

Positive Innovative Thinking Based on the Integration of Spiritual Knowledge through the Subjects of Design and Technology

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To Link this Article: <http://dx.doi.org/10.6007/IJARPED/v13-i4/23827> DOI:10.6007/IJARPED/v13-i4/23827

Published Online: 27 November 2024

Abstract

Today's education system places great importance on student achievement, especially in terms of innovative and creative abilities, along with the student's personal and personality development. However, the era of globalization and digitalization also pushes students toward negative innovation. The increase in negative innovative activities carried out by a few students has become a hot conversation in the community in the mass media. Therefore, improving students' positive innovative thinking is urgently needed. The subject of Design and Technology (RBT) is a subject that gives students early exposure to innovative and creative aspects to produce useful products. However, the teaching and learning process and the existing curriculum often ignore the spiritual element, which can play an important role in forming positive innovative thinking and student morals. This research is in line with the Sustainable Development Goals (SDG), especially SDG 4 (Quality Education) and SDG 9 (Industry, Innovation, and Infrastructure), by emphasizing the integration of intellectual and spiritual knowledge education to produce students with positive innovative thinking and noble character. This concept paper aims to discuss the importance of the integration of intellectual and spiritual knowledge in the subject of Design and Technology to increase the positive innovative thinking of students. This study is a qualitative study using the bibliographic highlight method by referencing material from scientific sources of books, articles, and proceedings papers to get a clearer picture of the issue under study. The research results show that the approach of integrating intellectual and spiritual knowledge is very important to give birth to people who are balanced in intellectual, physical, emotional, and spiritual aspects. This balance is the basis for being an individual who is responsible for oneself, society, and the environment. Therefore, the approach of knowledge integration needs to be implemented in the subjects of Design and Technology to produce students who have positive innovative thinking to create quality products and benefit the community. This study shows the teaching and learning process by combining spiritual elements in the subjects

of Design and Technology. It is very important to form positive innovative thinking of students. This research contributes to the existing literature by providing empirical evidence of the benefits of such integration processes, thereby guiding educators to produce a more holistic education.

Keywords: Design and Technology, Spiritual. Knowledge Integration, Positive Innovative Thinking.

Introduction

Education and people are two things that cannot be separated (Najah & Lindasari, 2022). Education has a great influence on the production of human resources and is an important asset in determining success in the field of education (Rahmadani & Qomariah, 2022). Education is not only a process to educate and build civilization and civilization into the human soul, but also to help people realize their true nature as servants to the Creator and carry out their responsibilities as caliphs on the face of the earth (Syed Muhammad al-Naquib, 1980; Rohana, 2010; Sidek, 2011; Mohd Farid, Zetty Nurzuliana and Nur Hanani, 2022). In the study of Agnieszka Bozek, (2020), shows that spiritual development has a positive relationship with mental and emotional well-being. In addition, the concept of education that combines spiritual development can produce teenagers who have critical, creative, and caring thinking (Mayselless and Kizel, 2022).

Public opinion polls in America show that religion and spirituality are important aspects of life (Vielen & Lukoff, 2022). Therefore, practicing spiritual knowledge in daily life can improve the quality of life that is more prosperous (Nissen, Viftrup, Hvidt, (2021). Religious knowledge and intellectual knowledge are interconnected with each other (Hotma Ida et al., 2024) In line with that, religious knowledge is a belief system that comes from God and should be accepted with confidence and become a reference for other critical sciences, communication, and the ability to think creatively in solving the challenges of the present as well as being noble.

Therefore, developing the future generation, especially the youth holistically through the national education system becomes a very important agenda. This is because, they are a group that is considered to be future caliphs, who will lead the country and a source of skilled energy that is important to advance the industry and the country (Hamzah, 2001; Noorasiah and Nursaliha, 2019; Aafifah, 2020). The idea of the Malaysian Education Development Plan (PPPM) 2013-2025 emphasizes six aspirations so that students can compete globally, including in aspects of knowledge, thinking skills, leadership skills, bilingual skills, ethics and spirituality, and national identity (KPM, 2013).

One of the important aspects for students is thinking skills which are defined as the skills to process the mind to achieve certain goals. Thinking skills are considered important in education, as they enable students to connect various disciplines and create new knowledge. Research by Aion and Abdullah (2005); Nasir et al. (2023), highlighted the importance of thinking skills in the context of education. Thinking skills help students process information, analyze situations and achieve problem solving critically and creatively. In the context of Malaysia, the implementation of the Malaysian Education Plan (PPPM) 2013-2025 emphasizes the importance of thinking skills as one of the main aspects in ensuring students can compete

globally. Support for thinking skills is also in line with the National Education Philosophy which emphasizes coherence and harmony in education.

Therefore, KSSM introduced the subject of Design and Technology (RBT) in 2017 for first-form students in secondary schools to replace the Integrated Life Skills subject (KPM, 2015). Basically, Design and Technology (RBT) subjects focus on the mastery of knowledge, skills, and spirituality as well as attitudes (Salmiah et al., 2016). RBT subjects aim to produce students who have knowledge, skills, spiritual values, aesthetics and technology in the world of design through critical, creative, innovative, inventive and entrepreneurial thinking (KPM, 2017) as well as skilled workforce resources in the field of design and technology.

The subject of RBT is a subject based on Technical and Vocational education that is implemented to produce human capital that is more innovative, positive and creative in exploring new fields to meet the demands of industry in generating national wealth (KPM, 2013). Creative thinking and innovative thinking are closely related because of the aspect of innovation and idea motivation, and both are based on product development (Dou et al., 2021). Innovative and creative thinking is becoming more and more important every year in education and professional life (U Avci & H Yildiz Durak, 2023). Therefore, students need to be educated with spiritual knowledge to connect knowledge, personality, and skills so that students can create products that are good for society and not harmful (Rohana et al., 2019). Therefore, to help the progress and growth of the country, positive innovative thinking is very important.

Nevertheless, negative innovative thinking is on the rise these days, and it is very worrying for everyone. The phenomenon of negative innovation occurs when someone produces an idea that is initially seen as good but ends up affecting the ecosystem or community habits. For example, teenagers like to modify bicycles to produce high speeds that result in accidents (Roziana et al., 2022). January -November 2023 43,157 lawsuits for motorcycle modification offenses nationwide (PDRM, 2023). This phenomenon has been the subject of heated debate in society and the mass media, especially in the fields of science, technology, and engineering. Creative concepts have negative effects on society as a whole and individuals (Sopani, 2022). Finally, negative innovative effects have a negative impact on organizations, countries, and humanity (Putri et al., 2016). Some studies show that bad ideas can have a significant impact on society and the environment (Samsudin et al., 2022).

Weaknesses that occur in the mastery of science and technology lead to moral and personal failure of students which is a very serious problem nowadays (Syed Ismail & Ahmad Subki, 2015). This problem occurs due to many factors. Among them is that the curriculum in the national education system prioritizes the aspect of academic excellence based on exams while ignoring the spiritual aspect, pushing students towards negative innovation (Sidek, 2011). Although there is the application of spiritual aspects during the teaching and learning process, spiritual application is given less attention (Farid et al., 2022).

Therefore, spiritual knowledge must be applied in all fields. It does not only need to be applied in the field of Islamic and Moral Education but it must be applied in all fields (KPM, 2007). The Middle School Integrated Curriculum (KBSM) was established in 1989 to include spiritual knowledge in the curriculum (Curriculum Development Center, 1988). As stated in

the Malaysian Education Development Plan 2013-2025, spiritual elements will be included in the curriculum to improve human capital skills and abilities (Salmiah et al., 2016). When individuals have a good balance between rational, emotional, and spiritual knowledge, it can have a positive effect on interpersonal competence (Cegarra-Navarro, J.-G et al., 2023). Therefore, the application of spirituality should be used in RBT subjects to increase the positive innovative thinking of students.

Problem Statement

Pupils who are educated and skilled but find it difficult to distinguish between good behavior and bad behavior cause the occurrence of negative innovative thinking (Rohana, 2010). In addition, the era of globalization and digitalization pushes students towards negative innovation. For example, teenagers modify bicycles called lajak bicycles to make the bicycle faster for racing. Racing that is done illegally causes accidents and kills many lives as happened on February 18, 2017 at 3.00 am which resulted in accidents and killed eight lives (Daily News, 2017). Another case is that seven teenagers aged 11-18 years set fire to the Tahfiz Quran Ittifaqiyah center by using negative innovative thinking which is combining gas cans, petrol oil and mattresses to light the fire. The teenager also locked the dormitory door and placed it as a barricade before the fire was lit, which claimed 23 lives in September 2017 (Daily News, 2017). In addition, from January to November 2023, the Traffic Investigation and Enforcement Department (JSPT) issued 43,157 summonses for various motorcycle modification offenses across the country (PDRM, 2023).

Therefore, there is an urgent need to increase the positive innovative thinking of students so as not to be swept away by the modernity of science and technology. Next, the current education system develops people with the philosophy of Science and Technology progress but is separated from religion and the programs that are implemented focus more on hedonistic paths with an emphasis on pleasure and material things (Sidek, 2011). In fact, exam achievement is made a priority in the teaching and learning process which causes students to become more negligent and complacent with worldly pleasures, materialism and selfishness.

For RBT subjects, the existing learning emphasis is more directed towards skills and efficiency in building products but the aspect of spiritual development is given less attention. The learning process in the classroom does not make the National Philosophy of Education (FPK) the main goal, the teaching and learning process is more focused on intellectual RBT knowledge, and the application of spiritual knowledge is given less attention. That, this study aims to present findings from the highlights of the study on the importance of knowledge integration methods (intellectual and spiritual) in the subject of Design and Technology to produce positive innovative thinking.

Objectives of the Study

This concept paper aims to highlight the study of past studies on the importance of the integration of intellectual and spiritual knowledge in the subject of Design and Technology to improve students' positive innovative thinking.

Literature Review*National Education Philosophy*

The term philosophy comes from two Greek words, Philo and Sophia. Philo which means love and sophia which means wisdom. In conclusion, philosophy means loving wisdom (Mok Soon Sang, 2010; Mohd Fuad et al., 2014). However, philosophy is not only an understanding of wisdom and propriety but provides a perspective of results (Sidek, 2011). The effort to interpret, form and implement the wishes of FPK is very important to produce students who have positive innovative thinking and have an awareness of responsibility as a knowledgeable, faithful, intelligent, skilled and ethical caliph.

FPK explains that a person who wants harmony and balance in terms of physical, spiritual, emotional and intellectual must be based on trust and obedience to God (Shamsul, 2011; Shohana, 2024), in order to give birth to people who are knowledgeable, have noble morals and are responsible and become good citizens (Mohd Fuad et al., 2014). A balanced and harmonious person means a person who appreciates and practices knowledge, has noble and moral character. In addition, the person also has a strong belief and obedience to God, has a peaceful heart, spirit, mind, and soul, a healthy and fit body and can provide good cooperation with the people around. This philosophy is used to produce citizens who are skilled, noble and responsible in all fields and able to face challenges to achieve national vision (KPM, 2001).

FPK is parallel to Islamic Education Philosophy based on belief and obedience to God in producing individuals from physical, emotional, intellectual, spiritual and social aspects in a balanced way (Mok Soon Sang, 2004; Sanitah and Noor Azean, 2019). The philosophy of Islamic Education is based on revelation, which is the Qur'an and As-Sunnah. Islamic Education Philosophy emphasizes the aspect of believing in God and believing in God's revelation given to the Messengers (Hassan Langgulong 1979; Maziahtusima et al., 2021). Humans have potential in moral and spiritual development, and believe that each individual is responsible for his actions, beliefs in life and life after death. Based on these aspects, balance in life and education can be produced through improvement towards Islamic Education Philosophy.

One of the country's challenges to becoming a developed country is to produce a moral, noble and responsible society. To realize these aspirations, the stability and purity of the national education system is something very important. An educational philosophy capable of forming a dynamic social, moral, and ethical vision will be able to shape the development, change, and progress of individuals and society (Abd Rahim, 2001). Abd Rahim (2001) also stated that the solidity and purity of the national education system are important to produce a moral, noble, and ethical society. An educational philosophy capable of forming a dynamic social, moral, and ethical vision will have a positive impact on the development of individuals and society

Design and Technology Subjects in Secondary Schools

The Secondary School Standard Curriculum (KSSM) which was implemented in stages from 2017 replaced the Integrated Secondary School Curriculum (KBSM) which was implemented in 1989 (KPM, 2015). KSSM was formulated to meet the new policy requirements under the Malaysian Education Development Plan (PPPM) 2013-2025 (KPM, 2013). KSSM is elaborated through the drafting of Curriculum and Assessment Standard Documents (DSKP) for all subjects containing Content Standards, Learning Standards and

Assessment Standards. The resulting DSKP has also integrated the six pillars of the KSSM Framework, integrating knowledge, skills and spirituality, as well as explicitly including 21st Century Skills and Higher Level Thinking Skills (KBAT). The integration is done to produce balanced and harmonious people in terms of intellect, spirituality, emotion and body as demanded by the National Education Philosophy (FPK).

The subject of Design and Technology (RBT) in secondary school is an extension of the National School RBT subject to replace the Integrated Life Skills subject. RBT is a new subject introduced in 2017 contained in the Standard Secondary School Curriculum (KSSM) of the Ministry of Education Malaysia that meets the requirements of the National Philosophy of Education (FPK) (Salmiah, Rahimah, Mohd Shukri, Abd. Samad and Zamri, 2016). RBT level one has five chapters, level two has two chapters, and level three has three chapters.

Spiritual Education

Spiritual education is a process of instilling spiritual strength and faith in individuals in order to achieve the perfection of life according to Islamic principles (Ulfah et al., 2022). In the context of a developing country, negative innovative thinking becomes a serious issue. Negative innovative thinking, especially among school students at the teenage level, creates negative innovations, such as burning Maahad Mahfiz, and the creation of products that harm humans and the environment. For example, negative innovation in the production of products from plastic materials causes the use of plastic to increase, and eventually, environmental problems become more serious (D. Friedrich, 2021). In 2019, 350 million tons of plastic materials were produced in Europe alone (Plastics Europe, 2019). Malaysia is the top fifth country in the world that throws the most plastic into the sea. Therefore, spiritual development is very necessary to produce individuals who have faith, morals, and are able to face opposition and solve problems.

Humans have the potential to grow and progress despite being faced with various challenges. A persistent effort is needed to develop human beings to be able to create history by giving birth to outstanding, competitive, innovative, positive, and virtuous individuals. The values in the Islamic religion, which are sourced from the Al-Quran, are aimed at all human beings, emphasizing the importance of holistic self-development according to Islamic concepts that include physical, spiritual, worldly, and afterlife aspects continuously (Ningrum et al., 2020).

With a deep understanding of self-concept and Islamic values, people can reach their maximum potential in the development of themselves and society as a whole (Syamsuddin, 2022). Therefore, it is important to continue to encourage quality human development through education, training, and a deep understanding of self-concept and religious values. Therefore, a deep understanding of religion will be able to gather the spirit of courage, precise sincerity, high fighting spirit, and perseverance, as well as fill the soul with religious spirit so that students become strong and dynamic (Ahmad Kiran and Yahaya, 2013).

Methods and Instruments

This study is a qualitative study using the bibliographic highlight method by referencing material from scientific sources such as books, mass media, articles, and proceedings papers to get a clearer picture of the issue under study.

Results and Discussion

Concept of Integration of Spiritual Knowledge and Intellectual Knowledge

This concept of integration guides people in their daily actions and deeds. This happens when the axis of the concept of integration is based on religious knowledge (Al-Quran and As-Sunnah). The integration of knowledge is known as the concept of integrated education by using the concept of 'Islamization of knowledge' (Syed Naquib Al-Attas, 1993; Khairul Azhar et al., 2021). The concept of integration in education can help the next generation face all future challenges whether from within or abroad (Rashed & Ihwani, 2019; Siti Nur Aafifah, 2022). The science of revelation tells people to use the mind and the eyes of the heart to reflect and take lessons from all the events of the universe and all the creations of Allah SWT with a wise mind and heart (Zetty Nurzuliana, 2020). Education that involves balanced and integrated development is a very important factor for the survival of students in facing the challenges of life with the cleansing of the soul, heart, intellect and spirit based on religious knowledge as the basis for the development of positive innovative thinking.

Through the integration of spiritual and intellectual knowledge will be able to give birth to a perfect and balanced person in terms of physical, emotional, spiritual, intellectual and social (Rahimah, 2013; Mohd Fuad et al., 2017). Pupils need to be educated and guided through a learning process that has the application of the value of faith and obedience to God (KKT) as contained in the FPK so that pupils do not continue to drift with negative innovative activities. In fact, the element of trust and obedience to God is the main key to the success of an organization to deal with integrity leakage because the issue of integrity among civil servants in Malaysia is increasing and very worrying (Fazurah et al., 2020).

The Importance of Positive Innovative Thinking in RBT Subjects

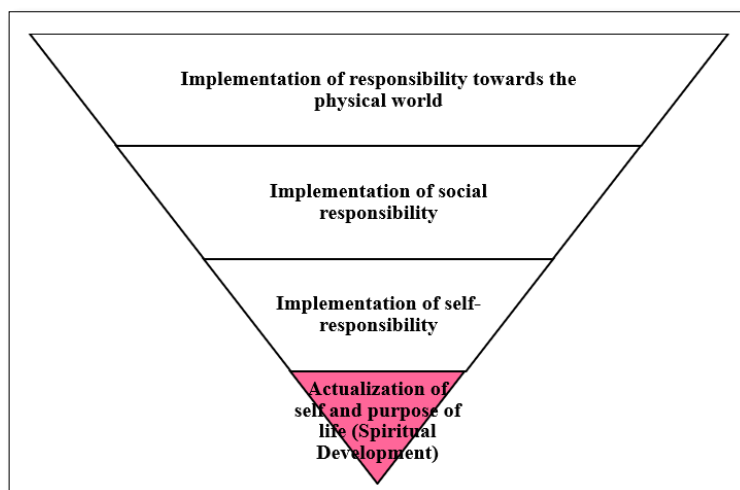
Positive innovative thinking is thinking that can produce something or a useful product. Positive innovation is the process of changing something that already exists by adding value to improve the quality of products offered to consumers (Hasrina et al., 2020). Fully using the power of the mind to create something new and beneficial for oneself, society, and the environment is known as positive innovative thinking (Kamarul et al., 2017). Developing excellent, knowledgeable, and capable human capital that can contribute ideas to the progress and development of the country is important through positive innovative thinking (KPM, 2016, Raman, 2020).

Positive innovative thinking plays an important role in RBT subjects by encouraging students to develop creative skills, and the courage to create new designs that provide solutions to everyday problems. In addition, students can become designers who cultivate critical, creative, innovative, inventive and entrepreneurial thinking (KPM, 2016). Through positive innovative thinking, students are taught to see challenges as opportunities to create something new and useful. Positive innovative thinking also forms the mentality of daring to try and not being afraid to make mistakes, as part of the learning process to achieve success. By encouraging positive innovative thinking, RBT subjects not only provide technical knowledge, but train students to be creative, innovative, and proactive individuals in facing challenges in the real world. The ability to think innovatively and create something new is a basic requirement to ensure employability and success in a competitive job market (Nurma & Asna, 2022; Sari et al., 2022).

Spiritual Development through Design and Technology Subjects for Enhancing Positive Innovative Thinking

Today's high school students need the development of innovative thinking to face the challenges of their future. Nevertheless, the main focus in the process of developing innovative thinking in RBT subjects is only focused on knowledge (cognitive), attitudes (affective), and skills (psychomotor) which give complete freedom to individuals to present their products. Humans who think creatively and innovatively are influenced by two elements, namely the element of knowledge (cognitive) and the element of attitude (affective) (Lee Kyung Hwa, 2005). Unfortunately, this will make students lose their direction. To overcome this problem, there needs to be the application of spiritual elements through the integration of knowledge so that it can provide the main guidance for making decisions in the process of producing positive innovative products (Rohana et al., 2019). According to Sidek (2011), spiritual elements are very important in the development of creative and innovative human capital. Integration between heart, mind and body factors is very important because intellectual intelligence will not flourish without the development of spiritual intelligence that parallels it. The application of spiritual elements can provide students who know themselves and are responsible to their God, responsible to other people, and all of God's creations in the world (Indrawati et al., 2016).

Maslow's Inverted Theory by Rohana (2010), outlines the concept of self-actualization as human awareness of the essence of oneself and the purpose of one's life. In this context, spiritual development is seen as an important initial step in the process of human development. Syed Naquib al-Attas emphasized that awareness of the essence of oneself and the purpose of life leads to spiritual development which in turn brings responsibility to oneself as a servant (Wan Mohd. Nor, 2005). When a person's spiritual development reaches a mature level, the individual will appear as a caliph who is responsible for always improving oneself in a better direction. In addition, individuals will also feel responsible to society and the environment, showing love to all creatures on earth to ensure harmony and goodness remain in this world. With a strong foundation of spiritual development, people who are advanced and progressive will be produced (Ali, 2016).



An Overview of Maslow's Theory Reversed (Rohana, 2010)

The results of the research show that the approach of integrating intellectual and spiritual knowledge is very important to give birth to people who are balanced in intellectual, physical, emotional, and spiritual aspects. Elements that influence Innovative Thinking must include knowledge, spirituality, attitudes, and skills. If these four elements are integrated, then it will be possible to produce students who are responsible for themselves, society, and the environment, think creatively and innovatively, and have noble morals. Therefore, the approach of knowledge integration needs to be implemented in Design and Technology subjects to produce students who have positive innovative thinking to create quality products that benefit and do not harm society.

Conclusion

This study shows that the teaching and learning process by combining spiritual elements in the subjects of Design and Technology is very important to increase the positive innovative thinking of students. Through spiritual development, students have faith and obedience to God and are responsible as servants and caliphs on this earth. Next, students have positive innovative thinking to produce quality and useful products.

In addition, this research contributes to the existing literature by providing empirical evidence about the benefits of the integration process, thereby guiding educators to produce a more holistic education. This research is in line with the Sustainable Development Goals (SDG), especially SDG 4 (Quality Education) and SDG 9 (Industry, Innovation, and Infrastructure), by emphasizing the integration of intellectual and spiritual knowledge education to produce students with positive innovative thinking and noble character.

Acknowledgment

We would like to thank the Faculty of Social Sciences and Humanities, Universiti Teknologi Malaysia for the support provided throughout the process of this study.

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