APPENDIX A

School administrator

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

	000	
1. Sex	O Male	O Female
2. Age	O less th	an 20
2.1.60	O 21 -30	
	O 31 -40)
	O 41 -50)
	O 51 -60)
	O more t	han 60
3. Position	O school	principal
g. Fondon		manager
4. School		
5. Degree	O M. 6	
s, begies	O Diplo	ma
	O Bache	elor
	O Adva	nce diploma
	O Maste	er degree
	O Docto	oral degree
6. Majoring in	O Educ	ational Administration
	O Politi	cal Sciences
	O Socia	l Studies
	O Laws	
	O Othe	rs please indicate
7. Gradated from	O unive	ersity in Thailand
	O forei	gn university

8. Attitudes towards the Curriculum of Religious Studies.
8.1 Which curriculum that is implementing in your school?
O Curriculum of Religious Studies 2523/
O Integrated Curriculum 2535/
O Curriculum of Religious Studies 2540/
O 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.
O highly agrees O moderately agrees O disagrees
9.1.2 Goals are consistent with local needs.
O highly agrees O moderately agrees O disagrees
9.2 Attitudes towards curriculum contents.
9.2.1 Curriculum contents are consistent with student needs.
O highly agrees O moderately agrees O disagrees
9.2.2 Curriculum contents are consistent with local needs.
O highly agrees O moderately agrees O disagrees
9.3 Attitudes towards curriculum structure.
9.3.1 Curriculum structure is consistent with curriculum goals.
O highly agrees O moderately agrees O disagrees
9.3.2 Curriculum structure is consistent with student needs.
O highly agrees O moderately agrees O disagrees
9.3.3 Curriculum structure is consistent with local needs.
O highly agrees O moderately agrees O disagrees
O flightly agrees O moderately agrees O 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.
O highly agrees O moderately agrees O disagrees
10.1.2 Goals are consistent with local needs.
O highly agrees O moderately agrees O disagrees
o mgm, ug. ood
10.2 Attitudes towards curriculum contents.
10.2.1 Curriculum contents are consistent with student needs.
O highly agrees O moderately agrees O disagrees
10.2.2 Curriculum contents are consistent with local needs.
O highly agrees O moderately agrees O disagrees
10.3 Attitudes towards curriculum structure.
10.3.1 Curriculum structure is consistent with curriculum goals.
▼ Probably

O highly agrees O moderately agrees O disagrees
10.3.2 Curriculum structure is consistent with student needs.
O highly agrees O moderately agrees O disagrees
10.3.3 Curriculum structure is consistent with local needs.
O highly agrees O moderately agrees O 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
O integrated curriculum
O 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?
O Yes
O No Grade 10-12
10.4.3 Curriculum for basic education should be
O integrated curriculum
O separate curriculum
10 d 4 If your school does not want to use the integrated curriculum
Should you incorporate religious subjects in the curriculum of
academic studies?
O Yes
O No
10.5. If your school wants to implement the integrated curriculum what portions
of religious and academic subjects should be?
O Religious 30 % academic 70 %
O Religious 40 % academic 60 %
O Religious 50 % academic 50 %
O Religious 60 % academic 40 %
O Religious 70 % academic 30 %
O 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). O Science – Mathematics O English – Mathematics O English – Social Science O English -Islamic Studies O Arabic - Islamic Studies O Others please indicate
10.8 When should the educational track begin?
O M.1
O M.2
O M.3
O M.4
O M.5
O M.6
10.9 How many subject areas should be?
O 5 subject areas
O 6 subject areas
O 7 subject areas
O 8 subject areas
O More than 8 subject areas

Items	5	4	3	2	ı	officer
Curriculum Goals of new curriculum:						
1. goals are flexible but clear.						
goals are consistent with local needs.						
goals are consistent t with student needs.						
4. goals are consistent with student capacities.		1				
5. goals are consistent with the teaching of		1				
Islam.						
Benchmarks of curriculum standards:	1					
1. Possessing long vision.		1				
2. Creative perception		1		1		
3. Good imagination						
4. Intelligent development						
5. Self reliance						
Moral and ethical character in daily life			1		1	
7. Self confidence						
8. Knowing how to learn						1
9. Esthetic						
10. Steady emotion						
11. Able to practice in accordance with Islamic						1
teaching			1			
12. Responsible			1			
13. Self concept	i					Ì
14. Carefulness	1					
15. Having good character	į.	1			ľ	
16. Having interpersonal relation	1	1	1	1		
17. Patience					1	1
18. Ready to develop their community	l,					
19. Proud of own locality		1	į			
20. Emotional well being			1	ķ		1
21. Ready to follow the social norm						1
22. Possessing the leadership characters		1				
23. Skillful in team work				1		
24. Mastery of skills in communication			ł			Į.
25. Mastery of skills in working						
26. Mastery in management		1	1		ł	ŀ
		1	4			
	\perp					

APPENDIX B

Academic teacher

Part one		
Direction: Please mark / in the O consistent with	h your perceptio	n.
	000	
1. Sex	O Male	O Female
2. Age	O less than	20
28	O 21 -30	
	O 31 -40	
	O 41 -50	
	O 51 -60	
	O more tha	an 60
3. School		
4. Duration of work	O less that	n 2 years
	O 2 –3 yea	ars
	O 4 -5	
	06 - 7	
	O 8 –9	
	O more th	an 10 years
5. Degree	O M. 6	
3. Degree	O Diplom	a
	O Bachele	or
	O Advanc	ce diploma
	O Master	degree
	O Doctor	al degree
6. Majoring in	O educati	ional administration
o. Majoring in		al sciences
	O Social	studies
	O Laws	
	O Others	please indicate
7. Gradated from		sity in Thailand
Color	O foreign	n university

8. What should your students do after completing their M 3? O Further their studies at M.4. O Further their studies in the vocational field. O Go to work. O Others pleases indicate
 What should your students do after completing their M 6? O Further their studies in the academic field. O Vocational field. O Go to work. O Others please indicate
10. What should your students do after completing both M.6 and 3 <i>Thanawi?</i> O Further their studies in the academic field. O in the religious field. O Go to work. O Others
11. When should educational track begin? O M.1 O M.2 O M.3 O M.4 O M.5 O M.6
12. How many subject areas should be? O 5 O 6 O 7 O 8 O More than 8 subject areas
13. What programs that should be offered to your students? You can mark / more than one.
O Science – Mathematics O English – Social Science O English – Social Science O Arabic - Islamic Studies O O Others please indicate
14. What kind of religious subjects do you want to incorporate in the national curriculum?
13
46
1012
15. What are the proper portions of religious and academic subjects? Grade 7 -9
O 25:75 O 30:70 O 50:50 O60:40
Grade 10-12 O 25:75 O 30:70 O 50:50 O60:40
16. According to the above portions what kinds of religious subjects should be? O all compulsory O all elective O some are compulsory some are elective
17. What kind of religious subject areas' status should be?

O Penetrated in other subject areas suggested by the national curriculum.

- O Separate subject areas
- O 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.

	Subject area
	Self Development
	. Arts
•	Society Religion and Culture
25	. Thai Language
	. Mathematics
2	. Science
	. Vocation and Technology
	. Foreign Languages
	Vocation
·	Carpenter
	Computer
	Accounting
	Sewing
	Home Economic
·	Engine Mechanic
•	Agriculture
•	, Others
	O study only one subjects deeply O study only few subjects deeply O study several subjects roughly
Is	3 Current social problems needed to be solved through education organized in lamic private school.

APPENDIX C

Religious teacher

Part one Direction: Please mark / in the O co	onsistent with your perception.
Direction: Ficase mark in the 5 co	000
1. Sex	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
3	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
7. Gradated from	O foreign university

8. What should your students do after completing their M 3? O Further their studies at M.4 O Further their studies in the vocational field O Go to work O Others pleases indicate						
9. What should your students do after completing their M 6? O Further their studies in the academic field O Vocational field O Go to work O Others						
10. What should your students do after completing both M.6 and 3 <i>Thanawi?</i> O Further their studies in the academic field O in the religious field O Go to work O Others						
11. When should educational track begin? O M.1 O M.2 O M.3 O M.4 O M.5 O M.6						
12. How many subject areas should be? O 5 O 6 O 7 O 8 O More than 8 subject areas						
13. What programs that should be offered to your students? You can mark / more than						
O Science – Mathematics O English – Social Science O Arabic - Islamic Studies O Conglish – Mathematics O English – Mathematics O English – Islamic Studies O Others please indicate						
14. What kind of religious subjects do you want to incorporate in the national						
curriculum? 12						
4						
15. What are the proper portions of religious and academic subjects? Grade 7 –9						
O 25:75 O 30:70 O 50:50 O60:40						
Grade 10-12 O 25:75 O 30:70 O 50:50 O60:40						
16. According to the above portions what kinds of religious subjects should be? O all compulsory O all elective O some are compulsory some are elective						
 17. What kind of religious subject areas' status should be? O Penetrated in other subject areas suggested by the national curriculum. O Separate subject areas O Some are penetrated in the subject areas of Society Religion and Culture, while others are separate subject areas. 						

Part three

Ranking scale

Direction: Read the major topic carefully and decide which of these you consider the most important and you prefer most. Write "I" 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
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?
O study only one subject very deeply
O study only few subjects deeply
O study several subjects roughly
1.3 Current social problems needed to be solved through education organized i
Islamic private school
Drug Addiction.
Sexual Acts of Unmarried Students.
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	Q3	Q I	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 5	4	1
3.2	5	5	0	5 5	4	1
3.3	5	5	0	5	5	0
4.	5	5	0	5	4	I .
5.	5	5	0	5	4	1
6.1	5	5	0	5 5	5	0
6.2	5	5	0		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	<u>l</u> .
6.6	4	5	1	5	4	L
6.7	5	5	0	5	4	T.
6.8	5	5	0	5	5	0
7.	5	5	0	5	5 5	0
8.1	5	5	0	5		0
8.2	4	5	1	5	4	I .
8.3	5	5	0	5	4.75	0.25
8.4	5	5	0	5	4	1
8.5	4	5	1	5 5	4	1
8.6	5	5	0	5	5	0
8.7	5	5	0	5	4	l
9.1	5	5	0	5	4	l
9.2	5	5	0	5	4	1
9.3	4	3	1	5	3	2
9.4	4	5	1	5	4	<u>l</u> s
9.5	5	5	0	5	5	0
9.6	5	5	0	5	4	1
9.7	5	5 5	0	5 5	4	1
9.8	4		1	5	4	1
10.1	5	5 5	0	5 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 5	4	l	
11.1	5	5	0	5	4	1	
11.2 11.3	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 12.2 12.3	5	5	0	5	4	ı	
12.2	5 5 5 5	5	0	5	4	1	
12.3	5	5	0	5	4	i	
12.4	5	5	0	5	3	2	
12.5	4	5	1	5	4	l	
13.1	5	5	0	5	5	0	
13.2 13.3	5 5	5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5	0	5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5	4	ì	
13.3	5	5	0	5	4	I	
14.1	5 5 5 4	5	0	5	4	1	
14.2	5	5	0	5	3	2	
14.3	4	5	1	5	3	2 2	
14.4	4	4	0	5	3 3 3 4	2 1	
14.5	5	5	0	5	4	l	
14.6	4	5	1	5	4	1	
15.1	5	5 5 5 4 5 5 5	0	5	4	1	
15.1 15.2	4	5	1	5	4	l	
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		0	5	4	1	
16.2		4 5 5 5	0	5	5	0	
16.3	5 5 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	ı	
16.7	4	5	1	5	4	1	
16.8	5	5	0	5 5	4	1	
17.1	5		0	5	4	1	
17.2	5	5	0	5	5	0	
17.3.1	4	5	1	5 5 5 5		1	
17.3.2	4	5	1	5	4 2	3	
17.3.3	5	5	0	5	4	1	
17.3.4	5	5	0	5		1	
17.4.1	5 5 5 5	5	0	5	4 5 5	0	
17.4.2	5	5 5 5 5 5 5 5	0	5 5 5 5	5	0	

17.4.3	5	5	0	5	4	1	
17.5	5	5	()	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	()	5	4	1.	
17.6.4	5	5	0	5	4	1	
18.	5	5	0	5	5	0	
19.1.1	5	5	()	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		
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 5 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 5	4	1	
19.2.24	5	5	0	5	4	1	
	121						

APPENDIX F

Third round

Tems Median Mode D Q3 Q1 interquartile range		Third round										
1.2 5 5 0 5 4 1 1.3 3 3 0 4 2 2 2 2.1 5 5 0 5 4 1 1 2 <td< th=""><th>Items</th><th>Median</th><th>Mode</th><th>D</th><th>Q 3</th><th>Q 1</th><th>interquartile range</th><th></th></td<>	Items	Median	Mode	D	Q 3	Q 1	interquartile range					
1.2 5 5 0 5 4 1 1.3 3 3 0 4 2 2 2 2.1 5 5 0 5 4 1 1 2 <td< td=""><td>1.1</td><td>3</td><td>3</td><td>1</td><td>4</td><td>2</td><td>2</td><td>-11</td></td<>	1.1	3	3	1	4	2	2	-11				
1.3 2.1 5 5 5 0 5 4 1 2.2 5 5 5 0 5 4 1 3.1 4 4 0 5 4 1 3.2 5 5 0 5 4 1 5. 6.1 5 5 0 5 4 1 5. 6.1 5 5 0 5 4 1 5. 6.1 5 5 0 5 5 0 5 5 0 6.2 6.3 5 5 0 5 5 0 5 5 0 6.4 6.5 6.4 5 5 0 5 5 0 5 5 0 6.4 6.5 6.6 4 4 1 5 4 1 6.6 6.7 5 5 0 5 5 0 5 5 0 6 6.8 5 5 0 5 5 0 5 5 0 6 8.1 5 5 0 5 5 0 5 5 0 5 8.1 5 5 0 5 5 0 5 5 0 5 8.2 4 5 1 5 4 1 8.3 8.4 5 5 0 5 5 8.5 8.6 6 5 5 0 5 5 8.7 9.1 9.2 4 4 0 5 5 9.3 8.4 5 5 0 5 5 0 5 9.6 9.7 9.8 4 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1												
2.1				0		2	2					
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 6.8 5 5 0 5 5 0 7. 5 5 0 5 5 0 0 8.1 5 5 <td></td> <td></td> <td></td> <td></td> <td></td> <td>4</td> <td>1</td> <td></td>						4	1					
3.1 4 4 0 5 4 1 3.2 5 5 0 5 4 1 3.3 5 5 0 5 4 1 5 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 6.3 5 5 0 5 5 0 6.4 5 5 0 5 5 0 6.5 4 4 0 5 4 1 1 6.6 4 4 1 5 4 1							1					
3.2 5 5 0 5 4 1 3.3 5 5 0 5 4 1 5. 5 5 0 5 4 1 6.1 5 5 0 5 5 0 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 6.8 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 8.6 5 5 0 <td></td> <td></td> <td></td> <td></td> <td></td> <td>4</td> <td>L</td> <td></td>						4	L					
3.3 5 5 0 5 5 0 4. 5 5 5 0 5 4 1 5. 5 5 0 5 5 0 0 6.1 5 5 0 5 5 0 0 6.2 5 5 0 5 5 0							1					
5. 5 5 5 0 5 5 0 6.1 5 5 5 0 5 5 0 6.2 5 5 0 5 5 0 0 6.3 5 5 0 5 5 0			5	0	5		0					
5. 5 5 5 0 5 5 0 6.1 5 5 5 0 5 5 0 6.2 5 5 0 5 5 0 0 6.3 5 5 0 5 5 0			5	0	5		1					
6.1			5	0	5		1					
6.2		5	5	0		5	A40					
6.3			5	0		5						
6.4		5	5	0	5	5						
6.5			5	0								
6.7 6.8 5 5 0 5 0 5 0 7 8.1 5 5 0 5 0 8.1 5 5 0 5 0 8.2 4 5 1 5 4 1 8.3 5 5 0 5 0 8.4 5 5 0 5 0 8.4 1 1 8.5 8.6 5 5 0 5 0 5 4 1 1 8.5 8.6 5 5 0 5 0 5 4 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1			4	0	5		1					
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12.1	5	5	0	5	4	1	
12.2	5	5	0	5	4	1	
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14.3	4	4	0	5	4	1,	
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14.5	5	5	0	5	4	1	
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15.2	5	5	0	5	4	1	
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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	
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19.1.4	5	5	0	5	4	1	
19.1.5	5	5 5	0	5	4	1	
19.2.1	5	5	0	5	5	0	
19.2.2	5	5	0	5 5 5 5 5 5 5 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	5 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	
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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 5	4	1	
19.2.15	5	5	0	5 5	5	0	
19.2.16	5	5	0	5	5	0	
19.2.17	5	5	0		5	0	
19.2.18	5	5 5 5 5 5	0	5 5	4	L	
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 5 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 $\,$

Iltem	N	Z	RNH	FNH
1.1	22	1.000	i l	1
1.2	22	1.000	= :	1
1.3	22	1.000	-	1
3.1	22	1.000	-	1
3.2	22	1.000	<u></u>	1
3.3	22	1.000	-	1
4.	22	1.000	-	1
5.	23	0.000	9 -	1
6.1	23	0.000	:-	1
6.2	22	1.000	2	1
6.3	23	0.000	*::	1
6.4	23	0.000	€)	1
6.5	23	0.000		1
6.6	20	1.732	-	1
6.7	22	1.000	-	/
6.8	23	0.000		1
7	23	0.000	-	1
8.1	23	0.000		1
8.2	22	1.000	<i>.</i>	1
8.3	19	1.890	.=	1
8.4	22	1.000	1€	1
8.5	20	1.633	v .=	1
8.6	18	1.857	.	1
8.7	21	1.342	1.00	1
9.1	22	1.000	~	1
9.2	22	1.000	•	7
9.3	22	1.000	-	/
9.4	21	1.342		1
9.5	22	1.000	*	1
9.6	21	1.342		
9.7	17	2.333*	1	900
9.8	21	1.342		1

21 × 245		1 242		4
10.1	21	1.342	-	<i>!</i>
10.2	22	1.000	-	4
10.3	23	0.000		,
10.4	23	0.000	× -	1
10.5	23	0.000	\ .	<i>I</i>
				,
11.1	22	1.000	*	1
11.2	23	0.000	•	1
11.3	23	0.000	-	1
11.4	21	1.414	-	,
11.5	21	1.414	•	,
11.6	20	1.633	-	1
				,
12.1	22	1.000	-	1
12.2	22	1.000	· =	1
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12.4	22	1.000	-	1
12.5	19	1.890		1
				*
13.1	22	1.000	-	/
13.2	23	0.000		/
13.3	22	1.000	-	1
14.1	21	1.342	-	1
14.2	20	1.633	¥	1
14.3	21	1.414	-	1
14.4	22	1.000	9₹	1
14.5	22	1.000	-	1
14.6	22	1.000	•	1
TO CONTROL				
15.1	23	0.000	-8	1
15.2	21	1.342	=	1
15.3	22	1.000		1
15.4	21	1.414		1
15.5	22	1.000		1
15.6	23	0.000	※	I
10.0				
16.1	20	1.633		1
16.2	23	0.000	×=	1
16.3	22	1.000	(5	1
16.4	22	1.000	200	1
16.5	23	0.000	k ₫	1
16.6	20	1.732		1
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16.7	19	1.890	:#	1
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17.3.2	19	1.890	•	. T
17.3.3	21	1.414	≡ ″	*
17.3.4	22	1.000	-	,
17.4.1	22	1.000	-	,
17.4.2	20	0.577		<i>'</i> ,
17.4.3	22	1.000	-	′,
17.5	22	1.000	-	1
17.6.1	19	2.000*	1	-
17.6.2	23	0.000	i. t.	1
17.6.3	21	1.414	•	1
17.6.4	20	0.577	=	1
18.	23	0.000	1=	1
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19.1.1	22	1.000		1
19.1.2	21	1.414		1
19.1.3	23	0.000		1
19.1.4	21	1.414	₹8	/
19.1.5	22	1.000	•	1
19.2.1	21	1.414		1
19.2.2	21	1.414	*	1
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19.2.4	20	1.732	16	1
19.2.5	22	1.000		1
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19.2.9	21	1.414		1
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19.2.12	23	0.000		ï
19.2.13		0.000	<u>=</u>	1
19.2.14	23	1.732	.	,
19.2.15	20		.	7
19.2.16	21	1.414		<i>'</i> ,
19.2.17	21	1.414	-	7
19.2.18	23	0.000	-	

19.2.19	22	1.000	-	7
19.2.20	19	0.368	# .3	1
19.2.21	21	1.414	1465	1
19.2.22	22	1.000	•	1
19.2.23	22	1.000	-	1
19.2.24	23	0.000	•	1

RNH = The null hypothesis was rejected.

FNH = Fail to reject the null hypothesis

APPENDIX G

Fourth round

Items	Median	Mode	a	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 5	4	L.
2.2	5	5	0	5	4	l
3.1	4	4	0	5	4	l
3.2	5	5	0	5 5 5 5	4	1
3.3	5	5 5	0	5	5	0
4.	5	5	0	5	4	1
5.	4	5	1	5	4	ļ
6.1	5	5	0	5	5 5	0
6.2	5	5	0	5	5	0
6.3	5 5	5 5 5	0	5	5	0
6.4	5	5	0	5	5	0
6.5	5		0	5 5 5 5	4	1
6.6	4	4	0	5	4	1
6.7	5	5	0	5	4	l O
6.8	5	5	0	5 5	5	0
7.	5	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	l
9.1	5	5	0	5 5 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	0
9.6	5 5	5 5	0	5	4	1
9.7	5	5	0	5	5	0
9.8	4 5	4	1	5	4	1
10.1	5	5	0	5	5	0
10.2	5 5	4 5 5 5	0	5 5 5 5 5	4	1
10.3	5	5	0	5	4	<u> </u>

10.4	5	5	0	5	4	1	
10.5	5	5	0	5 5	4	1	
11.1	5	5	0	5	4	1	
11.2	5	5	0	5 5 5 5 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	
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12.2	5 5 5 5	5 5 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 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5	4	1	
13.3	5 5	5 5 5	0	5	4	1	
14.1		5	0	5	4	l	
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	ì	
14.6	4	5 5 5 5 5 5	ı	5	4	1	
15.1	5 5 5 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	4 5 5 5	5 5 5	0	5	5	0	
16.3	5	5	0	5	4	l	
16.4	5	5	0	5	4	I	
16.5	4	4	0	5	4	1	
16.6	4	4	0	5	4	I	
16.7	4	4	0	5	4	i	
16.8	5	5	0	5	4	j	
17.1	5	5	0	5	4	1	
17.2	5 5 5 5	5	0	5	5	0	
17.3.1		5	0	5	4	1	
17.3.2	4 5	5	1	5	2	3	
17.3.3		5	0	5	4	1	
17.3.4	5	5	0	5	5	0	
17.4.1	5 5 5	4 5 5 5 5 5 5 5 5 5 5 5	0	5 5 5 5 5 5 5 5 5	5 5 5	0	
17.4.2	5	5	0	5	5	0	

17.4.3	5	5	()	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	ì	
19.1.3	5	5	0	5	4	1	
19.1.4	5	5	0	5	4	1	
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19.2.1	5	5	0	5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 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	5	0	
19.2.7	5	5	0	5	4	1	
19.2.8	5	5	0	5	5 5	0	
19.2.9	5	5	0	5	5	0	
19.2.10	5	5 5	0	5	4	1	
19.2.11	5	5	0	5	4	1	
19.2.12	5	5 5 5	0	5	5 5	0	
19.2.13	5 5	5	0	5	5	0	
19.2.14	5	5	0	5	4	1	
19.2.15	5	5	0	5	4 5 5 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 5 5 5 5	0	5	4	I	
19.2.20	4	4	0	5	4	1	
19.2.22	5 5	5	0	5 5 5 5 5 5 5 5 5 5	4	1	
19.2.22	5	5 5	0	5	4	1	
19.2.23	5	5	0	5	4	1	
19.2.24	5	5	0	5	4	l	

an and and

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

Item	N	Z	RNH	FNH
1.1	23	0.000	-	1
1.2	23	0.000	ç. . .	1
1.3	21	1.414	-	1
2.1	23	0.000	-	1
2.2	23	0.000	-	1
3.1	23	0.000	-	1
3.2	23	0.000	1-	1
3.3	23	0.000	s .	1
4	23	0.000		1
5.	23	0.000	•:	1
6.1	23	0.000		1
6.2	22	1.000	•	1
6.3	23	0.000	1 - -	1
6.4	23	0.000	:	./
6.5	23	0.000	: *	1
6.6	23	0.000	-	1
6.7	22	1.000	-	1
6.8	23	0.000	 7)	1
6.9	23	0.000	- 2	/
7	23	0.000		1
8.1	23	0.000		1
8.2				
8.3	22	1.000	: -	,
8.4	23	0.000	-	1
8.5	23	0.000	-	1
8.6	22	1.000	•0	*
8.7	22	1.000	-	<i>I</i>
9.1	23	0.000	*	1
9.2	23	0.000	-	1
9.3	22	1,000		1
9.4	23	0.000	-	

9.5	22	1.000	5	7
9.6	23	0.000	1 (/
9.7	23	0.000		1
9.8	22	1.000	:•	1
10.1	23	0.000	:- <u>-</u>	1
10.2	23	0.000	7 =	1
10.3	23	0.000	·	/
10.4	23	0.000	=	1
10.5	23	0.000		1
		on and a		
11.1	23	0.000	-	1
11.2	23	0.000	-	I.
11.3	23	0.000	=	1
11.4	23	0.000	-	1
11.5	23	0.000	: -	1
11.6	22	1.000	8.2	I
				a a
12.1	22	1.000	-	<i>'</i>
12.2	22	1.000	₹	/
12.3	23	0.000	*	1
12.4	22	1.000	-	1
12.5	23	0.000	•	1
				ÿ
13.1	23	0.000		1,
13.2	23	0.000	-	4.
13.3	23	0.000		\mathcal{I}
		0.000		,
14.1	23	0.000	(=	<u>'</u>
14.2	23	0.000	-	4
14.3	22	1.000	= 0	<i>'</i> ,
14.4	22	1.000	- :	, , , , , , , , , , , , , , , , , , ,
14.5	23	0.000	-	1
14.6	23	0.000	-	,
3 1.70		0.000		j
15.1	23	0.000	-	<i>'</i> ,
15.2	22	1.000	, -	1
15.3	22	1.000	-	,
15.4	22	1.000		7
15.5	23	0.000		1
15.6	23	0.000	⇒ 2	,
12.1	00	0.000		1
16.1	23	0.000	•	<i>'</i> ,
16.2	23	0.000	-	

16.3	23	0.000	*)	1
16.4	23	0.000	1	1
16.5	23	0.000	-	1
16.6	23	0.000		I
16.7	23	0.000		1
16.8	23	0.000	*	1
				124
17.1	23	0.000	-	1
17.2	23	0.000	3 .5	/
17.3.1	23	0.000	-	/
17.3.2	23	0.000	•	
17.3.3	23	0.000	•	1
17.3,4	22	1.000	**	1
17.4.1	23	0.000	#1	1
17.4.2	23	0.000		1
17.4.3	23	0.000	*	1
17.5	23	0.000		I
17.6.1	22	1.000		1
17.6.2	23	0.000		1
17.6.3	23	0.000		1
17.6.4	21	1.414	-	1
			*	
18.	23	0.000	<-	1
		* 224		•
19.1.1	23	0.000	-0	1
19.1.2	23	0.000	₽.	1
19.1.3	23	0.000	•	I
19.1.4	21	1.414	*	1
19.1.5	23	0.000	2	1
19.2.1	23	0.000	; =	1
19.2.2	23	0.000	-	1
19.2.3	22	1.000		1
19.2.4	23	0.000	182	1
19.2.5	23	0.000		1
19.2.6	23	0.000	٠.	1
19.2.7	23	0.000	-:	1
19.2.8	23	0.000	•	I
19.2.9	23	0.000	-	1
19.2.10	22	1.000		1
19.2.11	23	0.000	i e (1
19.2.12	23	0.000	•	I
19.2.13	23	0.000	-	1
19.2.14	23	0.000		/
19.2.15	23	0.000		1

_	19.2.16	23	0.000	÷	7	
	19.2.17	23	0.000	·=	1	
	19.2.18	23	0.000	1 4	1	
	19.2.19	23	0.000	-	1	
	19.2.20	23	0.000	-	1	
	19.2.21	23	0.000	₩.	1	
	19.2.22	23	0.000	·	1	
	19.2.23	23	0.000	17.	1	
	19.2.24	23	0.000	-	1	

APPENDIX H

Faculty of Education

University of Malaya, Malaysia

2 October 2001

Panelist

Ref: Participation as a member of the survey panel

Dear,

I, Ibrahem 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 openended questionnaire. The second, third, and fourth rounds are rating scales. In the third

249

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,

Ibrahem Narongraksakhet

Ph.D candidate

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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,

Ibrahem Narongraksakhet

Ph.D candidate

Confirmation form

☐ agree	to participate in your study
- disagree	
	□ agree □ disagree

QUESTIONNAIRE

	Round one

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

Ibrahem 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
or the likes	
	□ 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 add. Mark (X) on the number of items you want to items in the space provided if you want to add so	o delete and write your additional
What capacities should the learners possess after 1.1 Able to further their study in academic fields. Able to further their study in vocational fields 1.3	
2. What capacities should the learners possess after	er 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 aft Thanawi?	er completing both their M.6 and 3
3.1 Able to go for work.	
3.2 Able to further their study at the tertiary leve	
3.3 Able to further their study in religious fields.	
3.4 Able to further their study in vocational field	is.

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

separated curriculum.

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

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 (Figh). 6.5 Islamic History (Sira). 6.6 Islamic Ethics (Akhlag). 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 *lbada* (daily obligations). 8.4 Possess good ethics in reciting the Holy verses, love to recite and listen to the Holy Our'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

- 10. The Tauhid subject area should aim to achieve the following standardsp:
- 10.1 Understand and faith in the pure Aqida reasonably with full of iman.

9.8......

- 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 *lbada* 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 standard	IS:
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	on 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.	

. Dis ribio to ununifica unua entra entra unua entra unua entra e
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 a	ware	of	the	i	n	nŗ	00	r	a	n	C	e	0	f	I	sl	a	n	i	C	e	t	h	ics	
13.4				٠.		••			•		٠.			, ,			٠			•	•		•		
13.5																					E 4 10		•		

- 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.

4.	6.	 ٠	. ,	•	•	٠	•			•	٠	٠	•	•		•	•	٠	٠	٠	×	٠	•	٠	٠	•	٠	•	٠	•		,	•	•		٠	
4.	7.		٠.	•						•			•	•	•	•							٠		٠		•	٠	•	٠	٠		٠	•	•		

1	4	1	5	2													-					,																						٠.						ä			
٨		т,	٠,	,	٠	٠	٠			٠	۰		0	•	۰	٠	٠	۰	٠	•	•	٠	 •	٠	۰	۰	۰	S	•	•	۰	۰	•	۰	۰	,	W	•	٠.	•	٠	7	7			٠	7	7			7	Ιb	

- 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.	 		 	٠		٠	.,	•		٠	•	•	•		•	٠	٠	•	•	 ٠	٠	•	٠	٠	•			
15.7.	 	••	 	•		•		 	•				•			•						•			٠	* 1	••	
15.8												9		211	577					 			174					

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 Figh	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	
J.13,1-1	Ib 1	Ib 2	Ib 3	lb 4
I. 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 3	2 2	2 2	2 2
1.4 Islamic Jurisprudence	3	2	2	2
2. Languages	1			
2.1 Arabic Language				2
2.1.1 Grammar	=	1	2	2
2.1.2 Morphology		1	1	1
2.1.3 Reading Comprehension	2 2	2	2	1 2
2.1.4 Dictation	2	2	1 1	1
2.1.5 Composition	3€	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	2	2
3.1 Islamic History	2	2	l	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
1.3Prophetic Tradition	2	2	2 2 2
1.4 Islamic Theology	2	2	2
1.5 Islamic Jurisprudence	2 2 2 2	2 2 2	2
1.6 Inheritance	1 1	1 1	1
2. Languages			
2.1 Arabic Language			
2.1.1 Grammar	4	4	4
2.1.2 Reading Comprehension	2	4 2	2
2.1.3 Rhetoric	-	1 1	1
2.1.4 Dictation	1	1 1	1
2.1.5 Composition	2 2	2 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	11	1	1
Total	30	30	30

M=Mutawasit

The Curriculum of Islamic Studies 2523/1980, Secondary level

The state of the s		Period	Week	Year		
Subjects	TH	ı	TH	1	TH	1
economic de la companya del companya del companya de la companya d	com	ор	com	ор	Com	op
L. Religion						
L.I Holy Quran	4 or 2	-8	4 or 2	-	4or 2	
1.2 Prophetic Tradition	2	2 6	2	2	2	
1.3 Islamic Jurisprudence	2 2	6	2	8	2	7 5
1.4 Philosophy	1	3	: -	4	-	5
2. Languages						
2.1 Arabic Language	6	10	4	10	4	10
2.2 Malay Language		10 2 2	-	2	· ·	2 2
2.3 English	ž	2	-	2	-	2
3. Social Studies	2	5	2	8	3	8
				1	1	
Total	17/15	13/15	14/12	16/18	14/13	0

The Integrated Curriculum 2535/1992

Tite	Stated	Cinti	Period	1	Week				
		MI			M 2			М3	
Subjects	co m		ор		com	op		co m	op
	C	Е		C	E		C	E	
1. Languages									
1.1 Thai Language	4		1	4	- S	-1γ	4	1941 E	7
1.2 Foreign Language		~		-		11	-		li
2. Science - Mathematics						li			li .
2.1 Science	3	5. 5 5		3	75	11	3	2	
2.2 Mathematics		•	1	3	5-6		3		
3. Social Studies	2	2	11	2	2	11	3	2	
4. Personal Behavioral Development	1		l i						1
4.1 Physical and Health Education	1	2		1	2	11	1	2	
4.2 Arts Education	1	-	10	1	-	10	1		13
5. Vocational Education			1	1		11			
5.1 Vocational subjects	١ -	2	11		2	11	-	2	11
5.2 Professional subjects	-	-			1	11	-		H
6. Religion						11			H
6.1 Religion	12	-	11	12		11	12	•	11
6.2 Basic Arabic Language	4		H	4	S		4		11
6.3 Arabic Grammar		•	11	-					П
6.4 Local Language	2	• -	+	2	-	+	*:	-	╫
Total	32	6	10	32	6	10	29	6	13
		48			48			48	

Activities			
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 1.2 Other activities	1	1	! !
2. Religious activities	2	2	2
 Counselling activities or problem solving or teaching-learning improvement activities 	1	I	ı
4. Student's free activities	1	1	1
Total	6 54	6 54	6 54

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

The Curriculum of Islamic Studies 2540/1997, Elementary level

Subjects				periods	week	semester			
L	Com Core	lb1 Op	Е	Com Core	Ib2 Op	E	Com Core	Ib3 Op	Е
L. Religious	11		not	11		Not	u		Not
2. Languages			less			less			less
2.1 Arabic	4	-	than	4	- 1	than	4 2	-	than
2.2 Malay 2.3 Foreign	2	-	2	2	::●:	2	2	1,=	2
Languages		-	ļļ.	-		11	-		11
3. Social Studies	•	3	Į.	ĕ	3	#	-	3 -	₽
	17	3	2	17	3	2	17	3	2
Religious activities		22			22			22	
Total(not less than)		2			2			2	
Secondary (Secondary)		24			24			24	

The Curriculum of Islamic Studies 2540/1997, Middle level

Subjects				periods	week	semester			
	Core	lb1 Op	Е	Com Core	Ib2 Op	Е	Com Core	Ib3 Op	E
Religious Languages	10	٠	not less	10	.=::	not less	10	-	not less
2.1 Arabic	4		than	4	-	than	4		than
2.2 Malay 2.3 Foreign	2		3	2		3	2		3
Languages	-	7. 4	i				1.00		
3. Social Studies		3		-	3			3	
	16	3	3	16	3	3	16	3	3
Religious activities		22	1	Į.	22	1	1	22	
Total(not less		2			2			2	
than)		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,

Ibrahem 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

Ibrahem 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
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)							Ì
6. The subject areas of Religious Studies (local-							
based curriculum) should be as follows:			1				1
6.1 The Holy Qur'an (al Qur'an)							1
6.2 Prophetic Traditions (Hadith)		ii ii					
6.3 Unity (Tauhid)							
6.4 Islamic Jurisprudence (Figh)			1				1
6.5 Islamic History (Sira)							
6.6 Islamic Ethics (Akhlaq)			l				
6.7 Malay Language					Į.		Į.
6.8 Arabic Language			1		1		40
ON THIOLE EMIGNAGE			l				
7. The Islamic Sociology should be incorporated in	H		<u> </u>	\vdash			
the subject area of Society Religion and Culture						1	
suggested by the national curriculum.							1
suggested by the national curriculum.							1
8. The Qur'anic Subject area should aim to achieve	1		1	1			
the following standards:	1					1	
				1	1		
8.1 Skillful in reciting the Holy Qur'an						į.	1
8.2 Able to memorize Qur'anic verses.					1		1
8.3 Able to apply verses in performing daily	1	1	1			1	- 1
lbada (daily obligations)					1	1	
8.4 Possess good ethics in reciting the Holy		l				1	- 1
verses, love to recite and listen to the Holy			1			1	1
Qur'an.		1					1
8.5 Know kinds of verses, reasons and goals of	1				1		- 1
their revelation.						1	- 1
8.6 Hold the Qur'an as guidelines for the way of			1				1
lives both in practice and solving problems.				1		1	ļ
8.7 Able to connect the knowledge of the holy		1					i
Qur'an with other knowledge and disciplines.		1					1
	1	1	_	+	+	-	_
9. The Prophetic Tradition subject area should aim to	1						1
achieve the following standards:	h	1			1		
9.1 Know prophet traditions and love to practice				Y	1		
accordingly.	1	1					
9.2 Able to memorize some <i>Hadiths</i> .	I	1		W		1	Î
9.3 Know kinds of <i>Hadith</i> and their reporters.	I	1	-		1	1	
9.4 Able to analyze the meaning of <i>Hadith</i> .		1	1			1	
9.5 Hold the <i>Hadith</i> as guidelines for the way of		1	1	Ì		1	
lives both in practice and solving problems	ł				1		
lives both in practice and solving process							
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.					
10. The <i>Tauhid</i> subject area should aim to achieve the following standards: 10.1 Understand and faith in pure <i>Aqida</i> reasonably with full of Iman. This faith is based on both Aqli and Naqli reasons. 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 <i>Aqida</i> for good attitudes towards <i>Ibada</i> . 10.5 Be aware of the importance of <i>Aqida</i> 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 <i>Ibada</i> properly and correctly. 11.3 Able to practice in accordance with the 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. 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 Know prophetic characteristics and apply them in daily life.					

12.4 Able to analyze and criticize the history and		1		
apply it in daily life. 12.5 See the connection of history with other				
knowledge and disciplines.				
 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. 				
 14. The Arabic subject 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 Choose to listen, speak and to expose ideas creatively. 14.4 Understand the nature of Arabic Language. 14.5 Able to use Arabic language in seeking Islamic knowledge and other disciplines. 14.6 Be aware of the importance of the Arabic language, love and be proud of using Arabic in listening, reading and writing. 				
 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 Choose to listen, speak and to expose ideas creatively. 15.4 Understand the nature of Malay Language. 15.5 Able to use Malay language in seeking 				

Islamic knowledge and other discipline 15.6 Be aware of the importance of Ma language, love and be proud of using M language in listening, reading and writing	lay Ialay				
The portions of Religious Studies subject					
16. The portions of Religious Studies subj	ect a	reas			1 1
should be as follow:	E 2548	52	11	1	1 1
16.1 Subject area of Islamic ethics	15	%.			1 0
16.2 Subject area of Fiqh	15	%.			
16.3 Subject area of al Qur'an	15	%.			Į.
16.4 Subject area of Arabic Language	15	%. ~			
16.5 Subject area of Islamic History	10				
16.6 Subject area of Hadith		%.			
16.7 Subject area of Aqida		%.			
16.8 Subject area of Malay Language	10	%.	3		
17. Incorporating local-based contents in areas suggested by the national curriculum as follows: 17.1 The subject area of Mathematics a should in accordance with the national curriculum. 17.2 The subject area of Thai and Fore Languages should be in accordance with national curriculum but not conflict witeaching of Islam. 17.3 The Subject area of Arts should be follows: 17.3.1 Penetrate the Islamic arts in this area. 17.3.2 The music subject should be tauthe primary school. 17.3.3 Teach Annasheed and other mudo not conflict with the teaching of Islam. 17.4 Dancing subject should be excluit conflicts with the teaching of Islam. 17.4 The subject area of Vocational Ecand Technology should be as follows: 17.4.1 Contents should be consistent with the conflict with the local wisdom. 17.4.2 Manipulate the local wisdom. 17.4.3 The content concerning technologe as suggested by the national curricular.	ign th the that the as subjusted with I	cience e e e ciect only at which since ion ocal			

17.5 The subject area of Psychical 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. 17.6.2 Instill in this subject area the Islamic Economic subject. 17.6.3 Select contents that are consistent with local needs 17.6.4 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 with student needs. 19.1.4 Goals are consistent with student capacities. 19.1.5 Goals are consistent with the teaching of Islam. 19.2 Educational standards of the local-based curriculum should aim to provide the following attributes: 19.2.1 Possessing long vision. 19.2.2 Creativity 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 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.			Г				
19.2.13 Responsible.		1		1	1		
19.2.14 Carefulness.		ł	ł		8		
19.2.15 Having good character.							
19.2.16 Having interpersonal relation.	4		ĺ				
19.2.17 Patience.	1			1			
19.2.18 Ready to develop their community.	J.					1	
19.2.19 Proud of own locality.							
19.2.20 Ready to follow social norms.		ŀ				N/V	
19.2.21 Possessing the characteristics of		1			1	1	
leadership.	V		1	I			
19.2.22 Skillful in team work.	1		I				
19.2.23 Mastery of skills in communication.	1						
19.2.24 Mastery of skills in working.							

APPENDIX I

Ibrahem Narongraksakhet

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,

QUESTIONNAIRE

Round Three

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

Ibrahem 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 interquarltile 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	
 What capacities should the learners possess after completing their M.3? I.I Able to go for work. I.2 Able to further their study in academic fields. I.3 Able to further their study in vocational fields. 	\ <u> </u>		\/ \/			
 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. 		<u> </u>				
 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 	114	/				
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.	7					

5. We should incorporate local-based contents in	1			T	Т	
subject areas suggested by the national curriculum.					ļ	
			1	- 1		
Experts' attitudes towards the local-based			T			
curriculum (curriculum of religious studies)		1				
6. The subject areas of Religious Studies (local-		- (- 1		
based curriculum) should be as follows:						
6.1 The Holy Qur'an (al Qur'an).	Λ΄		1			
6.2 Prophetic Traditions (Hadith).	1	1		1		
6.3 Unity (Tauhid).	1	1		¥	1	1
6.4 Islamic Jurisprudence (Figh).	N			Ł	1	Ì
6.5 Islamic History (Sira).	1	1		7		1
6.6 Islamic Ethics (Akhlaq).		,				
6.7 Malay Language.	V	1	1			
6.8 Arabic Language.	Δ,			- 1		
0.6 Atabic Language.	ZX		1			
7. The Islamic Sociology should be incorporated in				\dashv	-	
the subject area of Society Religion and Culture						1
suggested by the national curriculum.						
suggested by the national curriculum.	\				1	
8. The Qur'anic Subject area should aim to achieve		-			-	
the following standards:	١			1		
8.1 Skillful in reciting the Holy Qur'an.	1					
8.2 Able to memorize Qur'anic verses.	7	1			ľ	
8.3 Able to apply verses in performing daily		1				
lbada (daily obligations).	k'	ļ		1		
8.4 Possess good ethics in reciting the Holy	ľ					
verses, love to recite and listen to the Holy	١.					
	K			- 1		
Qur'an.	-	1				
8.5 Know kinds of verses, reasons and goals of	_	1				
their revelation.		1		1		
8.6 Hold the Qur'an as guidelines for the way	1/			۱ ۱	-	
of lives both in practice and solving problems.	77	1				
8.7 Able to connect the knowledge of the holy	K					
Qur'an with other knowledge and disciplines.	-	}				
2 m 1 m 11 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	-	-	-			
9. The Prophetic Tradition subject area should aim						
to achieve the following standards:	,	1				
9.1 Know prophet traditions and love to	\vdash				i.	
practice accordingly.	1	1/				
9.2 Able to memorize some Hadiths.	1	*	1			
9.3 Know kinds of <i>Hadith</i> and their reporters.		+-	1			
			1		L	

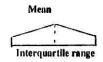
 9.4 Able to analyze the meaning of <i>Hadith</i>. 9.5 Hold the <i>Hadith</i> as guidelines for the way of lives both in practice and solving problems. 9.6 Able to apply <i>Hadith</i> to explain the Holy verses. 9.7 Able to differentiate between sunnah and bid'ah. 9.8 Able to connect the knowledge of <i>Hadith</i> with other knowledge and disciplines. 	
10. The Tauhid subject area should aim to achieve the following standards: 10.1 Understand and faith in pure Aqida reasonably with full of Iman. This faith is based on both Aqli and Naqli reasons. 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 <i>Ibada</i> properly and correctly. 11.3 Able to practice in accordance with the 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.	7 7 7 7
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 Know prophetic characteristics and apply them in daily life. 12.4 Able to analyze and criticize the history and apply it in daily life. 12.5 See the connection of history with other knowledge and disciplines.	
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.	
14. The Arabic subject 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 Choose to listen, speak and to expose ideas creatively. 14.4 Understand the nature of Arabic Language. 14.5 Able to use Arabic language in seeking Islamic knowledge and other disciplines. 14.6 Be aware of the importance of the Arabic language, love and be proud of using Arabic in listening, reading and writing.	
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 Choose to listen, speak and to expose ideas creatively. 15.4 Understand the nature of Malay Language. 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 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 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 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	\(\lambda \)

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 Psychical 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. 17.6.2 Instill in this subject area the Islamic Economic subject.	4
17.6.3 Select contents that are consistent with local needs 17.6.4 General contents should be as suggested by the national curriculum but not conflict with the teaching of Islam.	4
18. Propose activities in accordance with the teaching of Islam to develop the learners.	4
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 with student needs. 19.1.4 Goals are consistent with student capacities. 19.1.5 Goals are consistent with the teaching of Islam. 19.2 Educational standards of the local-based curriculum should aim to provide the following attributes:	4 4

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.		
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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. 19.2.20 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.		
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19.2.12 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.	19.2.9 Knowing how to learn.	
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.	19.2.10 Esthetic.	
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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.	19.2.13 Responsible.	
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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.	19.2.15 Having good character.	
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	19.2.23 Mastery of skills in communication.	
19.2.24 Mastery of skills ill working.	19.2.24 Mastery of skills in working.	



 $\Delta = Q1 = 5$ Q1 = 5

/ your previous answers

Reasons

1(item number)
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3(item number)
4(item number)
5(item number)
6(item number)
7(item number)
8(item number)
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APPENDIX K

Faculty of Education	n
University of Malay	/a

21 December 2001

To
Hon panelist

Dear,

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

Thanks for participation

Sincerely yours,

Ibrahem Narongraksakhet

QUESTIONNAIRE

Round Four

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

Ibrahem 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]
 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. 	1		/ /			77	
 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. 	111						
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.	1 /						
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.		4					
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 (Hadith). 6.3 Unity (Tauhid). 6.4 Islamic Jurisprudence (Figh). 6.5 Islamic History (Sira). 6.6 Islamic Ethics (Akhlaq). 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.	Δ			
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 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 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.	4 4 1 4 4	/		
 The Prophetic Tradition subject area should aim to achieve the following standards: 1 Know prophet traditions and love to practice accordingly. 2 Able to memorize some Hadiths. 3 Know kinds of Hadith and their reporters. 4 Able to analyze the meaning of Hadith. 5 Hold the Hadith as guidelines for the way of life both in practice and solving problems 6 Able to apply Hadith to explain the Holy verses. 7 Able to differentiate between sunnah and bid'ah. 8 Able to connect the knowledge of Hadith with other knowledge and disciplines. 	N N			

10. The Tauhid subject area should aim to achieve the following standards: 10.1 Understand and faith in pure Aqida reasonably with full of Iman. This faith is based on both Aqli and Naqli reasons. 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.	4 4 4 4
aim to achieve the following standards: 11.1 Know the background of Islamic Jurisprudence. 11.2 Understand Islamic Jurisprudence and use it in <i>Ibada</i> properly and correctly. 11.3 Able to practice in accordance with the Islamic Jurisprudence in daily life. 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'wa and the reasons of the expansion of Muslim empire as well as be proud of Islamic civilization. 12.3 Know prophetic characteristics and apply them in daily life. 12.4 Able to analyze and criticize the history	

and apply it in daily life. 12.5 See the connection of history with other knowledge and disciplines.	
 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. 	Δ
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.	\
14. The Arabic subject 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 Choose to listen, speak and to expose ideas creatively. 14.4 Understand the nature of Arabic Language. 14.5 Able to use Arabic language in seeking Islamic knowledge and other disciplines. 14.6 Be aware of the importance of the Arabic language, love and be proud of using Arabic in listening, reading and writing.	
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 Choose to listen, speak and to expose ideas creatively. 15.4 Understand the nature of Malay Language.	-/ -/ -/ -/ -/ -/ -/ -/ -/ -/

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.
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 Islamic ethics 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 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
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areas suggested by the national curriculum should be as follows: 17.1 The subject area of Mathematics and
be as follows: 17.1 The subject area of Mathematics and
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 Δ
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 Psychical Education should be in accordance with the national curriculum but in 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. 17.6.2 Instill in this subject area the Islamic Economic subject.	
17.6.3 Select contents that are consistent with local needs. 17.6.4 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.	Δ
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 with student needs. 19.1.4 Goals are consistent with student	Á/N
capacities. 19.1.5 Goals are consistent with the teaching of Islam. 19.2 Educational standards of the local-based curriculum should aim to provide the following	
attributes: 19.2.1 Possessing long vision. 19.2.2 Creativity of 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 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.	\square / \square \square
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.	



$$\Delta = \frac{Q}{Q} \frac{1}{3} = 5$$

/ your previous answers

Reasons

1(item number)
2(item number)
3(item number)
4(item number)
5(item number)
6(item number)
7(item number)
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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
1	