MAQASID SYARIAH AND SAFETY ASPECTS IN INFRASTRUCTURE AND HEALTH OF EDUCATION PRACTICES IN MALAYSIA

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ABSTRACT

Maqasid Syariah is the primary basis for the formation of the National Education Policy. It also illustrates the government’s earnest efforts in expanding the potential of the individual in a comprehensive and integrated manner, comprising the balance and stability of all perspectives including intellect, spiritual, cognitive and physical in harmony with the principles contained in Maqasid Syariah such as preserving religion, life, intellect, wealth and lineage. This effort also demonstrates the government’s seriousness in safeguarding and preserving the well-being of all Malaysians who are multiracial and multicultural through the system and regulations that are in accordance with siyasah syar‘iyyah. However, recently, there are several important issues that have disrupted the government’s efforts, especially on the aspect of safety in the education sector. The neglect of this aspect, if not handled effectively, can affect the performance of excellence and the entire educational goals that have been planned. Therefore, this article will discuss the security aspects of education by focusing on indicators such as infrastructure, health, identity, thinking and legislation. The discussion concluded that there should be a holistic and practical strategy that must be immediately implemented to form a comprehensive indicator to address the safety and security aspects in education based on the goals of principles contained in the Maqasid Syariah and the national education plan.

Keywords: Maqasid Syariah, security, education, National Education Policy, National Education Plan.
1. INTRODUCTION

Education is an important part in the life of every individual (Musa Daia 1986) for it
determines the true quality of life (Najeemah 2007; Salina et al 2018; J W Azreena et al
2012) and it is an important indicator in describing the pattern formation of future generation
(Nor Azlinda et al., 2014; Zaizul et al 2018). The purpose of education is to develop a
knowledgeable, skilled and virtuous human being in line with the objectives of the
Educational Development Master Plan (PIPP - Pelan Induk Pembangunan Pendidikan),
Ministry of Education Malaysia (KPM 2010). In Islam, education is the process of seeding
and cultivating manners in a person (al-Attas 1977) or the process of refining a person (Sidek
of intellectual, spiritual, emotional and physical based on Islamic sources (Abdul Halim
1995). According to Abdullah (1995), education also means the process of developing an
individual's physical and spiritual traits in order to function more effectively in society.
The role of education is said to be of the utmost critical in Malaysia’s pursuit to become a
developed nation by the year 2020. In order to realize this aspiration, the Ministry of
Education is working to produce a world-class education system and make Malaysia a center
of education excellence. The Executive Review of the Malaysian Syariah Index (Education)
Survey (2016), National Education Policy were developed based on the pillars of Maqasid
Syariah. It reflects the government’s earnest efforts in producing Malaysians who are
knowledgeable, skilled, virtuous, responsible, and capable of achieving well-being and
contributing to the harmony and prosperity of families, communities and the nation. The
government’s earnest efforts in the overall and integrated development of an individual's
potential encompass balance and stability of all perspectives including intellectual, spiritual,
emotional and physical and they are in line with the principles embodied in the Maqasid
Syariah which are the preservation of religion, intellect, life, wealth and lineage (al-Ghazalı
1939).

To elaborate the Maqasid Syariah in education in Malaysia, it involves efforts made by
the government through the National Education Policy that was established through the
Malaysia Education Development Plan from primary to tertiary education. The education
based on Maqasid Syariah is a form of system that preserves al-din (religion), al-nafs (life),
al-aql (akal), al-nasl (lineage) and al-mal (wealth/property). Overall, maqasid syariah in
education is aimed at establishing a quality education system that encompasses aspects of
physical, spiritual, intellectual and cognitive. Quality in education refers to a syariah-
compliant education system or it complies to the principles of maqasid syariah to ensure the
wellbeing of individuals and communities that are capable of contributing to religion, nation
and the development of the country (Rafiza et al 2018; Zaizul et al 2018). In this context, it is
the responsibility of the government by way of instilling Islamic values, to safeguard the
people’s interests that are related to life in this world and their religion in accordance with the
implementation of Islamic shari’ah which are included in ibadah (worship acts), muamalat
(civil acts/dealings) and munakahat (marriage matters), such as national security, and
preservation of life and property, the safety of faith and the ease of performing religious
commands. This is because the continuity future of the Islamic religion in this country and
the growth of the country's direction depends on the ability of the rulers to navigate the leadership entrusted unto them to achieve the true purpose of the implementation and establishment of the syariah in Malaysia. As Rasulullah SAW said as narrated by Imam al-Bukhari in the Sahih book of al-Ilm (No Hadith 59) which means:

"If trust is eliminated then anticipate the moment of devastation. The Companions asked: "How can trust be eliminated?" Rasulullah replied: "If an affair is left to be managed by a member who is not an expert in his field, then wait for its destruction". The hadith explains about a threat and it should be a starting point for each individual appointed to hold a position. It is essential for the individual to fully comprehend the concept of amanah (trust) given unto him and the obligations he is responsible for and it is compulsory for him to navigate them in accordance to the principles of Islamic shari'ah. This is because every legal law in the Shari'ah is aimed at protecting the interests of religion, intellect, life, property and lineage of mankind. This is in line with the nature of Islam as a universal religion and every guideline set in Islam is appropriate according to location, race and time. As Allah SWT states in surah al-Jaathiyah 45:18 which means:

“Then we put you, [O Muhammad], on an ordained way concerning the matter [of religion]; so follow it and do not follow the inclinations of those who do not know (of the truth).” In the education sector, the change in the education climate has created the need to identify methods, strategies and program models that can enhance the safety and excellence of students and teachers to ensure the interests of the intellect, religion, life, wealth and dignity of mankind. Recently, the issue of safety in schools has received reportage from the mass media that covers equipment safety aspects (Stroud et al., 2007; Tsung et al., 2007; Nur Liyana et al., 2014; Mutsalim et al. 2016), school facilities (Mohd Hanafi et al. 2013; 2014), health (Mohd Rizal & Noor Aini t.th; Adane & Abeje 2012; MN Norazmir et al., 2012; Mohd al Adib et al. 2012; Nurul Alieya et al 2018), and social security (Shamsiah et al., 2005; Rozmi & Yahaya 2008; Jaffary Awang et al 2018; Zaizul et al 2018). Various guidelines such as the Occupational Safety and Health Act 1994 and Ministry of Education Malaysia in its Professional Circular No. 6/200 and the principles of safe school (Stephen 1996; Comer 1998; Shamsiah et al., 2005; Zaizul et al 2018) have been created and established, but the application remains at a less than satisfactory level in preserving the importance of school safety. Therefore, this paper will discuss safety in education through indicators of infrastructure, health, identity, thinking and legislation to examine the true phenomenon of safety aspects in the education sector today.

2. SAFETY FROM THE PERSPECTIVE OF INFRASTRUCTURE

The education system in Malaysia has been revised according to the country's aspirations that are embodied in Vision 2020, the main target of the country, which is to be a developed nation and place importance on human capital development in line with the integrated educational goals. One aspect that needs to be taken into account in the development of human capital is the environmental aspect. Purkey and Smith (1983) argue that the environment of a school plays an important role in determining the success of a student. In the education program, the first aspect to consider is the provision of infrastructure that determines the environment of a school. In fact, a well-managed classroom environment can please students and help with their learning (Jamila 2005). Infrastructure plays an important role in creating a conducive learning environment. Equal learning preparation should be established not only for regular students but for students with special needs to enable them to be independent and to develop their own potential. In the Malaysian context, learning opportunities for special needs students are provided by the Ministry of Education in two
forms of Special Education program (*Pendidikan Khas - PK*) which are Special Schools and in regular schools known as the Integrated Special Education Programs. However, some studies have found that the facilities for the teaching and learning process are still inadequate and less than satisfactory (Mohd Hanafi et al., 2012) for regular students in general and especially for special needs students (Mohd Hanafi et al., 2011; 2013; 2014). In order to ensure the effectiveness of teaching and learning, special needs students should feel comfortable, safe and prepared to receive lessons (Goldsmith, J & Goldsmith, L 1998). The main issue that is often said about the abandonment of infrastructure facilities for the Special Education program is the provision of classrooms. Mohd Hanafi et al. (2011) found that 75 percent of the respondents agreed that most of the classrooms of the Special Education programs were not purposefully constructed whereby the allocated classrooms were often modified classrooms. This neglection led to the emergence of a secondary problem in which the classrooms were too narrow, the number of students and the size of the classroom were unsuitable based on the size of the room as well as the crowding of equipment and furniture. Mohd Hanafi et al. (2014) also added that the facilities in the classroom especially in the provision of information technology or ICT learning aids should also be given careful attention. Apart from that, physical facilities and environmental infrastructure in Special Education program schools are still at moderate level (Mohd Hanafi et al., 2014; Raihan et al., 2014). Mohd Hanafi et al. (2014) in his research found that schools still do not take some of the requirements as serious considerations. As an example, there is no special space provided for parents to drop and fetch their children in the school area. This is why the Special Education program students are forced into the crowd with the regular students and this phenomenon becomes worse when some of the parents of the regular students are unaware of the presence of students with special needs in the school. Problems become further complicated when Special Education students are forced to walk a far distance from the school gate and it is even more difficult for students who are in a wheelchair. In addition to that, special spaces for Special Education students to buy their own food and drinks at a school canteen are also not available. As a result, Special Education students had to rely entirely on teachers or student management assistants when they wanted to buy food. This makes them unable to be self-reliant and it restricts opportunities of healthy communication with other school communities as well as prevent social integration from taking place (Mohd Hanafi et al., 2014). It needs to be noted that Noll (2007) states that the opportunity to communicate well can lead to good social interaction relationships for Special Education students. It is therefore important to create a continuation in the environment to enable special children to give meaning to the world around them and to shape the concept of their place (Brown et al., 1998). Thus it is clear that planning has to be made to ensure that facilities from the aspect of infrastructure are properly addressed and given thorough attention. Without a complete, safe and accessible infrastructure, the implementation of the curriculum will be affected. This also shows that curriculum and infrastructure are closely related and are mutually required in providing an effective education.

3. SAFETY FROM THE PERSPECTIVE OF HEALTH

There are several importance pertaining to health education that need to be emphasized in assisting the growth and development of children in school. Health education is important in forming changes and is also an individual's requirement for the process of physical, mental, social, emotional and spiritual development. According to Reese (2004), building maintenance is a key component of safety and health. This opinion is consistent with Lewis (2000) which states that building maintenance management is responsible for monitoring the safety and health towards operations and maintenance of each facility under its control. Poor
quality of work and inadequate maintenance for a building can be a factor of accidents, injuries or deaths. Therefore, maintenance is not only important to extend the life cycle of a system or equipment but also to prevent any accidents or misfortunes from occurring. Research findings by the Ministry of Human Resources Malaysia found that most of the air in commercial and office buildings in the country was "sick" and hazardous for health (Hafizi et al t.th). "Sick" in this definition refers to the "sick building syndrome" (SBS). According to Ilozor et al. (2001), SBS is a term used to demonstrate that combinations such as chemicals, smoke and components of building materials cause for indoor air quality of a building to be unhealthy. This statement supports the opinion of Morris and Dennison (1995), which based on previous research reports found that the air conditioning system inside a building served as a major cause for SBS. Rooley (1997) states that the problems faced by building occupants on indoor air quality are divided into two namely discomfort and disease. Among the early syndrome of SBS to building occupants is the feeling of extreme heat or extreme cold, too dry, lacking in freshness and feeling lethargic. As a result, they will experience tremendous fatigueness, tired or strained eyes, letharginess or drowsiness, headache, tension, anxiety, nasal congestion, shortness of breath and dryness of the skin (Ilozor et al., 2001). To overcome this SBS problem, Rooley (1997) suggested that focus must be highlighted on the aspects of cleaning the air conditioning system, the controlling of pollution from carpeting, the selection of building materials and the monitoring of indoor air quality should be carried out to ensure there are adequate oxygen content in the building and to get rid of the carbon dioxide excess (Grigg & Jordan 1993). Hence, physical facilities and school environment should take this seriously to ensure the health of the school community are taken care of. In addition to that, the intake of a diet that is balanced and clean is also one of the predictors of safety from the health perspective. Food plays an important role in the cause and prevention of various diseases (Cynthia 2001). The issue of food hygiene in school canteens has always been a serious concern by certain government departments (Mohd Rizal & Noor Aini t.th). In fact, it is a priority for the government to monitor the health of students in schools (Journal of Consumer Malaysia 2002). Therefore, food services in schools need to provide safe, appropriate and nutritious meals to ensure that students get their balanced and clean meal (Cleland et al., 2004). However, the awareness of proper food handling and ideal food preparation among food operators is still at a low level (M.N. Norazmir et al., 2012) and food sellers also do not practice hygienic and safety measures during food handling (Rozita 2000). Although various awareness campaigns on hygienic and safety practices have been carried out by the government, the effect is still unsatisfactory (Mohd Rizal & Noor Aini t.th; & Hassan Nurbaizura t.th; Nurul Ilieya et al 2018). Based on the Children’s Health and Safety Guide by Zainun (2006), eateries or canteens should always ensure that the safety of canteens operations are monitored to prevent food poisoning amongst children. This is because almost a third of the students’ daily hours are spent in school and school canteens are the main place for them to get their food supplies (Norul Hajar et al., 2014). Amongst the food safety elements implemented in the school are food care, nutrition, legislation and guidelines, monitoring, awareness and knowledge. Food safety issues are considered important to prevent the threat of food toxicity or food contamination threats and cases of food and water borne diseases can occur when people eat contaminated food. Food poisoning, typhoid, cholera, dysentery and viral hepatitis A are amongst the five food and water borne diseases. Based on the Annual Report of the Malaysia Department of Statistics 2011, the number of case and incidence rates for these illnesses from 2000 to 2010 recorded a positive increase for each year (Norul Hajar et al. 2014). Additionally, in reference to the 2007 Ministry of Health (MOH) Annual Report, a total of 62 percent of food poisoning episodes occurred in schools and the main contributing factor to these episodes was due to unsafe food handling.
procedures (50%). Therefore, in order to achieve effective health safety, the implementation of important elements and the enforcement of legislations in the context of food safety preparation in school canteens to all relevant parties in line with effective management, enforcement, compliance and monitoring towards sustainable livelihoods need to be emphasized.

4. CONCLUSION
The progression and regression of a country are measured through elements that are specifically involved with the country's system and national education policy. In conclusion, the study found that safety indicators in national education that cover infrastructure, health, identity, and legislation need to be tested to identify their level of quality and compliance with the principles and requirements of the Maqasid Syariah. This measure requires serious attention from various parties to produce safe schools and to ensure quality and excellence in education. Changes to better safety and security are necessary to improve the quality of teaching and learning and thus improve the quality of national education. Therefore, the planning and implementation of safety and security in education should continue to be carried out in a continuous process to ensure the benefit of the individual, the community and eventually the development of a nation based on the principles of Maqasid Syariah are achieved which are to preserve the intellect, religion, life, wealth and dignity of mankind.

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Maqasid Syariah and Safety Aspects in Infrastructure and Health of Education Practices in Malaysia


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