

CHAPTER 5
DATA ANALYSIS
PHASE TWO: CURRICULUM EVALUATION

The main focus of this chapter is to evaluate the Curriculum Content proposed in Phase One (Chapter 4). In Phase Two (Chapter 5), the Curriculum Evaluation exercise will answer the third Research Question (RQ3):

RQ3: What is the participants' evaluation of the proposed curriculum content for Children's Character Development?

For this purpose, the researcher implemented the proposed module in a credited co-curricular course for IIUM undergraduates, CCL 2052: Family Management and Parenting.

In the second phase of this research, Stake Countenance Model of Evaluation (1967) was used to evaluate the proposed Curriculum Content for Children's Character Development. Since the proposed new curriculum in this research is still formative in nature, the researcher used a Descriptive Matrix to evaluate the curriculum content. For this purpose, Stake's Model of Evaluation is the most feasible since it provides a model to evaluate a curriculum at its formative stage. Next, the congruence of data collected during Pre-evaluation and Post-Evaluation exercise was analyzed. Consequently, results of the congruence analysis between the Intended Antecedents, Transactions and Outcomes (during Pre-evaluation), as well as the Observed Antecedents, Transactions and Outcomes (during Post evaluation) will be a guideline for the development of present or future curriculum (see Figure 21).

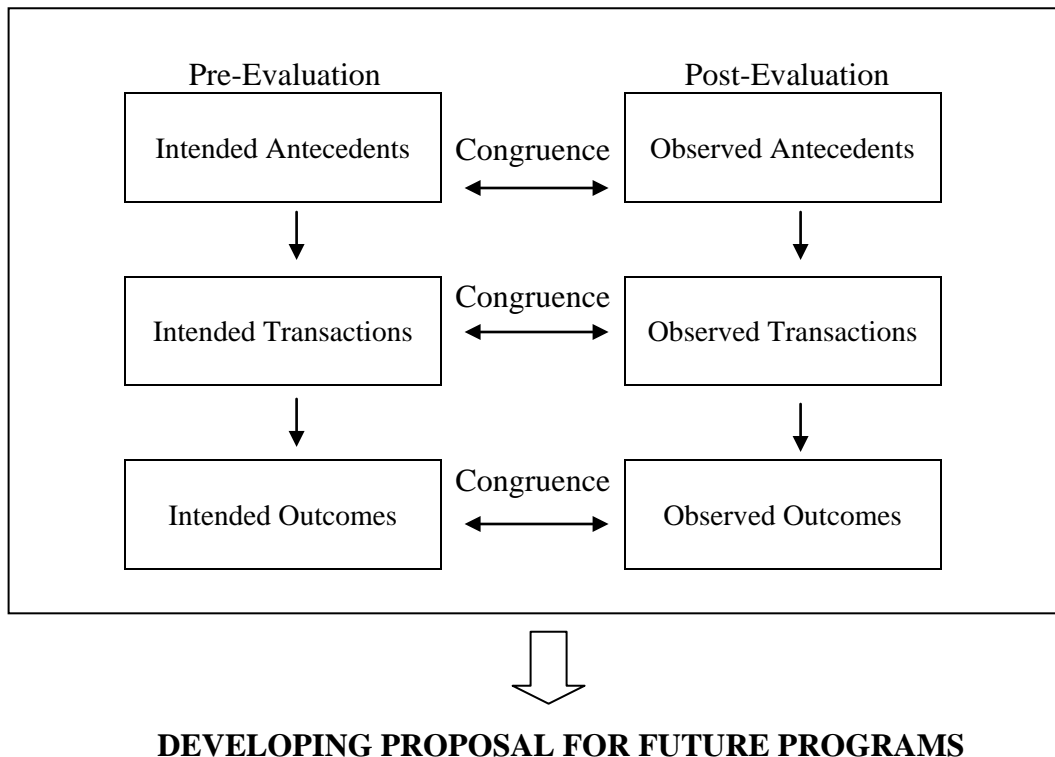


Figure 21. Curriculum Evaluation: Descriptive Matrix

In the second phase of this research, the researcher conducted a Curriculum Evaluation exercise which involved two stages of evaluation:

First Stage: pre-evaluation

Second Stage: post-evaluation

The proposed curriculum content for Children’s Character Development (Appendix 1) was circulated among participants before the pre-evaluation exercise was conducted. The pre-evaluation exercise was conducted before the curriculum was implemented and a post-evaluation exercise was conducted after the proposed curriculum content was implemented. In the pre-evaluation exercise, the participants were interviewed about their Intended Objectives, Intended Content and Intended Outcome of the Curriculum Content itself. Whereas in the Post-evaluation interview, they were asked about the Observed

Objectives, the Observed Content and the Observed Outcome of the Curriculum Content (see Figure 22).

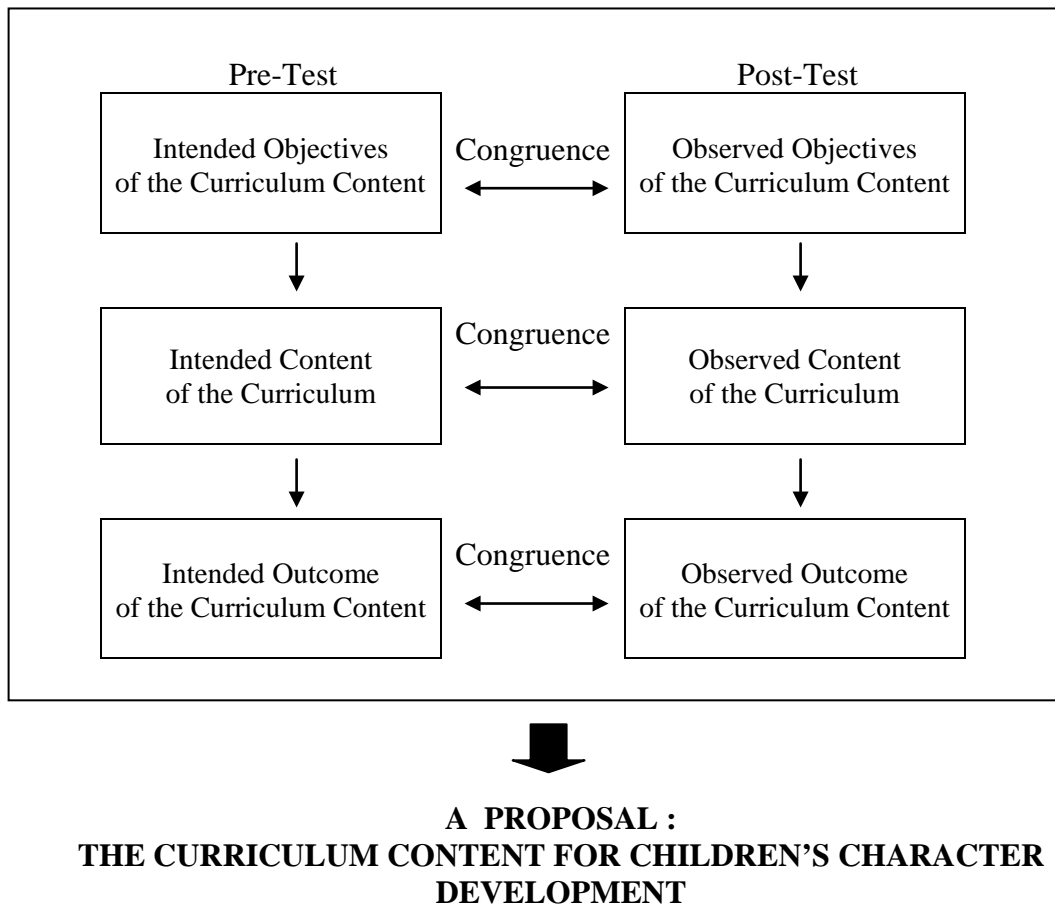


Figure 22. Data Analysis Procedure: Phase 2

FIRST STAGE: PRE-EVALUATION

In the pre-evaluation exercise of the proposed curriculum content, the researcher interviewed 20 respondents (participants) of the course. The structured interview was recorded in written form and questions for respondents focused on three main themes:

- A. Intended (expected) Objectives of the Curriculum
- B. Intended (expected) Curriculum Content
- C. Intended (expected) Outcome of the Course

Intended Objectives of Curriculum Content

Twenty respondents were interviewed before the proposed curriculum content was implemented. They were asked about their Intended Objectives (aims) for taking up the course. The answers generally focused on issues of character, children's development and parenting. Hence, the participants' responses were categorized into five main objectives:

- a. To gain applied knowledge on children's character development including its basic concepts and components from the viewpoint of Islam.
- b. To understand children's character development process and the solutions to overcome any developmental defects.
- c. To understand and develop an excellent future generation that possesses good character (*akhlāq*) and upholds religion.
- d. To gain knowledge about the content of Character Education – the right method of forming and developing good character.
- e. To gain a deeper understanding about parenting in Islam for future preparation.

Each of the above objectives will be further analyzed and elaborated in the following section.

To gain applied knowledge of children's character development

Based on pre-evaluation analysis, this study revealed that majority of the respondents highlighted that they aimed at gaining applied knowledge about children's character development from the viewpoint of Islam. The term '*applicable*' was highlighted by the first respondent (R1) who proposed that the subject taught should be "... *applicable by parents.*" It should be applicable for implementation as

mentioned by Respondent 10 (R10) and Respondent 12 (R12). Both R10 and R12 used the term *'implement'*. Their intended objectives were to “*understand and implement children’s character development...*” (R10) and “*can implement what we learn in our daily lives*” (R12). Respondent 19 (R19) expected the subject of children’s character development to be clearly defined. Respondent 20 (R20) expected to know the physiological and psychological development of children including any scientific findings.

To understand children’s character development process

Based on pre-evaluation analysis, a number of respondents highlighted their intention to understand children’s character development process as a preventive measure against any developmental flaws. Respondent 5 (R5), Respondent 7 (R7), Respondent 16 (R16), Respondent 17 (R17) and Respondent 18 (R 18) aimed at understanding and comprehending the process of children’s character development so that they would be more prepared for parenthood. Likewise, Respondent 6 (R6) and Respondent 9 (R9) aimed at knowing each stage of developmental process from birth until maturity and Respondent 8 (R8) expected to get a comprehensive understanding about children’s development including their emotional and behavioral aspects, as well as socialization and preventive educational factors that influenced their character development. Similarly, Respondent 11 (R11) aimed at knowing the details of child development in Islam and its prevention from any character flaws. Respondent 14 (R14) expected to gain knowledge of Islamic parenting as a basis for children’s development. The gist of the ideas implied were represented by the terms “*development of children*” (R5) : “*the development of children from beginning until*

mature” (R6); “to know about children’s development” (R7); “... their development in emotional, socialization, educational behavior and prevention from negative elements” (R8); “able to clarify children’s character of each developmental stage” (R9); “knowing better about children’s character development.” A number of respondents expected the content to be taught from the standpoint of Islam; for instance the intended objectives are mentioned as “to know the details of how actually development of children based on Islamic perspectives and the solutions taught in Islam” (R11); “knowledge of how to develop children according to Islamic principles” (R14); “understand deeper about development of children and parenting in Islam” (R18) and “children’s character development in Islamic manner.”

To understand and develop excellent future generation

Based on a pre-evaluation analysis, a number of respondents highlighted their objectives to understand and develop excellent future generation who possesses good character (*akhlaq*) and who would uphold the Islamic religion. Respondent 3 (R3) highlighted his intended objective as being “well-equipped with knowledge of raising good children.” Similarly Respondent 2 (R2) and Respondent 9 (R9) aimed at knowing how to develop children based on Islamic teachings and develop children who uphold religion. Respondent 4 (R4) similarly highlighted his aim as “to develop Muslims with good character (*akhlaq*) who uphold Islam as a quality of life.” Respondent 13 (R13) highlighted her intended objective of the curriculum was “to develop not only her future children, but also the future generations.”

To gain knowledge about the content of Character Education

Based on pre-evaluation analysis, respondents also highlighted the objective to gain knowledge about the content of Character Education particularly on correct method of formation and development of good character. Respondent 15 (R15) stated her expectations that *“students should be able to explain the Content of Character Education. Students will be able to differentiate the formative period of human character and the correct method in the formation and development of good character.”*

To gain in depth understanding about parenting in Islam

Based on pre-evaluation analysis, respondents also emphasized the objective of gaining an in-depth understanding about parenting in Islam. Respondent 14 (R14) highlighted her intended objective as *“to get some beneficial knowledge on how to develop children according to the Islamic principles – Islamic parenting knowledge.”* Respondent 16 (R16) stated her expectation as *“understanding children better so that I can be a better parent...”* Respondent 18 (R18) recognized the benefits of parenting knowledge for the future.

Intended Curriculum Content

In pre-evaluation phase of evaluating the curriculum content, respondents were also asked about Intended Content of Curriculum. An analysis of the responses revealed that respondents expected the content of the proposed curriculum to consist at least four major components:

- a. Sources of Curriculum Content.
- b. Concept of Children’s Character Development.

c. Process of Childhood Character Development

d. The Educational Methods for Children's Character Development.

Sources of Curriculum Content

Based on the pre-evaluation analysis, a number of respondents highlighted their expectation about sources of curriculum content. R1 and R11 mentioned that the content should be *“based on the teachings of al-Qur'an and Sunna”* (R1 & R11). R10 added her expectation that *“the content from Islamic teachings will be a guideline”* in child upbringing. It was suggested that Islamic conviction (*'aqida*) (R4) and Islamic values (R20) to be the content in producing good generations. R18 expected a wholistic and complete component of family life in Islam to be included in the curriculum content.

Concept of Character Development

The pre-evaluation analysis also revealed that respondents expected the concept of character development to be taught. R9 expected the concept and theories of children's character development to be included in the curriculum content. R12 expected the meaning of character development itself to be taught. R13 expected all aspects related to children will be taught. R16 further described the intended conceptual elements including: *“introduction to various elements and fundamentals of children development so that I can easily understand the nature of children's character development.”* However R17 expected the focus of curriculum content is *'shaping good character'*. Stages of children's character development and problem-solving approach should be included in the curriculum content (R17).

Process of Childhood Character Development

Based on pre-evaluation analysis, majority of the respondents expected knowledge about childhood developmental process is to be taught in curriculum content (R5, R8, R11, R13, R16, R19), including physiological (brain development) and psychological process of development (R20). The developmental aspects of children's character – their feelings, emotions, social development and training process are expected to be included (R8). R5 expected the role of family played in a child's development be included. R6 expected factors that influence children's character development (mental and spiritual) and socialization aspects would be included in the curriculum content. R11 expected the content will include topics on how children develop (in every aspect). R19 clearly mentioned his expectation in relation to knowledge of "*how children develop their character and Islamic way for parents to guide their children to develop good character*" to be addressed. In sum, most respondents highlighted their expectation to know the process of child development in order to raise good and well-behaved children.

Educational Methods for Children's Character Development

Based on pre-evaluation analysis of the intended curriculum content, majority of respondents expected educational methods of children's character development is to be taught from Islamic standpoint comparatively with modern perspective (R5); knowledge of how to educate and teach a child from birth until adolescents (R10); how to manage children at certain age and what are the appropriate actions to be taken at certain age (R7). Respondents also expected to gain knowledge on how to inculcate Islamic virtues in children, how to educate children

from an Islamic perspective, how to be a good Muslim and how to choose way of education that would suit their level of development (R15). Islamic approach for parents to guide their children in developing good character is also expected to be taught (R19). R3 expected to know about the formation of good character (*akhlaq*) and its preservation; as well as preparation to overcome future challenges. Likewise R2 also expected the knowledge of how to control children's character (especially the sons) to be taught in the course. In this regard, most respondents expected the 'how' aspects or methodological aspects of parenting; which described as "*educational method towards children*"; knowledge of "*how to manage children*" (R7); "*how to educate and teach a child from the time he was born until adolescents...*"(R10); "*how to build Islamic character in children, how to educate children from Islamic perspective, how to be a good muslim and how to choose way of education that can fit their level of development*" (R15); and "*how the child develop their character, and Islamic way for parents to guide their children to develop good character*" (R19).

Intended Outcome of the Curriculum Content

The respondents were also interviewed about their intended outcome of the proposed curriculum content. Their responses of the intended (expected) outcomes were also categorized into 4 main themes:

- a. Knowledgeable Future Parents
- b. The Application of Knowledge
- c. Preparation for Excellent Family
- d. Capability in Handling Children

Knowledgeable Future Parents

Based on pre-evaluation analysis, majority of respondents highlighted their hope to know how to be good Muslim parents who realize the importance of obedience and the importance of being good Muslim parents (R2). Respondents also mentioned about their hope to be knowledgeable in upbringing of well-behaved children (R3); capable of developing good Muslims who are well-prepared for their survival in the modern world (R4). The respondents also hoped that they will be knowledgeable about children's character, their feelings and thought as well as socialization aspects and how they cope with stress (R8). They should know each children's character development stage (R12), including physiological and psychological aspects of development (R 20). They will also know the best method to shape good children's character and develop their own module for children's character development based on Muslim scholars' findings (R11). Finally, they will be able to identify Islamic approach in guiding and rectifying children's character (R19). However, one of the respondents also hope to understand all the Arabic terms pertaining to children's character development (R9). In this regard, most respondents use the words: *"to know how to be good Muslim parents (R2); to be knowledgeable (R3); to develop Muslims with better knowledge (R4); to know about children's character (R8); to know each children's character development stage (R12); to know the best method to form children's good character (R11); to be able to understand (R18, R20) children's character development and how to educate children to behave with good character.*

The Application of Knowledge

Based on pre-evaluation of the proposed curriculum content, a number of respondents expected to apply and practice the knowledge (R5, R13, R15) in their own families and share it with others. It is also hoped that the syllabus would have an effective and permanent impact on the respondents to bring up children who will become leaders of the nation (R10, R18). The common phrases used by respondents are: *“to apply the knowledge in real life (R5); “to apply and practice what I have learned” (R13); “can be applied for our own family” (R15), etc.*

Preparation towards Formation of Family Institution

Besides, pre-evaluation of the curriculum content reveals that the respondents expected to be better prepared for parenting task, as well as for the formation and development of excellent family (R6, R7, R14) that will produce good children (R1) for next generation (R14). In this regard, many respondents regarded the parenting knowledge as a *“preparation”* for family formation and development.

Capability to handle Children

Based on pre-evaluation analysis, it is also expected that respondents will be familiar with the subject, capable to differentiate between positive and negative children’s character (R17) and capable of handling children (R16). One of the respondents mentioned her expectation to *“deal with children in a proper way” (R16)*. The respondent also expected to be *“able to differentiate between positive and negative children’s characteristics, and become familiar with the subject” (R17)*. Beside these, *“it will enable the respondent to correct [rectify] children’s character development,*

enable her to identify Islamic way of guiding children to develop good character”
(R19).

SECOND STAGE: POST-EVALUATION

After the preliminary proposal of the curriculum (see Appendix 2) was completely implemented, the same respondents were re-interviewed for post-evaluation analysis. This post-evaluation analysis was conducted at the end of the course in order to evaluate the effectiveness of the three main themes identified in the pre-evaluation exercise. The purpose of this analysis was to evaluate whether the intended (expected) components were observed during and after the implementation of the curriculum content. Then, researcher analyzed the congruence between the intended and the observed Objectives, Content and Outcome of the module. In post-evaluation analysis, the researcher similarly focused on three main themes analyzed during the pre-evaluation session:

- A. Observed Objectives of the Course
- B. Observed Curriculum Content
- C. Observed Outcome of Curriculum Content

Observed Objectives of the Curriculum

The Intended Objectives of curriculum were outlined by respondents at the beginning of the course (pre-evaluation), whereas the Observed Objectives were evaluated at the end of the course (post-evaluation). Based on post-evaluation analysis, the five objectives identified during the pre-evaluation analysis were observed by respondents during the course. Most respondents gave positive feedback about the proposed curriculum content. The majority of respondents highlighted that

the proposed curriculum content met its objectives. Similarly, the Observed Objectives are categorized into five main objectives:

- a. To gain applied knowledge on children's character development including its basic concepts and components from the viewpoint of Islam.
- b. To understand children's character development process and the solutions to overcome any developmental defects.
- c. To understand and develop an excellent future generation that possesses good character (*akhlaq*) and upholds religion.
- d. To gain knowledge about the content of Character Education – the right method of forming and developing good character.
- e. To gain a deeper understanding about parenting in Islam for future preparation.

To gain applied knowledge of children's character development

Based on the post-evaluation analysis, majority of respondents highlighted that the curriculum content met its objective i.e. to gain practical knowledge of children's character development including its basic concepts and components from the viewpoint of Islam. According to R1, "*clear theoretical aspects*" of child development was presented (R1). Besides that, "*the respondent manage to gain information about children's character development based on the Worldview of Islam*" (R11). Respondent managed to understand the objectives of nurturing children in Islam i.e. "*to achieve happiness of the family and to build al-insan al-kamil (perfect human being)*" (R10). Simultaneously, "*the students are able to practice and appreciate it (knowledge) in real life*" (R6).

To understand children's character development process

Based on post-evaluation analysis, majority of respondents observed that the objective to understand children's character development process is met (R2, R3, R9, R10, R11, R12, R14). Respondent 2 (R2) highlighted that he knows about children's character development and how to deal with the subject (R 2). Respondents also realized the importance of understanding children's development (R3, R9). Besides that, respondents managed to understand children's character development (R15, R17) and convinced that she will be able to apply the knowledge for her future marriage life (R 15). It is mentioned: "*I managed to understand children's character development which have been taught and able to apply it in future either in profession or family*" (R15). Respondents also discovered the developmental period of children's character (R18, R19). Respondent 13 observed the importance "*to learn children's character development due to the fact that it is the most appropriate stage to shape children's good character and religious education*" (R13).

To understand how to develop excellent future generation

Based on post-evaluation analysis, it is revealed that a number of respondents gave positive feedback in the sense that they understand how to develop excellent future generation who possess good character (*akhlaq*) and uphold religion. According to the respondents, their objectives of knowing how to nurture children's character (R 16) and how to produce good children (R7), who can serve and give positive impact to the society (R1) are observed. R16 stated her remarks: "... *it is an overview in knowing how to develop children's character as my preparation for future life*" (R16). Besides that, the objective to produce future parents who would

develop good character in their children (R 20) is also observed at the end of the course.

To gain knowledge about the content of Character Education

Based on post-evaluation analysis, the objective to gain knowledge of Character Education is observed. Respondent 8 observed the objective to know about the purpose of character education i.e. to achieve happiness and cardinal virtues - its means and content (R8). The sessions made respondents realized the importance to improve oneself in order to educate others as mentioned by R9: “... *knowledge through this session make me realize that we have to improve ourselves in terms of character (khuluq) to educate others.*” The objective of knowing the right way of nurturing children in Islam (R12), including the correct method for the formation and development of good character (R15) was also observed. Besides, the objectives of knowing the meaning of happiness and how to develop a happy family (R17) are also observed at the end of the course.

To gain in depth understanding about parenting in Islam

The post-evaluation analysis revealed that the objective to gain in depth understanding about parenting in Islam was observed by the respondents at the end of the course. The observed objective is to equip them with parenting skills in order to develop successful children in this world and hereafter (R5). According to R10, the objective of the curriculum content is “*to give students a clear view on what is the objective of nurturing children in Islam i.e. to achieve happiness of the whole family and to build al-insan al-kamil* (R10). Similarly, R12 highlighted the observed objective as “*to learn how to nurture children in the right way ... and to know how to*

educate children”(R12). It was also highlighted by R14 that the content is “*useful as a pre-marital preparation and married students*” (R14).

The Observed Curriculum Content

Based on the post-evaluation analysis, four main components of the intended curriculum content identified during the pre-evaluation analysis were also observed during the course. Respondents were also asked about the Observed Content of Curriculum. Majority agreed that the four intended components of curriculum content were identified and observed during the course. The observed curriculum contents were categorized into four main components:

- a. Sources of Curriculum Content.
- b. Concept of Children’s Character Development.
- c. Process of Childhood Character Development
- d. Educational Methods for Children’s Character Development.

Sources of Curriculum Content

Majority of respondents gave good remarks about the curriculum content. It was strongly recommended to be implemented. The post-evaluation analysis revealed the respondents’ observation that the curriculum content was comprehensive (R6). According to the respondents, the curriculum content was based on Islamic values and principles (R1, R11, R16, R18, R19, R20). One of the respondents highlighted: “*We also manage to know the educational methods in the formation and development of good character based on Islamic perspectives*” (R11). One respondent remarked that, the observed curriculum content could be

described as “*Islamic parenting principles for child character development. The content is very informative and understandable*” (R18). R20 described the observed content as “*the psychology of children and parents. The concept and ways to manage children. The examples of good character and integration with Islamic values.*” Another respondent observed that faith and conviction (*‘aqida*) should be the focus in children’s character development (R4).

Concept of Children’s Character Development:

It was mentioned that the content was good and recommended that it should be implemented. The post-evaluation analysis showed that the concept of character education was observed by the majority of respondents. Respondent 3 observed the objectives of character education during childhood development was taught in the course (R3). A number of respondents observed the concept (R9, R20) and theoretical aspects of children’s character development (R9) for instance, the definition of ‘character’ itself and its influence by nature (*fitra*) and nurture (*ta’dīb*) in the shaping process were highlighted in the curriculum content (R10, R13). Respondent 10 observed that the focus of curriculum content was on the nurturing or environmental factors where parents should be the role model for their children (R10). The content was described as follows:

defining the character itself, its influence by *fitra* and *ta’dīb*, where the parents should focus on nurturing the child and become their role model according to their stage of development (R10).

Process of Childhood Character Development

One of the most important components observed in the curriculum content referred to the process of childhood character development. Respondents highlighted that the developmental aspects of ‘character’, either good or bad (R15) as well as stages of children’s character development in certain period of time were observed in the curriculum content (R18, R19). For instance, the influential nature and nurture factors on children’s character development (R13) i.e. parental roles (R2) and parenting skills (R5); and the formative period of human character (R8, R12) were observed. In one of the remarks about curriculum content, the respondent highlighted *“the nature and nurture aspects of the character in developing or shaping and educating children”* (R13).

Educational Methods for Children’s Character Development

Based on the post-evaluation analysis, respondents highlighted that the correct ways in approaching children and responding to their behavior were observed (R7). It was observed that educational methods in the formation and development of good character (R8, R11) from the Islamic viewpoint (R11, R12, R15) were taught. R15 mentioned: *“it is how to build Islamic character in children; how to educate children in Islamic perspective; how to be a good Muslim; how to choose the way of education that can fit their level of development”* (R15). The issue of how to develop good character in family (R17). The curriculum content was also described as *“the concept and ways to manage children; the examples of good character and integration with Islamic values”* (R20). The content is recommended to be implemented since *“the content is very informative and understandable”* (R19).

Observed Outcome of the Curriculum Content

Based on the post-evaluation analysis, it was found that the respondents agreed that the intended or expected outcomes of Curriculum Content mentioned during pre-evaluation had been observed. The observed outcomes of curriculum content were categorized into 4 main themes:

- a. Knowledgeable Future Parents
- b. The Application of Knowledge
- c. Preparation to Develop Excellent Family
- d. Capability in Handling Children

Knowledgeable Future Parents

In the post-evaluation analysis, the majority of respondents have given positive feedback. A number of respondents mentioned that they became more knowledgeable (R3, R8, R9, R14, R15) about parenting in Islam (R15, R16). Besides that, the content developed their understanding about children particularly the developmental aspects of children's characters (R18, R20). The observed outcome is defined as: *"knowledge about children's characters – how they develop, the factors that influence their development and also how the educational method of parents can influence children's character"* (R8). Another remark given was *"I become knowledgeable in matters related to raising well-behaved children, it increased my knowledge about parenting"* (R3). It is also highlighted by R16: *"I ponder back how my parents develop me as the real me now. However I can learn the better way and techniques according to the Islamic principles; and how to develop my children in the future and dealing with children now and future"* (R16).

The Application of Knowledge

The post-evaluation analysis reveals the importance of implementing the knowledge (of parenting) in life. Respondents realized the importance of implementing Islamic approaches (R4) and the guidelines given (R5, R6) in the learning process of children's character development (R6). At the same time, respondents identified suitable educational approaches for different levels of a child's development (R10, R19) which included knowledge on how to nurture children (R12) in better ways by using techniques that are based on the Islamic principles (R16). One respondent has started to implement the knowledge that she gained from the curriculum content (R13). This was also stated by 2 other respondents: "*I learn a lot about children's character development and starting to plan and implement them in future (R13)*" and "*students may implement the tips and learning process for children's character development in future*" (R6). One of the respondents highlighted his capability "*to identify and practice virtues and good character in the family*" as well as his capability to "*handle problematic situations appropriately*" (R17).

Preparation towards Formation of Family Institution

The post-evaluation analysis suggested that a number of respondents highlighted the positive outcomes of curriculum content. Most of respondents observed that they are better prepared for parenting task (R1, R2, R10, R11, R13, R15, R20). Respondents also realized that the objective of parenting in Islam is to develop a new generation who will uphold the Islamic religion (R1) and carry the trust to be His Vicegerent (*Khalīfa*) (R7) on earth. However, the respondents need to look at improving themselves to be good role models for their children (R2). R11

clearly stated that she is better prepared to take up the role of a parent: “*we need first to understand what happen during child’s development before it comes to methods of nurturing children*” (R11).

Capability in Handling Children

In this study, it was evident that respondents were able to identify and practice good qualities. This was evident when one of the respondents observed his own ability to be able to identify and practice good character while being able to handle problematic situations appropriately (R17). R20 acknowledged the observed curriculum outcome in producing good parents for the future. He stated that he is more understanding about the needs of children (R20). In this light, a respondent shared his remark: “*students are able to identify what is suitable education for children at different stage of their development - according to the teachings of Muslim scholars and story of Prophet Muhammad (pbuh.)*”(R10).”

CONGRUENCE ANALYSIS

The findings were analyzed based on the pre-evaluation and post-evaluation interview sessions, The findings of both pre and post-evaluation are then comparatively analyzed for its congruence. In Congruence Analysis, the findings were categorized into three components:

- A. Intended Objectives and Observed Objectives;
- B. Intended Curriculum Content and Observed Curriculum Content; and
- C. Intended Outcome and Observed Outcome (of Curriculum Content).

In Congruence Analysis, the researcher identified strength and weakness of the proposed Curriculum Content. The analysis suggested that most of the observed curriculum objectives met its intended objectives: most of the observed content met its intended content; and most of the observed outcomes met its intended outcomes. Suggestions and remarks given by respondents are also considered for development of the final proposal for the curriculum content. Finally, based on Congruence Analysis and Suggestions outlined by respondents, the proposed Curriculum Content would be modified and a new proposal of Curriculum Content for Children's Character Development would be further developed as the final outcome of this research.

Table 11

Summary of the Congruence Analysis: Objectives of the Curriculum Content

THE INTENDED OBJECTIVES AND THE OBSERVED OBJECTIVES OF THE CURRICULUM CONTENT

Intended Objectives	Observed Objectives
<p>a. To gain applicable knowledge of children’s character development including its basic concepts and components from the viewpoint of Islam.</p> <p>The term ‘applicable’ was highlighted by the first respondent (R1) who proposed that the subject should not be merely theoretical. It is expected to be adaptable for implementation as mentioned by Respondent 10 (R10) and Respondent 12 (R12). Respondent 19 (R19) expected the components and the basic concepts of children’s character development to be clearly defined. Respondent 20 (R20) expected to discuss the physiological and psychological aspects of child development including the scientific findings.</p>	<p>a. To gain applicable knowledge of children’s character development including its basic concepts and components from the viewpoint of Islam.</p> <p>A clear theoretical aspects of child development (R1) based on the Islamic Worldview is to produce the next generation who can serve and give a positive impact to the society (R1). Respondent knew the objectives of nurturing children in Islam, i.e. to achieve happiness of the family and to build [mould] <i>al-insan al-kamil</i> (perfect human beings) (R10). The respondents gave positive feedbacks, i.e. the content met its objectives (R10, R12) and respondents acknowledged the developmental period of children’s characters (R19).</p>

b. To understand children's character development process and the solutions to prevent from any developmental flaws.

Respondent 5 (R5), Respondent 7 (R7), Respondent 16 (R16), Respondent 17 (R17) and Respondent 18 (R 18) aimed at deeper understanding of the process of children's character development so that they would be better prepared for parenthood. Likewise, Respondent 6 (R6) and Respondent 9 (R9) aimed at knowing each stage of the development process from birth until maturity and Respondent 8 (R8) expected to know the comprehensive aspects of children's development including the emotional and behavioral aspects, as well as the socialization and preventive educational factors that influence their character development. Similarly, Respondent 11 (R11)

b. To understand children's character development process and the solutions to prevent from any developmental flaws.

The curriculum content met the above objective (R9, R11, R14, R15). Respondents highlighted the objective of understanding child development as to equip them with parenting skills in order to develop successful children in for the future (R5). It is also observed that respondents were able to practice the skills in their daily life (R6.) The objective was to produce good children (R7) and to explain about children's character development for future parents (R9). It is also acknowledged that understanding children's character development is very important since it is an important and appropriate stage in shaping good character (R13). It met the objective of the course in the sense that respondent understands children's character development

aimed at knowing the details of child development from the Islamic perspective and solutions on how to overcome any developmental flaws. Respondent aimed at learning many aspects of children's life and development (R13). Respondent 14 (R14) expected to gain Islamic parenting knowledge for bringing up children'. Respondent 15 (R 15) managed to distinguish the formative period of human character.

- c. To understand how to develop an excellent future generation who possess good character (*akhlāq*) and upholds religion.

Respondent 2 (R2) mentioned his objective to know how to develop children from the Islamic standpoint. Respondent 3 (R3) highlighted his expectation of being well-equipped with knowledge of raising good children

that has been taught and the respondent will be able to apply it for her future profession and in her family (R 15). Respondent also learnt a better way and an overview in knowing how to develop children's character (R16). Similarly respondent understood the stages of children's character development (R17) and the developmental period of children's character (R18).

- c. To understand how to develop an excellent future generation who possess good character (*akhlāq*) and upholds religion.

Respondent 2 (R2) highlighted that he learned about children's character development and how to deal with the subject. The curriculum content met the above objectives (R2, R3, R9). Respondents realized the importance of

and Respondent 9 (R9) aimed at knowing how to develop children based on the Islamic teachings and bring up children who uphold religion. Respondent 4 (R4) similarly highlighted his aim to develop Muslims of good character (*akhlāq*) who uphold religion as a way of life. Respondent 13 (R13) perceived a long-term objective when she highlighted the objective of the curriculum is meant not only for her future children, but also for the next generations of the family.

- d. To gain knowledge about the content of Character Education – the correct method for the formation and development of good character.

Respondent 15 (R15) expected that students should be able to explain the Content of Character Education. Students will be able to differentiate the formative period

understanding children's development (R3). Respondent 4 (R4) highlighted the objective to achieve *Ihsān* in performing activity, *ibāda* and so on in relation to children. Respondent highlighted the fact that it is the most appropriate stage to shape good character with religious education (R13). The objective is to produce good parents-to-be who has knowledge to develop good character (*akhlāq*) in their children (R 20).

- d. To gain knowledge about the content of Character Education – the correct method for the formation and development of good character.

The content met its objective (R15). Respondent highlighted the objective to know about the purpose of character education i.e. to achieve happiness and cardinal

<p>of human character and the correct method in the formation and development of good character (R15).</p> <p>e. To gain a deeper understanding about parenting in Islam and being well-prepared for parenthood</p> <p>The objective of acquiring better understanding about parenting in Islam for the benefit of her future life was highlighted by Respondent 18 (R18).</p>	<p>virtues - its means and content (R8). During the sessions respondent realized the importance of improving oneself in order to educate others (R9). The objective is also to know the right way of nurturing children in Islam (R12). Besides, the respondent highlighted the objective to know the meaning of happiness and how to attain it (R17).</p> <p>e. To gain a deeper understanding about parenting in Islam and being well-prepared for parenthood.</p> <p>Respondent highlighted the objective to prepare the future parents in nurturing their children (R10) and to equip them with parenting skills in order to bring up successful children in this world and the hereafter (R5). The content is useful as a pre-marital preparation for future parents (R14).</p>
--	--

CONGRUENCE ANALYSIS

Based on the above analysis (of pre and post-evaluation), five intended objectives were achieved:

- a. To gain applied (practical) knowledge on children's character development including its basic concepts and components from the viewpoint of Islam.
- b. To understand children's character development process and the solutions to overcome any character flaws.
- c. To understand how to develop excellent future generation who possess good character (*akhlāq*) and uphold religion.
- d. To gain knowledge about content of Character Education – the correct method for formation and development of good character.
- e. To gain a deeper understanding about parenting in Islam and well-prepared for parenthood

However, two intended components were not observed by the end of the course since it is beyond the focus of this research:

- a. Physiological and psychological aspects of child development including scientific findings (R 8).
- b. A comprehensive aspects of child development including emotional and behavioral aspects (R20).

Consequently, respondents were asked about the Intended Content at the beginning of the course and the Observed Content at the end of the course. A congruence analysis of the Curriculum Content is outlined in the following table:

Table 12

Summary of the Congruence Analysis: The Curriculum Content for Children's Character Development

THE INTENDED CURRICULUM CONTENT AND THE OBSERVED CURRICULUM CONTENT

Intended Content	Observed Content
<p>a. Sources of Curriculum Content</p> <p>R1 and R11 mentioned that the content should be based on the teachings of al-Qur'an and <i>Sunna</i> of the Prophet s.a.w. It was suggested that the Islamic conviction (<i>'aqīda</i>) (R4) and Islamic values (R20) to be the content in producing generations of good character. R18 expected a wholistic and complete components of family in Islam to be the curriculum content (in order to built up our family according to the Islamic way of life).</p>	<p>a. Sources of Curriculum Content</p> <p>It is observed that the content is comprehensive (R6). The curriculum content is based on Islamic values and principles (R1, R11, R16, R18, R19, R20). Faith and conviction (<i>'aqīda</i>) is observed to be the focus in children's character development (R4).</p>

<p>b. Concept of Children’s Character Development</p> <p>R9 expected the concept and theories of children’s character development are to be taught. R10 added that the content based on Islamic teachings should be the guideline in child upbringing. R13 and R16 expected every aspect related to childhood development including the introduction and fundamentals of child development to be taught so that they will understand the nature of children’s character development. However R17 expected the focus of the curriculum content is shaping good character.</p> <p>c. Process of Childhood Character Development:</p> <p>A number of respondents expected knowledge about childhood developmental process to be taught in the curriculum content (R5, R8, R11, R13, R16, R19),</p>	<p>b. Concept of Children’s Character Development</p> <p>The objectives of character education during childhood development was observed (R3). The concept (R9, R20) and theoretical aspects of children’s character development (R9) for instance, the definition of ‘character’ itself and the influence of nature (<i>fitra</i>) and nurture (<i>ta’dīb</i>) in the shaping process are observed (R10, R13). The focus of this curriculum is the educational aspects of character development, i.e. the nurturing elements where parents should be role models in children’s upbringing (R10).</p> <p>c. Process of Childhood Character Development</p> <p>The developmental aspects of ‘character’, either good or bad (R15); and stages of children’s character</p>
---	--

including the physiological (brain development) and psychological process of development (R20). The developmental aspects of children's character – their feelings, emotion, social development and habituation process are expected to be taught (R8). R12 expected the meaning of character development itself to be taught. R5 expected the family roles in the process of development is to be highlighted. R6 expected the influential features or factors in children's character development (mentally and spiritually) i.e. socialization will be included in the curriculum content.

d. Educational Methods for Children's Character Development

Majority of the respondents expected the educational

development in certain period of time are observed (R18, R19). For instance, the influential factors of 'nature' and 'nurture' on children's character development (R13), i.e. parental roles (R2) and parenting skills (R5). The formative period of human character is also observed (R8, R12).

d. Educational Methods for Children's Character Development

The correct ways in approaching children and responding to their behavior were observed (R7). The educational methods in the formation and development of good character (R8, R11) from the Islamic viewpoint (R11, R12, R15) are observed. The issue of how to educate, how to choose the method that can fit their level of development (R15), how to develop good character in the

methods of children's character development is to be taught from the Islamic standpoint as well as the modern perspective (R5); knowledge of how to educate and teach a child from birth until adolescents (R10); how to manage children at certain age and what are the appropriate actions to be taken at certain age (R7). Respondent also expected the knowledge of how to build Islamic character in children, how to educate children from the Islamic perspective, how to be a good muslim and how to choose the way of education that can fit their level of development (R15). The Islamic approach for parents to guide their children in developing good character is also expected to be taught (R19). R3 expected to know about the formation of good character (*akhlaq*) and its preservation; as well as the preparation to

family (R17) and ways to manage children (R20) are observed in the implementation of the curriculum content.

overcome future challenges. Likewise R2 also expected the knowledge of how to control children's character especially the sons to be taught in the course.

CONGRUENCE ANALYSIS

Four main categories of the Curriculum Content are observed:

- a. Sources of Curriculum Content
- b. Concept of Character Development
- c. Process of Childhood Character Development
- d. Educational methods for Children's Character Development

However, several intended sub-categories are disregarded (unobserved) at the end of the course:

- a. Sources of Curriculum Content**
 - i. A wholistic and complete components of family in Islam (R18).

b. Concept of Character Development

- i. an introduction and fundamentals of child development to be taught so that they will understand the nature of children's character (R13 and R16).

c. Process of Childhood Character Development

- i. the physiological (brain development) and psychological process of development (R20).
- ii. The developmental aspects of children's character – their feelings, emotion and social development (R8).

d. Educational Methods for Children's Character Development:

- i. A comparative analysis from Islamic views as well as modern perspective (R5);
- ii. Knowledge of how to educate and teach a child from birth until adolescents (R10);
- iii. How to manage children based on their age and what are the appropriate actions to be taken (R7).
- iv. How to educate and build children's character from Islamic perspective, how to be a good muslim and how to choose the way of education that can fit their level of development (R15).
- v. Preservation of good character (*akhlāq*) and preparation to overcome future challenges (R3).
knowledge of how to control children's character , especially the sons (R2).

Consequently, respondents were asked about Intended Outcome at the beginning of the course and Observed Outcome at the end of the course. A congruence analysis of both Intended and Observed Curriculum Content is outlined in the following table:

Table 13
Summary of the Congruence Analysis: The Outcome of the Curriculum Content

THE INTENDED OUTCOME AND THE OBSERVED OUTCOME OF THE CURRICULUM

Intended Outcome	Observed Outcome
<p>a. Knowledgeable Future Parents</p> <p>Most of the respondents expected to know how to be good Muslim parents who realize the importance to be good Muslim parents (R2); to be knowledgeable in the upbringing of well-behaved children (R3); capable of developing good Muslims who are well-prepared for living in the modern world (R4). As a result, respondents will be knowledgeable about children’s character, how their feelings, thoughts and socialization develop and how they</p>	<p>a. Knowledgeable Future Parents</p> <p>A number of respondents mentioned that they became more knowledgeable (R3, R8, R9, R14, R15) about parenting in Islam (R15, R16). The course developed their understanding about children and the developmental aspects of children’s upbringing (R18, R20).</p>

cope with stress (R8). They should know each stage of children's character development (R12), including the physiological and psychological aspects of development (R20). However, one of the respondents also hoped to understand all the Arabic terms pertaining to children's character development (R9).

b. The Application of Knowledge

A number of respondents expected to apply, practice and implement the knowledge in their own family and share it with others (R5, R13, R15). It is also hoped that the syllabus would have an effective and permanent impact on the respondents in producing healthy and pious children who will support and become leaders of the nation (R10, R18).

b. The Application of Knowledge

Respondents realized the importance of implementing the Islamic approaches (R4), the tips and methods (R5, R6) in the learning process for children's character development (R6). The respondent also identified the suitable educational approaches at different levels of children's development (R10, R19) - how to nurture children (R12), better ways and techniques based on the Islamic principles (R16) and hoped to implement them in the future (R13).

c. Preparation towards the Formation of Family Institution

Respondents expected to be well-prepared for parenting task, as well as for formation and development of excellent family (R6, R7, R14), who will be able to produce good children (R1) for next generation (R14).

d. Capability in Handling Children

The respondents expected to learn the best method of shaping good children's character and develop their own module for children's character development (R11). They would be able to identify the Islamic approach in guiding and rectifying children's character (R19), They would be familiar with the subject, capable to differentiate between the positive and negative children's character (R17) and finally capable of handling children in a proper manner (R16).

c. Preparation towards the Formation of Family Institution

A number of respondents highlighted the positive outcomes (R15) of the curriculum content. They are more well-prepared for parenting task (R1, R2, R10, R11, R13, R15, R20) i.e. to develop a new generation who will uphold religion (R1) and shoulder the trust to be the Vicegerents (*Khalīfah*) (R7). Therefore, respondents need to improve themselves to be good models for their children (R2).

d. Capability in Handling Children

Respondent highlighted his ability to identify and practice good character. He is also capable of handling problematic situations appropriately (R17).

CONGRUENCE ANALYSIS

Four main categories of the intended outcomes are observed at the end of the course:

- a. Knowledgeable Future Parents;
- b. The Application of Knowledge ;
- c. Preparation to Develop Excellent Family;
- d. Capability in Handling Children;

However several sub-categories are disregarded:

- i. Capable of developing good Muslims who are well-prepared for their survival in modern world (R4).
- ii. How they cope with stress (R8).
- iii. Arabic terms pertaining to children's character development (R9).
- iv. How to produce healthy children.

SUGGESTIONS

Based on the outlined curriculum content proposed for the course, the respondents proposed their suggestions on Curriculum Content of Children's Character Development in Family Management and Parenting Course (CCL 2052).

Table 14
Suggestions for the Curriculum Content

Suggestions on Curriculum Content
<ol style="list-style-type: none">1. Include a topic on Cause and Effects of parenting (R1).2. Highlight parental heredity aspects that influence children's character development (R2).3. The proposed Curriculum Content is recommended to be implemented (R3, R4, R10, R11, R14, R15, R20).4. Include outdoor activities, therefore it needs extra hours (R14).5. It is suggested to add scientific findings in curriculum content (R20).6. Discuss how to develop specific character in children.7. Discuss how to handle disabled children.

Finally, based on the above Congruence Analysis, the researcher modified and further developed a Final proposed Curriculum Content for Children's Character Development (Appendix 3) to answer the fourth Research Question (RQ4):

“What is the proposed curriculum content for children's character development module?”

Table 15
Final Proposal

FINAL PROPOSAL
CURRICULUM CONTENT FOR CHILDREN’S CHARACTER DEVELOPMENT

Sessions	Topics
Topic 1	<p>Introduction to Family and Parenting in Islam</p> <p style="padding-left: 40px;">Stage 1: Family Formation</p> <p style="padding-left: 40px;">Stage 2: Family Development</p> <p>Introduction to Child Development:</p> <ul style="list-style-type: none"> a. Physiological b. Psycho-Spiritual [Character] Development <p>Description</p> <p>Based on the pre and post evaluation analysis, respondents’ highlighted the need to begin the course with a comprehensive introduction about family, and the importance of parenting in Islam . It is followed by an introduction about the nature of child development which includes of both: the physiological and the psycho-spiritual development.</p>

<p>Topic 2</p>	<p>Introduction to Human Nature and Psycho-Spiritual [Character] Development</p> <p>A. Objectives of Character Education:</p> <ol style="list-style-type: none"> 1. Attainment of Happiness 2. Attainment of Cardinal Virtues <p>B. Theoretical Framework of Character Development:</p> <ol style="list-style-type: none"> 1. Concept of ‘Character’ (<i>al-Khuluq</i>) 2. Influential Factors on Character Formation and Development: <ol style="list-style-type: none"> i. Heredity ii. Socialization iii. Habituation iv. Education <p>Description</p> <p>A brief introduction about the nature of human soul and its psycho-spiritual development.</p> <p>Human being composed of two entities: body (<i>jasad</i>) and soul (<i>ruh</i>). Body refers to the physical creation and soul refers to the spirit of human being.</p>
----------------	--

Therefore ‘Character’ (*al-Khuluq*) refers to the attribute of human soul. In this topic, the definition and the conception of ‘character’ (*al-khuluq*) is explained. It is an introduction about the nature of human soul and its faculties:

- a. Faculty of intellect (*quwwa al-‘aql*)
- b. Faculty of anger (*quwwa al-ghadhab*)
- c. Faculty of desire (*quwwa al-shahwah*).

A balanced (*al-i’tidāl*) state of character is a sign of spiritual health (*sihhat al-nafs*). Every child is born in the balanced state of *fitra* (*mu’tadilān saḥīḥ al-fitra*), it is the parents and society who distract and influence him to turn away from his balanced state of *fitra*. Hence, a brief introduction about the importance of education in the process of character development is highlighted and discussed. The objectives of character education is outlined based on the content analysis of *Tahdhīb al-Akhlāq* and *Ihyā’ ‘Ulūm al-Dīn*. The influential factors on character development are explained with examples provided by the texts. Respondents are encouraged to reflect on their personal experience about the factors which influence the formation and development of their own character.

--	--

--	--

<p>Topic 3</p>	<p>2. Developmental Stages of Character</p> <p>A. Formative Period of Character (Character Formation)</p> <p>Phase 1: Birth until Age of Discernment</p> <ul style="list-style-type: none"> i. Faculty of Desire (<i>al-Shahwa</i>). ii. Faculty of Intellect (<i>al-'Aql</i>) <p>Phase 2: Age of Discernment until Puberty</p> <ul style="list-style-type: none"> iii. Faculty of Anger (<i>al-Ghadab</i>) iv. Faculty of Intellect [Reasoning] <p>B. The Development of Character (Character Development)</p> <p>Phase 3: Age of Puberty (<i>Bāligh</i>) onwards</p> <ul style="list-style-type: none"> v. Maturity (<i>al-Bulūgh</i>) vi. Accountability (<i>al-Taklīf</i>)
----------------	--

Description:

An explanation about the formative and developmental stages of character which generally involves three major phases:

Phase 1: Birth (*Mawlud*) until the Age of Discernment (*Mumayyiz*)

Phase 2: Age of Discernment (*Mummayyiz*) until Puberty (*Baligh*)

Phase 3: Puberty (*Baligh*) onwards.

Each phases of character development signifies specific development of the three faculties of human soul: intellect (*al-'aql*), anger (*al-ghadhab*) and desire (*al-shahwah*).

vii.

The formative stage of character begins from birth until puberty; and the character will be further developed and refined from the age of puberty onwards. Therefore childhood is a critical stage of development since it significantly marks the period of character formation. When a child experiences a good process of character formation, he or she will develop a well-balanced character at the age of puberty. Main virtues will be formed and developed until it achieves the state of equilibrium (*al-i'tidal*).

Educational Methods in the Formation and Development of Good Character

- i. Socialization and Association
- ii. Discipline and Habituation
- iii. Education and Learning

<p>Topic 4</p>	<p style="text-align: center;">iv. Prevention from Negative Elements</p> <p>Description</p> <p>A detailed explanation about the educational methods in the formation and development of good character based on the two texts: <i>Tahdhib al-Akhlāq</i> and <i>Ihya' 'Ulūm al-Dīn</i>. The inculcation of good character based on true knowledge (<i>'ilm</i>) and right practice (<i>'amal</i>) is called <i>'ta'dīb'</i>. Explanation and examples of <i>'adab'</i> and <i>'ta'dīb'</i> provided by the two scholars are highlighted. Besides, group discussions are conducted in order to gain respondents' feedback and understanding. Examples of each item are discussed in groups. Respondents' are encouraged to relate their views regarding current social issues and discuss how to overcome the social and identity crises through the above methods of character formation and development.</p>
----------------	--

--	--

Topic 6 Case Studies: Analysis of Current Issues

1. Influential Factors on Character Formation
2. Crises of Character
3. Behavioral Management Issues

Description:

This session will examine respondents' understanding on the previous discussions about character formation and development; as well as its relation with current social issues. Group discussions are conducted to discuss case studies regarding the above issues. It reveals the relationship of the character development theories and current social phenomena. Finally, respondents are given time to plan their future, i.e. how to develop good and well-behaved children in the future.

