5	5	0
8.4	5	5	0	5	4	1
8.5	5	5	0	5	4	1
8.6	5	5	0	5	5	0
8.7	5	5	0	5	4	1
9.1	5	5	0	5	5	0
9.2	4	4	0	5	4	1
9.3	4	4	0	5	3	2
9.4	5	5	0	5	4	1
9.5	5	5	0	5	5	0
9.6	5	5	0	5	4	1
9.7	5	5	0	5	5	0
9.8	4	4	1	5	4	1
10.1	5	5	0	5	5	0
10.2	5	5	0	5	4	1
10.3	5	5	0	5	4	1

10.4	5	5	0	5	4	1
10.5	5	5	0	5	4	1
11.1	5	5	0	5	4	1
11.2	5	5	0	5	4	1
11.3	5	5	0	5	4	1
11.4	4	4	0	5	4	1
11.5	4	4	0	5	3	2
11.6	5	5	0	5	4	1
12.1	5	5	0	5	4	1
12.2	5	5	0	5	4	1
12.3	5	5	0	5	4	1
12.4	5	5	0	5	4	1
12.5	5	5	1	5	4	1
13.1	5	5	0	5	5	0
13.2	5	5	0	5	4	1
13.3	5	5	0	5	4	1
14.1	5	5	0	5	4	1
14.2	5	5	0	5	4	1
14.3	4	4	0	5	4	1
14.4	4	4	0	5	4	1
14.5	5	5	0	5	4	1
14.6	4	5	1	5	4	1
15.1	5	5	0	5	4	1
15.2	5	5	0	5	4	1
15.3	5	5	0	5	4	1
15.4	5	5	0	5	4	1
15.5	5	5	0	5	5	0
15.6	5	5	0	5	4	1
16.1	4	4	0	5	4	1
16.2	5	5	0	5	5	0
16.3	5	5	0	5	4	1
16.4	5	5	0	5	4	1
16.5	4	4	0	5	4	1
16.6	4	4	0	5	4	1
16.7	4	4	0	5	4	1
16.8	5	5	0	5	4	1
17.1	5	5	0	5	4	1
17.2	5	5	0	5	5	0
17.3.1	5	5	0	5	4	1
17.3.2	4	5	1	5	2	3
17.3.3	5	5	0	5	4	1
17.3.4	5	5	0	5	5	0
17.4.1	5	5	0	5	5	0
17.4.2	5	5	0	5	5	0

17.4.3	5	5	0	5	4	1
17.5	5	5	0	5	5	0
17.6.1	4	4	0	5	4	1
17.6.2	5	5	0	5	4	1
17.6.3	5	5	0	5	4	1
17.6.4	4	5	1	5	4	1
18.	5	5	0	5	5	0
19.1.1	5	5	0	5	5	0
19.1.2	5	5	0	5	4	1
19.1.3	5	5	0	5	4	1
19.1.4	5	5	0	5	4	1
19.1.5	5	5	0	5	4	1
19.2.1	5	5	0	5	5	0
19.2.2	5	5	0	5	5	0
19.2.3	4	4	0	5	4	1
19.2.4	5	5	0	5	5	0
19.2.5	5	5	0	5	4	1
19.2.6	5	5	0	5	5	0
19.2.7	5	5	0	5	4	1
19.2.8	5	5	0	5	5	0
19.2.9	5	5	0	5	5	0
19.2.10	5	5	0	5	4	1
19.2.11	5	5	0	5	4	1
19.2.12	5	5	0	5	5	0
19.2.13	5	5	0	5	5	0
19.2.14	5	5	0	5	4	1
19.2.15	5	5	0	5	5	0
19.2.16	5	5	0	5	5	0
19.2.17	5	5	0	5	5	0
19.2.18	5	5	0	5	5	0
19.2.19	5	5	0	5	4	1
19.2.20	4	4	0	5	4	1
19.2.22	5	5	0	5	4	1
19.2.22	5	5	0	5	4	1
19.2.23	5	5	0	5	4	1
19.2.24	5	5	0	5	4	1

Wilcoxon matched-pairs signed-ranks test rounds 3 and 4

Item	N	Z	RNH	FNH
1.1	23	0.000	-	/
1.2	23	0.000	-	/
1.3	21	1.414	-	/
2.1	23	0.000	-	/
2.2	23	0.000	-	/
3.1	23	0.000	-	/
3.2	23	0.000	-	/
3.3	23	0.000	-	/
4	23	0.000	-	/
5.	23	0.000	-	/
6.1	23	0.000	-	/
6.2	22	1.000	-	/
6.3	23	0.000	-	/
6.4	23	0.000	-	/
6.5	23	0.000	-	/
6.6	23	0.000	-	/
6.7	22	1.000	-	/
6.8	23	0.000	-	/
6.9	23	0.000	-	/
7	23	0.000	-	/
8.1	23	0.000	-	/
8.2				
8.3	22	1.000	-	/
8.4	23	0.000	-	/
8.5	23	0.000	-	/
8.6	22	1.000	-	/
8.7	22	1.000	-	/
9.1	23	0.000	-	/
9.2	23	0.000	-	/
9.3	22	1.000	-	/
9.4	23	0.000	-	/

9.5	22	1.000	-	/
9.6	23	0.000	-	/
9.7	23	0.000	-	/
9.8	22	1.000	-	/
10.1	23	0.000	-	/
10.2	23	0.000	-	/
10.3	23	0.000	-	/
10.4	23	0.000	-	/
10.5	23	0.000	-	/
11.1	23	0.000	-	/
11.2	23	0.000	-	/
11.3	23	0.000	-	/
11.4	23	0.000	-	/
11.5	23	0.000	-	/
11.6	22	1.000	-	/
12.1	22	1.000	-	/
12.2	22	1.000	-	/
12.3	23	0.000	-	/
12.4	22	1.000	-	/
12.5	23	0.000	-	/
13.1	23	0.000	-	/
13.2	23	0.000	-	/
13.3	23	0.000	-	/
14.1	23	0.000	-	/
14.2	23	0.000	-	/
14.3	22	1.000	-	/
14.4	22	1.000	-	/
14.5	23	0.000	-	/
14.6	23	0.000	-	/
15.1	23	0.000	-	/
15.2	22	1.000	-	/
15.3	22	1.000	-	/
15.4	22	1.000	-	/
15.5	23	0.000	-	/
15.6	23	0.000	-	/
16.1	23	0.000	-	/
16.2	23	0.000	-	/

16.3	23	0.000	-	/
16.4	23	0.000	-	/
16.5	23	0.000	-	/
16.6	23	0.000	-	/
16.7	23	0.000	-	/
16.8	23	0.000	-	/
17.1	23	0.000	-	/
17.2	23	0.000	-	/
17.3.1	23	0.000	-	/
17.3.2	23	0.000	-	/
17.3.3	23	0.000	-	/
17.3.4	22	1.000	-	/
17.4.1	23	0.000	-	/
17.4.2	23	0.000	-	/
17.4.3	23	0.000	-	/
17.5	23	0.000	-	/
17.6.1	22	1.000	-	/
17.6.2	23	0.000	-	/
17.6.3	23	0.000	-	/
17.6.4	21	1.414	-	/
18.	23	0.000	-	/
19.1.1	23	0.000	-	/
19.1.2	23	0.000	-	/
19.1.3	23	0.000	-	/
19.1.4	21	1.414	-	/
19.1.5	23	0.000	-	/
19.2.1	23	0.000	-	/
19.2.2	23	0.000	-	/
19.2.3	22	1.000	-	/
19.2.4	23	0.000	-	/
19.2.5	23	0.000	-	/
19.2.6	23	0.000	-	/
19.2.7	23	0.000	-	/
19.2.8	23	0.000	-	/
19.2.9	23	0.000	-	/
19.2.10	22	1.000	-	/
19.2.11	23	0.000	-	/
19.2.12	23	0.000	-	/
19.2.13	23	0.000	-	/
19.2.14	23	0.000	-	/
19.2.15	23	0.000	-	/

19.2.16	23	0.000	-	/
19.2.17	23	0.000	-	/
19.2.18	23	0.000	-	/
19.2.19	23	0.000	-	/
19.2.20	23	0.000	-	/
19.2.21	23	0.000	-	/
19.2.22	23	0.000	-	/
19.2.23	23	0.000	-	/
19.2.24	23	0.000	-	/

APPENDIX H

Faculty of Education
University of Malaya, Malaysia

2 October 2001

Panelist

Ref : Participation as a member of the survey panel

Dear,

I, Ibrahim Narongraksakhet, am conducting a research dealing with the developing the guidelines for constructing the local-based curriculum for Islamic private schools in southern border provinces of Thailand.

The research will employ the Delphi technique in the survey in order to achieve consensus among a panel of expert with regard to the issues under investigation.

The researcher will distribute a series of questionnaires which are to be circulated among the panel of experts at least three times. The first round questionnaire is open-ended questionnaire. The second, third, and fourth rounds are rating scales. In the third

and fourth rounds, a summary of the results is shown so that each expert is able to compare his answers to those of the other experts. You can maintain or change your previous answers if you desire. In case, you want to maintain your previous answers which are outside the interquartile range you have to give the reason why?

Thanks in advance for your participation. I do hope that your contributions as a participant of this study will make the findings concrete and reliable.

Sincerely yours,

Ibrahim Narongraksakhet

Ph.D candidate

Faculty of Education
University of Malaya, Malaysia

8 October 2001

Panelist

Ref : Letter of Thanks

Dears,

Thanks for your agreeing to participate in the study in which Delphi technique is employed. The use of the Delphi is to find out the experts' consensus on issues dealing with the guidelines for constructing the local-based curriculum.

I enclose herewith confirmation form and the first round questionnaire which is open-ended. It will be highly thanked if you are able to return this questionnaire by the end of October 2001.

Thanks for your kind cooperation.

Sincerely yours,

Ibrahim Narongraksakhet

Ph.D candidate

Confirmation form

I ☐ **agree** **to participate in your study**
 ☐ **disagree**

signature.....
...../...../.....

QUESTIONNAIRE

Round one

Developing guidelines for constructing the local-based curriculum for Islamic
private school in southern border provinces of Thailand

Ibrahim Narongraksakhet

University of Malaya

Faculty of Education

2001

QUESTIONNAIRE

Round one

Developing guidelines for constructing the local-based curriculum for Islamic private school in southern border provinces of Thailand

Part one

Direction ; Please mark / in the ☐ consistent with your perception.

☐☐☐

1. Age

- ☐ less than 20
- ☐ 21 –30
- ☐ 31 –40
- ☐ 41 –50
- ☐ 51 –60
- ☐ more than 60

2. Degree

- ☐ M. 6
- ☐ Diploma
- ☐ Bachelor
- ☐ Advance diploma
- ☐ Master degree
- ☐ Doctoral degree

3. Majoring in

- ☐ Educational Administration
- ☐ Educational Psychology
- ☐ Curriculum and Instruction
- ☐ Others please indicate.....

4. Gradated from

- ☐ university in Thailand
- ☐ foreign university

5. Experiences

- ☐ less than 2
- ☐ 2 –3
- ☐ 4–5

- ☐ 6-7
- ☐ 8-9
- ☐ more than 10

6. Experiences in curriculum development or the likes

- ☐ less than 2
- ☐ 2 -3
- ☐ 4-5
- ☐ 6-7
- ☐ 8-9
- ☐ more than 10

Part two experts' opinions towards the guidelines for constructing the local-based curriculum.

Direction: Read the following items and consider which items you want to delete or add. Mark (X) on the number of items you want to delete and write your additional items in the space provided if you want to add some items.

1. What capacities should the learners possess after completing their M.3?

- 1.1 Able to further their study in academic fields.
- 1.2 Able to further their study in vocational fields.
- 1.3.....

2. What capacities should the learners possess after completing their M.6?

- 2.1 Able to go for work.
- 2.2 Able to further their study at the tertiary level.
- 2.3.....

3. What capacities should the learners possess after completing both their M.6 and 3 *Thanawi*?

- 3.1 Able to go for work.
- 3.2 Able to further their study at the tertiary level.
- 3.3 Able to further their study in religious fields.
- 3.4 Able to further their study in vocational fields.

4. The guidelines for constructing the local-based curriculum in accordance with the National Education Act of 2542/1999 should be designed for both integrated and separated curriculum.

5. We should incorporate local-based contents in the subject areas suggested by the national curriculum.

Experts' attitudes towards the local-based curriculum (curriculum of religious studies)

6. The subject areas of Religious Studies (a local- based curriculum) should be as follows:

- 6.1 The Holy Qur'an (al Qur'an).
- 6.2 Prophetic Traditions (*Hadith*).
- 6.3 Unity (*Tauhid*).
- 6.4 Islamic Jurisprudence (*Fiqh*).
- 6.5 Islamic History (*Sira*).
- 6.6 Islamic Ethics (*Akhlaq*).
- 6.7 Malay Language.
- 6.8 Arabic Language.
- 6.9 Islamic Sociology.

7. The Islamic Sociology subject should be incorporated in the subject area of Society Religions and Cultures suggested by the national curriculum.

8. The Qur'anic subject area should aim to achieve the following standards:

- 8.1 Skillful in reciting the Holy Qur'an.
- 8.2 Able to memorize the Qur'anic verses.
- 8.3 Able to apply verses in performing daily *Ibada* (daily obligations).
- 8.4 Possess good ethics in reciting the Holy verses, love to recite and listen to the Holy Qur'an.
- 8.5 Know kinds of verses, reasons and goals of their revelation.
- 8.6 Holding the Qur'an as guidelines for the way of lives both in practice and solving problems.
- 8.7
- 8.8
- 8.9.....

9. The Prophet Tradition subject area should aim to achieve the following standards:

- 9.1 Know the prophetic traditions and love to practice accordingly.
- 9.2 Able to memorize some *Hadiths*.
- 9.3 Know kinds of *Hadith* and their reporters.
- 9.4 Able to analyze the meaning of *Hadith*.
- 9.5 Holding the *Hadith* as guidelines for the way of lives both in practice and solving problems.
- 9.6
- 9.7
- 9.8.....
- 9.9.....

10. The *Tauhid* subject area should aim to achieve the following standards:

- 10.1 Understand and faith in the pure *Aqida* reasonably with full of iman.

10.2 Able to analyze the causes which destroy the conditions of being Muslim and causes to erode belief.

10.3 Understand and able to explain the practice of Shirk.

10.4 Apply pure *Aqida* for good attitudes towards *Ibada*.

10.5 Be aware of the importance of *Aqida* and practice accordingly.

11. The Islamic Jurisprudence subject area should aim to achieve the following standards:

11.1 Know the background of Islamic Jurisprudence.

11.2 Understand Islamic Jurisprudence and use it in *Ibada* properly and correctly.

11.3 Able to practice in accordance with Islamic Jurisprudence in daily lives.

11.4 Able to analyze Islamic Jurisprudence.

11.5 Know the schools of Islamic Jurisprudence.

11.6 Be aware of the importance of Islamic Jurisprudence.

12. The Islamic History subject area should aim to achieve the following standards:

12.1 Understand the history of the Arabs before Islam and the history of Islam.

12.2 Understand the principles of Islamic Da'wah and the reasons of the expansion of Muslim empire as well as be proud of Islamic civilization.

12.3 Able to analyze and criticize the history and apply it in daily life.

12.4 See the connection of history with other knowledge and disciplines.

12.5.....

12.6.....

12.7.....

13. The *Akhlaq* subject area should aim to achieve the following standards:

13.1 Understand Islamic ethics and apply them in daily lives till they become integrated in daily life.

13.2 Apply the knowledge of Islamic ethics in solving current problems being faced by the community.

13.3 Be aware of the importance of Islamic ethics.

13.4.....

13.5.....

14. The Arabic subject area should aim to achieve the following standards:

14.1 Use the process of reading to inculcate knowledge and develop the learners' intelligence for their daily lives and instill the habit of loving to read.

14.2 Use the process of writing to write compositions, stories, and reports effectively.

14.3 Understand the nature of Arabic Language.

14.4 Able to use Arabic language in seeking Islamic knowledge and other disciplines.

14.5 Be aware of the importance of Arabic language, love and be proud of using Arabic in listening, reading and writing.

14.6.....

14.7.....

14.8.....

15. The Malay Language subject should aim to achieve the following standards:

15.1 Use the process of reading to inculcate knowledge and develop the learners' intelligence for their daily lives and instill the habit of loving to read.

15.2 Use the process of writing to write compositions, stories, and reports effectively.

15.3 Understand the nature of Malay Language.

15.4 Able to use Malay language in seeking Islamic knowledge and other disciplines.

15.5 Be aware of the importance of Malay language, love and be proud of using Malay language in listening, reading and writing.

15.6.....

15.7.....

15.8.....

The portions of Religious Studies subject areas

16. The portions of Religious Studies subject areas should be as follows:

16.1 Subject area of Islamic ethics 15 %.

16.2 Subject area of *Fiqh* 15 %.

16.3 Subject area of al Qur'an 15 %.

16.4 Subject area of Arabic Language 15 %.

16.5 Subject area of Islamic History 10 %.

16.6 Subject area of *Hadith* 10 %.

16.7 Subject area of *Aqida* 10 %.

16.8 Subject area of Malay Language 10 %.

17. Incorporating local-based contents in the subject areas suggested by the national curriculum should be as follows:

17.1 The subject area of Mathematics and Science should be in accordance with the national curriculum.

17.2 The subject area of Thai and Foreign Languages should be in accordance with the national curriculum but not conflict with the teaching of Islam.

17.3 The Subject area of Arts should be as follows:

17.3.1 Penetrate the Islamic arts in this subject area.

17.3.2 The music subject should be taught only at the primary school.

17.3.3 Teach Annasheed and other music which do not conflict with the teaching of Islam.

17.3.4 Dancing subject should be excluded since it conflicts with the teaching of Islam.

17.4 The Subject area of Vocational Education and Technology should be as follows:

17.4.1 Contents should be consistent with local needs.

17.4.2 Manipulate the local wisdom.

17.4.3 The content concerning technology should be as suggested by the national curriculum.

17.5 The subject area of Physical Education should be in accordance with the national curriculum but not conflict with the teaching of Islam.

17.6 The Subject area of Society , Religion and Culture should be as follows:

17.6.1 Instill in this subject area the social studies in Islamic perspectives.

17.4.2 Instill in this subject area the Islamic Economic subject.

17.4.3 Select contents that are consistent with local needs

17.4.4 General contents should be as suggested by the national curriculum but not conflict with the teaching of Islam.

18. Propose activities in accordance with the teaching of Islam to develop the learners

19.1 Experts' perception towards educational standards of the curriculum of basic education grade 7-12.

19.1.1 Goals are flexible but clear.

19.1.2 Goals are consistent with local needs.

19.1.3 Goals are consistent t with student needs.

19.1.4 Goals are consistent with student capacities.

19.1.5.....

19.1.6.....

19.1.7.....

19.2 Educational standards of the local-based curriculum should provide the following attributes:

19.2.1 Possessing long vision.

19.2.2 Creative perception.

19.2.3. Good imagination.

19.2.4. Intelligent development.

19.2.5. Self reliance.

19.2.6. Moral and ethical character in daily life.

19.2.7. Self confidence.

19.2.8. Knowing how to learn.

19.2.9. Esthetic.

19.2.10. Steady emotion.

19.2.11. Able to practice in accordance with Islamic teaching.

19.2.12. Responsible.

19.2.13. Self concept.

19.2.14. Carefulness.

19.2.15. Having good character.

19.2.16. Having interpersonal relation.

19.2.17. Patience.

19.2.18. Ready to develop their community.

19.2.19. Proud of own locality.

19.2.20. Emotional well-being .

19.2.21. Ready to follow social norms.

19.2.22. Possessing the characteristics of leadership.

- 19.2.23. Skillful in team work.
- 19.2.24. Mastery of skills in communication.
- 19.2.25. Mastery of skills in working.
- 19.2.26. Mastery in management .

Appendix

For additional data to answer the first round questionnaire

The Curriculum of Islamic Studies 2523/1980, Elementary level

Subject	Period	Week	Year	
	Ib 1	Ib 2	Ib 3	Ib 4
1. Religion				
1.1 Holy Quran	5 or 8	5 or 8	4 or 7	4 or 7
1.2 Religious activities	4	4	4	4
1.3 Islamic Theology	3	2	2	2
1.4 Islamic Jurisprudence	3	2	2	2
2. Languages				
2.1 Arabic Language				
2.1.1 Grammar	-	1	2	2
2.1.2 Morphology	-	1	1	1
2.1.3 Reading Comprehension	2	2	2	2
2.1.4 Dictation	2	2	1	1
2.1.5 Composition	-	1	1	1
2.1.6 Conversation	3	2	2	2
2.1.7 Hand-writing	1	1	1	1
2.1.8 Literature	-	-	1	1
2.2 Malay Language or Holy Quran	3 or -	3 or -	3 or -	3 or -
3. Social Studies	2	2	2	2
3.1 Islamic History	2	2	1	1
3.2 Ethics				
Total	30	30	30	30

Ib = Ibtidai

The Curriculum of Islamic Studies 2523/1980, Middle level

Subject	Period	Week	Year
	M 1	M 2	M 3
1. Religion			
1.1 Holy Quran	2 or 5	2 or 5	2 or 5
1.2 Quranic Commentary	2	2	2
1.3 Prophetic Tradition	2	2	2
1.4 Islamic Theology	2	2	2
1.5 Islamic Jurisprudence	2	2	2
1.6 Inheritance	1	1	1
2. Languages			
2.1 Arabic Language			
2.1.1 Grammar	4	4	4
2.1.2 Reading Comprehension	2	2	2
2.1.3 Rhetoric	-	1	1
2.1.4 Dictation	1	1	1
2.1.5 Composition	2	2	2
2.1.6 Conversation	2	2	2
2.1.7 Hand-writing	1	-	-
2.1.8 Literature	1	1	1
2.2 Malay Language or Holy Quran	3 or 0	3 or 0	3 or 0
3. Social Studies	-		3 or -
3.1 Islamic History	2	2	2
3.2 Ethics	1	1	1
Total	30	30	30

M=*Mutawassit*

The Curriculum of Islamic Studies 2523/1980, Secondary level

Subjects	Period		Week		Year	
	TH	I	TH	I	TH	I
	com	op	com	op	Com	op
1. Religion						
1.1 Holy Quran	4 or 2	-	4 or 2	-	4or 2	-
1.2 Prophetic Tradition	2	2	2	2	2	-
1.3 Islamic Jurisprudence	2	6	2	8	2	7
1.4 Philosophy	1	3	-	4	-	5
2. Languages						
2.1 Arabic Language	6	10	4	10	4	10
2.2 Malay Language	-	2	-	2	-	2
2.3 English	-	2	-	2	-	2
3. Social Studies	2	5	2	8	3	8
Total	17/15	13/15	14/12	16/18	14/13	16/17
	3	0	3	0	3	0

The Integrated Curriculum 2535/1992

Subjects	Period / Week								
	M1			M 2			M3		
	com		op	com		op	com		op
	C	E		C	E		C	E	
1. Languages									
1.1 Thai Language	4	-		4	-		4	-	
1.2 Foreign Language	-	-		-	-		-	-	
2. Science – Mathematics									
2.1 Science	3	-		3	-		3	-	
2.2 Mathematics	3	-		3	-		3	-	
3. Social Studies	2	2		2	2		3	2	
4. Personal Behavioral Development									
4.1 Physical and Health Education	1	2		1	2		1	2	
4.2 Arts Education	1	-	10	1	-	10	1	-	13
5. Vocational Education									
5.1 Vocational subjects	-	2		-	2		-	2	
5.2 Professional subjects	-	-		-	-		-	-	
6. Religion									
6.1 Religion	12	-		12	-		12	-	
6.2 Basic Arabic Language	4	-		4	-		4	-	
6.3 Arabic Grammar	-	-		-	-		-	-	
6.4 Local Language	2	-		2	-		-	-	
Total	32	6	10	32	6	10	29	6	13
		48			48			48	

Activities			
1. Activities in accordance with the Ministry of Education concerning the activities in the institution under the Ministry of Education.			
1.1 Boy Scout, Girl-Guide or Useful Purpose Activities	1	1	1
1.2 Other activities	1	1	1
2. Religious activities	2	2	2
3. Counselling activities or problem solving or teaching-learning improvement activities	1	1	1
4. Student's free activities	1	1	1
Total	6	6	6
	54	54	54

Com = compulsory, E = elective, C = core, Op = optional

The Curriculum of Islamic Studies 2540/1997, Elementary level

Subjects				periods	week	semester			
	Com Core	Ib1 Op	E	Com Core	Ib2 Op	E	Com Core	Ib3 Op	E
1. Religious	11	-	not less than 2	11	-	Not less than 2	11	-	Not less than 2
2. Languages									
2.1 Arabic	4	-		4	-		4	-	
2.2 Malay	2	-		2	-		2	-	
2.3 Foreign Languages	-	-		-	-		-	-	
3. Social Studies	-	3		-	3		-	3	
	17	3	2	17	3	2	17	3	2
Religious activities		22			22			22	
Total(not less than)		2			2			2	
		24			24			24	

The Curriculum of Islamic Studies 2540/1997, Middle level

Subjects				periods	week	semester			
	Core	Ib1 Op	E	Com Core	Ib2 Op	E	Com Core	Ib3 Op	E
1. Religious	10	-	not less than 3	10	-	not less than 3	10	-	not less than 3
2. Languages									
2.1 Arabic	4	-		4	-		4	-	
2.2 Malay	2	-		2	-		2	-	
2.3 Foreign Languages	-	-		-	-		-	-	
3. Social Studies	-	3		-	3		-	3	
	16	3	3	16	3	3	16	3	3
Religious activities		22			22			22	
Total(not less than)		2			2			2	
		24			24			24	

APPENDIX I

Faculty of Education

University of Malaya

4 November 2001

Ref :

Panelists

Dears,

Enclose herewith the second round questionnaire. The purpose of this round is to offer you rating scales which have been summarized from the first round open-ended questionnaire.

Please complete this questionnaire according to the directions in its indications.

It will be highly thanked if you can return it to me by 20 November 2001.

Sincerely yours,

Ibrahim Narongraksakhet

Ph.D. candidate

QUESTIONNAIRE

Round Two

**Developing guidelines for constructing the local-based curriculum for
Islamic private school in southern border provinces of Thailand**

Ibrahim Narongraksakhet

University of Malaya

Faculty of Education

2001

Direction: please mark / in the scale appropriate to your perception. Each scale means as follows:

5 = very highly agree

4 = highly agree

3 = moderately agree

2 = disagree

1 = very disagree

Items	5	4	3	2	1	officer
1. What capacities should the learners possess after completing their M.3? 1.1 Able to go for work. 1.2 Able to further their study in academic fields. 1.3 Able to further their study in vocational fields.						
2. What capacities should the learners possess after completing their M.6? 2.1 Able to go for work. 2.2 Able to further their study at the tertiary level.						
3. What capacities should the learners possess after completing both their M.6 and 3 <i>Thanawi</i> ? 3.1 Able to go for work. 3.2 Able to further their study at the tertiary level. 3.3 Able to further their study in religious fields.						
4. The guidelines for constructing the local-based curriculum in accordance with the National Education Act of 2542/1999 should be designed for both integrated and separated curriculum.						
5. We should incorporate local-based contents in subject areas suggested by the national curriculum.						

Experts' attitudes towards the local-based curriculum (curriculum of religious studies)					
6. The subject areas of Religious Studies (local-based curriculum) should be as follows: 6.1 The Holy Qur'an (al Qur'an) 6.2 Prophetic Traditions (<i>Hadith</i>) 6.3 Unity (<i>Tauhid</i>) 6.4 Islamic Jurisprudence (<i>Fiqh</i>) 6.5 Islamic History (<i>Sira</i>) 6.6 Islamic Ethics (<i>Akhlaq</i>) 6.7 Malay Language 6.8 Arabic Language					
7. The Islamic Sociology should be incorporated in the subject area of Society Religion and Culture suggested by the national curriculum.					
8. The Qur'anic Subject area should aim to achieve the following standards: 8.1 Skillful in reciting the Holy Qur'an 8.2 Able to memorize Qur'anic verses. 8.3 Able to apply verses in performing daily <i>Ibada</i> (daily obligations) 8.4 Possess good ethics in reciting the Holy verses, love to recite and listen to the Holy Qur'an. 8.5 Know kinds of verses, reasons and goals of their revelation. 8.6 Hold the Qur'an as guidelines for the way of lives both in practice and solving problems. 8.7 Able to connect the knowledge of the holy Qur'an with other knowledge and disciplines.					
9. The Prophetic Tradition subject area should aim to achieve the following standards: 9.1 Know prophet traditions and love to practice accordingly. 9.2 Able to memorize some <i>Hadiths</i> . 9.3 Know kinds of <i>Hadith</i> and their reporters. 9.4 Able to analyze the meaning of <i>Hadith</i> . 9.5 Hold the <i>Hadith</i> as guidelines for the way of lives both in practice and solving problems 9.6 Able to apply <i>Hadith</i> to explain the Holy verses.					

<p>9.7 Able to differentiate between <i>sunnah</i> and <i>bid'ah</i></p> <p>9.8 Able to connect the knowledge of <i>Hadith</i> with other knowledge and disciplines.</p>					
<p>10. The <i>Tauhid</i> subject area should aim to achieve the following standards:</p> <p>10.1 Understand and faith in pure <i>Aqida</i> reasonably with full of Iman. This faith is based on both <i>Aqli</i> and <i>Naqli</i> reasons.</p> <p>10.2 Able to analyze the causes which destroy the conditions of being Muslim and causes to erode belief.</p> <p>10.3 Understand and able to explain the practice of <i>Shirk</i>.</p> <p>10.4 Apply pure <i>Aqida</i> for good attitudes towards <i>Ibada</i>.</p> <p>10.5 Be aware of the importance of <i>Aqida</i> and practice accordingly.</p>					
<p>11. The Islamic Jurisprudence subject area should aim to achieve the following standards:</p> <p>11.1 Know the background of Islamic Jurisprudence.</p> <p>11.2 Understand Islamic Jurisprudence and use it in <i>Ibada</i> properly and correctly.</p> <p>11.3 Able to practice in accordance with the Islamic Jurisprudence in daily lives.</p> <p>11.4 Able to analyze Islamic Jurisprudence.</p> <p>11.5 Know the schools of Islamic Jurisprudence.</p> <p>11.6 Be aware of the importance of Islamic Jurisprudence.</p>					
<p>12. The Islamic History subject area should aim to achieve the following standards:</p> <p>12.1 Understand the history of the Arabs before Islam and the history of Islam.</p> <p>12.2 Understand the principles of Islamic <i>Da'wah</i> and the reasons of the expansion of Muslim empire as well as be proud of Islamic civilization.</p> <p>12.3 Know prophetic characteristics and apply them in daily life.</p>					

<p>12.4 Able to analyze and criticize the history and apply it in daily life.</p> <p>12.5 See the connection of history with other knowledge and disciplines.</p>					
<p>13. The <i>Akhlaq</i> subject area should aim to achieve the following standards:</p> <p>13.1 Understand Islamic ethics and apply them in daily lives till they become integrated in daily life.</p> <p>13.2 Apply the knowledge of Islamic ethics in solving current problems being faced by the community.</p> <p>13.3 Be aware of the importance of Islamic ethics.</p>					
<p>14. The Arabic subject should aim to achieve the following standards:</p> <p>14.1 Use the process of reading to inculcate knowledge and develop the learners' intelligence for their daily lives and instill the habit of loving to read.</p> <p>14.2 Use the process of writing to write compositions, stories, and reports effectively.</p> <p>14.3 Choose to listen, speak and to expose ideas creatively.</p> <p>14.4 Understand the nature of Arabic Language.</p> <p>14.5 Able to use Arabic language in seeking Islamic knowledge and other disciplines.</p> <p>14.6 Be aware of the importance of the Arabic language, love and be proud of using Arabic in listening, reading and writing.</p>					
<p>15. The Malay Language subject should aim to achieve the following standards:</p> <p>15.1 Use the process of reading to inculcate knowledge and develop the learners' intelligence for their daily lives and instill the habit of loving to read.</p> <p>15.2 Use the process of writing to write compositions, stories, and reports effectively.</p> <p>15.3 Choose to listen, speak and to expose ideas creatively.</p> <p>15.4 Understand the nature of Malay Language.</p> <p>15.5 Able to use Malay language in seeking</p>					

Islamic knowledge and other disciplines. 15.6 Be aware of the importance of Malay language, love and be proud of using Malay language in listening, reading and writing.					
<p>The portions of Religious Studies subject areas</p> <p>16. The portions of Religious Studies subject areas should be as follow:</p> <p>16.1 Subject area of Islamic ethics 15 %.</p> <p>16.2 Subject area of <i>Fiqh</i> 15 %.</p> <p>16.3 Subject area of al Qur'an 15 %.</p> <p>16.4 Subject area of Arabic Language 15 %.</p> <p>16.5 Subject area of Islamic History 10 %.</p> <p>16.6 Subject area of <i>Hadith</i> 10 %.</p> <p>16.7 Subject area of <i>Aqida</i> 10 %.</p> <p>16.8 Subject area of Malay Language 10 %.</p>					
<p>17. Incorporating local-based contents in subject areas suggested by the national curriculum should be as follows:</p> <p>17.1 The subject area of Mathematics and Science should in accordance with the national curriculum.</p> <p>17.2 The subject area of Thai and Foreign Languages should be in accordance with the national curriculum but not conflict with the teaching of Islam.</p> <p>17.3 The Subject area of Arts should be as follows:</p> <p>17.3.1 Penetrate the Islamic arts in this subject area.</p> <p>17.3.2 The music subject should be taught only at the primary school.</p> <p>17.3.3 Teach Annasheed and other music which do not conflict with the teaching of Islam.</p> <p>17.3.4 Dancing subject should be excluded since it conflicts with the teaching of Islam.</p> <p>17.4 The subject area of Vocational Education and Technology should be as follows:</p> <p>17.4.1 Contents should be consistent with local needs.</p> <p>17.4.2 Manipulate the local wisdom.</p> <p>17.4.3 The content concerning technology should be as suggested by the national curriculum.</p>					

<p>17.5 The subject area of Psychical Education should be in accordance with the national curriculum but not conflict with the teaching of Islam.</p> <p>17.6 The Subject area of Society , Religion and Culture should be as follows:</p> <p>17.6.1 Instill in this subject area the social studies in Islamic perspectives.</p> <p>17.6.2 Instill in this subject area the Islamic Economic subject.</p> <p>17.6.3 Select contents that are consistent with local needs</p> <p>17.6.4 General contents should be as suggested by the national curriculum but not conflict with the teaching of Islam.</p>						
18. Propose activities in accordance with the teaching of Islam to develop the learners.						
<p>19.1 Experts' perception towards educational standards of the curriculum of basic education grade 7-12</p> <p>19.1.1 Goals are flexible but clear.</p> <p>19.1.2 Goals are consistent with local needs.</p> <p>19.1.3 Goals are consistent with student needs.</p> <p>19.1.4 Goals are consistent with student capacities.</p> <p>19.1.5 Goals are consistent with the teaching of Islam.</p> <p>19.2 Educational standards of the local-based curriculum should aim to provide the following attributes:</p> <p>19.2.1 Possessing long vision.</p> <p>19.2.2 Creativity perception.</p> <p>19.2.3 Good imagination.</p> <p>19.2.4 Intelligent development.</p> <p>19.2.5 Self reliance.</p> <p>19.2.6 Moral and ethical character in daily life.</p> <p>19.2.7 Self confidence.</p> <p>19.2.8 Self concept.</p> <p>19.2.9 Knowing how to learn.</p> <p>19.2.10 Esthetic.</p> <p>19.2.11 Steady emotion.</p> <p>19.2.12 Able to practice in accordance with</p>						

Islamic teaching.					
19.2.13 Responsible.					
19.2.14 Carefulness.					
19.2.15 Having good character.					
19.2.16 Having interpersonal relation.					
19.2.17 Patience.					
19.2.18 Ready to develop their community.					
19.2.19 Proud of own locality.					
19.2.20 Ready to follow social norms.					
19.2.21 Possessing the characteristics of leadership.					
19.2.22 Skillful in team work.					
19.2.23 Mastery of skills in communication.					
19.2.24 Mastery of skills in working.					

APPENDIX J

Faculty of Education

University of Malaya

27 November 2001

Hon panelist,

Dear,

Enclose herewith the third round questionnaire. The purpose of this round is to offer you a statistical summary of the second round.

In this round you are ale to compare your previous answers to those of the other experts. You may reconsider your previous answers to change or maintain. If you want to change them, you have to give the reason of your changing.

Thanks for your cooperation and participation in this study till it meets it objectives

Sincerely yours,

Ibrahem Narongraksakhet

QUESTIONNAIRE

Round Three

**Developing guidelines for constructing the local-based curriculum for Islamic
private school in southern border provinces of Thailand**

Ibrahim Narongraksakhet

University of Malaya

Faculty of Education












2001

Direction: you are requested to compare your previous answers with other experts' responses which are presented in median and interquartile range. You can reconsider your previous responses and your responses may be either one as follow:

1. You may maintain your answers in the interquartile range.
2. You may change your previous answers into the interquartile range.
3. You may maintain your previous answers outside interquartile range. In this case, you are asked to give reasons.

Items	5	4	3	2	1	
1. What capacities should the learners possess after completing their M.3? 1.1 Able to go for work. 1.2 Able to further their study in academic fields. 1.3 Able to further their study in vocational fields.			✓			
2. What capacities should the learners possess after completing their M.6? 2.1 Able to go for work. 2.2 Able to further their study at the tertiary level.		✓				
3. What capacities should the learners possess after completing both their M.6 and 3 <i>Thanawi</i> ? 3.1 Able to go for work. 3.2 Able to further their study at the tertiary level. 3.3 Able to further their study in religious fields		✓				
4. The guidelines for constructing the local-based curriculum in accordance with the National Education Act of 2542/1999 should be designed for both integrated and separated curriculum.		✓				

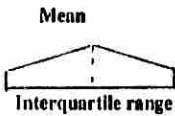
5. We should incorporate local-based contents in subject areas suggested by the national curriculum.					
Experts' attitudes towards the local-based curriculum (curriculum of religious studies)					
6. The subject areas of Religious Studies (local-based curriculum) should be as follows:					
6.1 The Holy Qur'an (al Qur'an).	△				
6.2 Prophetic Traditions (<i>Hadith</i>).	△				
6.3 Unity (<i>Tauhid</i>).	△				
6.4 Islamic Jurisprudence (<i>Fiqh</i>).	△				
6.5 Islamic History (<i>Sira</i>).	△				
6.6 Islamic Ethics (<i>Akhlaq</i>).	△				
6.7 Malay Language.	△				
6.8 Arabic Language.	△				
7. The Islamic Sociology should be incorporated in the subject area of Society Religion and Culture suggested by the national curriculum.	△				
8. The Qur'anic Subject area should aim to achieve the following standards:					
8.1 Skillful in reciting the Holy Qur'an.	△				
8.2 Able to memorize Qur'anic verses.	△				
8.3 Able to apply verses in performing daily <i>Ibada</i> (daily obligations).	△				
8.4 Possess good ethics in reciting the Holy verses, love to recite and listen to the Holy Qur'an.	△				
8.5 Know kinds of verses, reasons and goals of their revelation.	△				
8.6 Hold the Qur'an as guidelines for the way of lives both in practice and solving problems.	△				
8.7 Able to connect the knowledge of the holy Qur'an with other knowledge and disciplines.	△				
9. The Prophetic Tradition subject area should aim to achieve the following standards:					
9.1 Know prophet traditions and love to practice accordingly.	△				
9.2 Able to memorize some <i>Hadiths</i> .	△				
9.3 Know kinds of <i>Hadith</i> and their reporters.	△				

<p>9.4 Able to analyze the meaning of <i>Hadith</i>.</p> <p>9.5 Hold the <i>Hadith</i> as guidelines for the way of lives both in practice and solving problems.</p> <p>9.6 Able to apply <i>Hadith</i> to explain the Holy verses.</p> <p>9.7 Able to differentiate between sunnah and bid'ah.</p> <p>9.8 Able to connect the knowledge of <i>Hadith</i> with other knowledge and disciplines.</p>																																																																																																																																																																																																																																							
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<p>12.2 Understand the principles of Islamic Da'wah and the reasons of the expansion of Muslim empire as well as be proud of Islamic civilization.</p> <p>12.3 Know prophetic characteristics and apply them in daily life.</p> <p>12.4 Able to analyze and criticize the history and apply it in daily life.</p> <p>12.5 See the connection of history with other knowledge and disciplines.</p>							
<p>13. The <i>Akhlaq</i> subject area should aim to achieve the following standards;</p> <p>13.1 Understand Islamic ethics and apply them in daily lives till they become integrated in daily life.</p> <p>13.2 Apply the knowledge of Islamic ethics in solving current problems being faced by the community.</p> <p>13.3 Be aware of the importance of Islamic ethics.</p>							
<p>14. The Arabic subject should aim to achieve the following standards:</p> <p>14.1 Use the process of reading to inculcate knowledge and develop the learners' intelligence for their daily lives and instill the habit of loving to read.</p> <p>14.2 Use the process of writing to write compositions, stories, and reports effectively.</p> <p>14.3 Choose to listen, speak and to expose ideas creatively.</p> <p>14.4 Understand the nature of Arabic Language.</p> <p>14.5 Able to use Arabic language in seeking Islamic knowledge and other disciplines.</p> <p>14.6 Be aware of the importance of the Arabic language, love and be proud of using Arabic in listening, reading and writing.</p>							
<p>15. The Malay Language subject should aim to achieve the following standards:</p> <p>15.1 Use the process of reading to inculcate knowledge and develop the learners'</p>							

<p>intelligence for their daily lives and instill the habit of loving to read.</p> <p>15.2 Use the process of writing to write compositions, stories, and reports effectively.</p> <p>15.3 Choose to listen, speak and to expose ideas creatively.</p> <p>15.4 Understand the nature of Malay Language.</p> <p>15.5 Able to use Malay language in seeking Islamic knowledge and other disciplines.</p> <p>15.6 Be aware of the importance of Malay language, love and be proud of using Malay language in listening, reading and writing.</p>							
<p>The portions of Religious Studies subject areas</p> <p>16. The portions of Religious Studies subject areas should be as follow:</p> <p>16.1 Subject area of Islamic ethics 15 %.</p> <p>16.2 Subject area of <i>Fiqh</i> 15 %.</p> <p>16.3 Subject area of al Qur'an 15 %.</p> <p>16.4 Subject area of Arabic Language 15 %.</p> <p>16.5 Subject area of Islamic History 10 %.</p> <p>16.6 Subject area of <i>Hadith</i> 10 %.</p> <p>16.7 Subject area of <i>Aqida</i> 10 %.</p> <p>16.8 Subject area of Malay Language 10 %.</p>							
<p>17. Incorporating local-based contents in subject areas suggested by the national curriculum should be as follows:</p> <p>17.1 The subject area of Mathematics and Science should in accordance with the national curriculum.</p> <p>17.2 The subject area of Thai and Foreign Languages should be in accordance with the national curriculum but not conflict with the teaching of Islam.</p> <p>17.3 The Subject area of Arts should be as follows:</p> <p>17.3.1 Penetrate the Islamic arts in this subject area.</p> <p>17.3.2 The music subject should be taught only at the primary school.</p> <p>17.3.3 Teach Annasheed and other music which do not conflict with the teaching of</p>							

19.2.1 Possessing of long visions.	△				
19.2.2 Creativity perception.	△				
19.2.3 Good imagination.	△	/			
19.2.4 Intelligent development.	△				
19.2.5 Self reliance.	△				
19.2.6 Good moral and ethical character in daily life.	△				
19.2.7 Self confidence.	△				
19.2.8 Self concept.	△				
19.2.9 Knowing how to learn.	△				
19.2.10 Esthetic.	△				
19.2.11 Steady emotion.	△				
19.2.12 Able to practice in accordance with Islamic teaching.	△				
19.2.13 Responsible.	△				
19.2.14 Carefulness.	△				
19.2.15 Having good character.	△				
19.2.16 Having interpersonal relation.	△				
19.2.17 Patience.	△				
19.2.18 Ready to develop their communities.	△				
19.2.19 Proud of own localities.	△	/			
19.2.20 Ready to follow social norms.	△				
19.2.21 Possessing the characteristics of leadership.	△				
19.2.22 Skillful in team work.	△				
19.2.23 Mastery of skills in communication.	△				
19.2.24 Mastery of skills in working.	△				



$\Delta = Q1 = 5$ / your previous answers
 $Q1 = 5$

Reasons

- 1.....(item number.....)
- 2.....(item number.....)
- 3.....(item number.....)
- 4.....(item number.....)
- 5.....(item number.....)
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APPENDIX K

Faculty of Education

University of Malaya

21 December 2001

To

Hon panelist

Dear,

I enclose herewith the fourth round questionnaire. Please reconsider your answers. You are allowed to change your answers but you need to give the reason if your answers are out side interquartile range.

Thanks for participation

Sincerely yours,

Ibrahim Narongraksakhet

QUESTIONNAIRE

Round Four

Developing guidelines for constructing the local-based curriculum for Islamic
private school in southern border provinces of Thailand

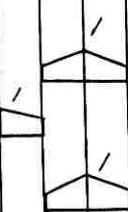
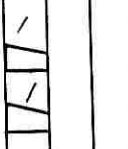
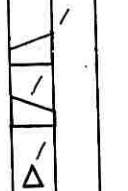


Ibrahim Narongraksakhet

University of Malaya

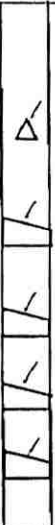


Faculty of Education

2001

Direction: Please reevaluate your previous responses by comparing with other expert panelists, namely, (1) you may maintain your previous answers outside interquartile range but you are requested to give reasons. Your reasons may be the same or different from the reason you gave in the third round; (2) you may change your previous answers into interquartile range; (3) or you may maintain your responses in the interquartile range.

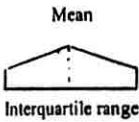
Items	5	4	3	2	1	
1. What capacities should the learners possess after completing their M.3? 1.1 Able to go for work. 1.2 Able to further their study in academic fields. 1.3 Able to further their study in vocational fields.						
2. What capacities should the learners possess after completing their M.6? 2.1 Able to go for work. 2.2 Able to further their study at the tertiary level.						
3. What capacities should the learners possess after completing both their M.6 and 3 <i>Thanawi</i> ? 3.1 Able to go for work. 3.2 Able to further their study at the tertiary level. 3.3 Able to further their study in religious fields.						
4. The guidelines for constructing the local-based curriculum in accordance with the National Education Act of 2542/1999 should be designed for both integrated and separate curriculum.						
5. We should incorporate local-based contents in subject areas suggested by the national curriculum.						
Experts' attitudes towards the local-based curriculum (curriculum of religious studies). 6. The subject areas of Religious Studies (local-						

based curriculum) should be as follows:						
6.1 The Holy Qur'an (al Qur'an)	△					
6.2 Prophetic Traditions (<i>Hadith</i>).	△					
6.3 Unity (<i>Tauhid</i>).	△					
6.4 Islamic Jurisprudence (<i>Figh</i>).	△					
6.5 Islamic History (<i>Sira</i>).	△					
6.6 Islamic Ethics (<i>Akhlaq</i>).	△					
6.7 Malay Language.	△					
6.8 Arabic Language.	△					
7. The Islamic Sociology should be incorporated in subject area of Society Religion and Culture suggested by the national curriculum.	△					
8. The Qur'anic subject area should aim to achieve the following standards:						
8.1 Skillful in reciting the Holy Qur'an.	△					
8.2 Able to memorize Qur'anic verses.	△					
8.3 Able to apply verses in performing daily <i>Ibada</i> (daily obligations).	△					
8.4 Possess good ethics in reciting the Holy verses, love to recite and listen to the Holy Qur'an.	△					
8.5 Know kinds of verses, reasons and goals of their revelation.	△					
8.6 Hold the Qur'an as guidelines for the way of life both in practice and solving problems.	△					
8.7 Able to connect the knowledge of the holy Qur'an with other knowledge and disciplines.	△					
9. The Prophetic Tradition subject area should aim to achieve the following standards:						
9.1 Know prophet traditions and love to practice accordingly.	△					
9.2 Able to memorize some <i>Hadiths</i> .	△					
9.3 Know kinds of <i>Hadith</i> and their reporters.	△					
9.4 Able to analyze the meaning of <i>Hadith</i> .	△					
9.5 Hold the <i>Hadith</i> as guidelines for the way of life both in practice and solving problems	△					
9.6 Able to apply <i>Hadith</i> to explain the Holy verses.	△					
9.7 Able to differentiate between sunnah and bid'ah.	△					
9.8 Able to connect the knowledge of <i>Hadith</i> with other knowledge and disciplines.	△					

<p>10. The <i>Tauhid</i> subject area should aim to achieve the following standards:</p> <p>10.1 Understand and faith in pure <i>Aqida</i> reasonably with full of Iman. This faith is based on both <i>Aqli</i> and <i>Naqli</i> reasons.</p> <p>10.2 Able to analyze the causes which destroy the conditions of being Muslim and causes to erode belief.</p> <p>10.3 Understand and able to explain the practice of Shirk.</p> <p>10.4 Apply pure <i>Aqida</i> for good attitudes towards <i>Ibada</i>.</p> <p>10.5 Be aware of the importance of <i>Aqida</i> and practice accordingly.</p>						
<p>11. The Islamic Jurisprudence subject area should aim to achieve the following standards:</p> <p>11.1 Know the background of Islamic Jurisprudence.</p> <p>11.2 Understand Islamic Jurisprudence and use it in <i>Ibada</i> properly and correctly.</p> <p>11.3 Able to practice in accordance with the Islamic Jurisprudence in daily life.</p> <p>11.4 Able to analyze Islamic Jurisprudence.</p> <p>11.5 Know the schools of Islamic Jurisprudence.</p> <p>11.6 Be aware of the importance of Islamic Jurisprudence.</p>						
<p>12. The Islamic History subject area should aim to achieve the following standards:</p> <p>12.1 Understand the history of the Arabs before Islam and the history of Islam.</p> <p>12.2 Understand the principles of Islamic Da'wa and the reasons of the expansion of Muslim empire as well as be proud of Islamic civilization.</p> <p>12.3 Know prophetic characteristics and apply them in daily life.</p> <p>12.4 Able to analyze and criticize the history</p>						

15.5 Able to use Malay language in seeking Islamic knowledge and other disciplines.	/					
15.6 Be aware of the importance of Malay language, love and be proud of using Malay language in listening, reading and writing.	/					
The portions of Religious Studies subject areas						
16. The portions of Religious Studies subject areas should be as follow:						
16.1 Subject area of Islamic ethics 15 %.	/					
16.2 Subject area of <i>Fiqh</i> 15 %.	△					
16.3 Subject area of al Qur'an 15 %.	/					
16.4 Subject area of Arabic Language 15 %.	/					
16.5 Subject area of Islamic History 10 %.	/					
16.6 Subject area of <i>Hadith</i> 10 %.	/					
16.7 Subject area of <i>Aqida</i> 10 %.	/					
16.8 Subject area of Malay Language 10 %.	/					
17. Incorporating local-based contents in subject areas suggested by the national curriculum should be as follows:						
17.1 The subject area of Mathematics and Science should in accordance with the national curriculum.	/					
17.2 The subject area of Thai and Foreign Languages should be in accordance with the national curriculum but not conflict with the teaching of Islam.	△					
17.3 The Subject area of Arts should be as follows:						
17.3.1 Penetrate the Islamic arts in this subject area.	/					
17.3.2 The music subject should be taught only at the primary school.	/					
17.3.3 Teach Annasheed and other music which do not conflict with the teaching of Islam.	/					
17.3.4 Dancing subject should be excluded since it conflicts with the teaching of Islam.	△					
17.4 The subject area of Vocational Education and Technology should be as follows:						
17.4.1 Contents should be consistent with local needs.	△					

19.2.7 Self confidence.					
19.2.8 Self concept.	△				
19.2.9 Knowing how to learn.	△				
19.2.10 Esthetic.					
19.2.11 Steady emotion.					
19.2.12 Able to practice in accordance with Islamic teaching.					
19.2.13 Responsible.	△				
19.2.14 Carefulness.	△				
19.2.15 Having good character.					
19.2.16 Having interpersonal relation.	△				
19.2.17 Patience.	△				
19.2.18 Ready to develop their community.					
19.2.19 Proud of own locality.					
19.2.20 Ready to follow social norms.					
19.2.21 Possessing the characteristic of leadership.					
19.2.22 Skillful in team work.	△				
19.2.23 Mastery of skills in communication.					
19.2.24 Mastery of skills in working.					



$\Delta = \begin{matrix} Q1 = 5 \\ Q3 = 5 \end{matrix}$

/ your previous answers

Reasons

- 1.....(item number.....)
- 2.....(item number.....)
- 3.....(item number.....)
- 4.....(item number.....)
- 5.....(item number.....)
- 6.....(item number.....)
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- 15.....(item number.....)
- 16.....(item number.....)
- 17.....(item number.....)
- 18.....(item number.....)
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- 20.....(item number.....)

APPENDIX L

List of expert panelists

Name of expert	Place of work
1. Asst. Prof Dr. Worawit Baru	Prince of Songkla University
2. Dr. Usman Sari	Prince of Songkla University
3. Chiraphan Dema	Prince of Songkla University
4. Nifarid Radenamad	Prince of Songkla University
5. Dr. Tayudin usman	Prince of Songkla University
6. Ahmad Idris	Islamic private school
7. Abdulrahman Chearong	Islamic private school
8. Ahmad Dureh	Islamic private school
9. Husen Maliloh	Islamic private school
10. Ibrahim Hajisai	Islamic private school
11. Shukri Saleh	Islamic private school
12. Yusof Tale	College of Islamic Studies
13. Abdul Raheem Niyomdecha	College of Islamic Studies
14. Abdul Rashid Chema	College of Islamic Studies
15. Hasan Haji Mohd Zein	College of Islamic Studies
16. Adul Sataedee	Office of District Educational Supervision
17. Sanussi Benchasamai	Office of District Educational Supervision
18. Suntorn Piyawassan	Yala Islamic College

19. Asst. Prof. Suporn Laelemeen	Yala Islamic College
20. Abdul Razak Sopayaka	Office of Educational Region Two
21. Ahmad Habayae	Office of Educational Region Two
22. Husen Daho	Office of Educational Region Two
23. Saroj Chorachit	Office of Educational Region Two