

**UNIVERSITI TEKNOLOGI MARA**

**DEVELOPMENT AND EVALUATION OF THE  
HOLISTIC SELF DEVELOPMENT MODULES: A  
STUDY AMONG ARTS AND DESIGN STUDENTS**

**ROHANA HAMZAH**

Thesis submitted in fulfilment of the requirements

for the degree of

**Doctor of Philosophy**

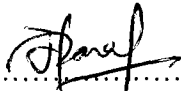
**Faculty of Arts and Design**

**June 2009**

## Candidate's Declaration

I declare that the work in this thesis was carried out in accordance with the regulations of University Technology MARA. It is original and is the result of my own work, unless indicated or acknowledged as referenced work. This thesis has not been submitted to any other academic institution or non-academic institution for any other degree or qualification.

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## DEDICATION

*To my beloved mother...., Meriam Hamat;  
to all my beloved teachers;  
thank you for your greatest love..  
to all my beloved friends;  
brothers and sisters;  
thank you for your greatest support...*

*All of you  
make me stronger  
to continue with this challenge  
and this is a proof to you  
that I have completed my PhD journey  
and to continue the next journey  
with the spirit of love and care*

*To my children,  
Nur Atiqah and Muhamad Haiqal Haqim  
to all the children of Adam  
this is for you with hope to continue this struggle  
to pass this on to the next generation  
so that all of you will be a better generation..*

*These are all small steps  
for us to reach civilization  
may Allah, with His greatest love,  
bless us and guide us,  
to return to Him with our heart and soul..  
and showering us  
with the Light of the truth..  
Amin..*

Rohana Hamzah,  
23 June 2009  
/Jamadilakhir 29, 1430  
9.02 am

## ABSTRACT

The Faculty of Art and Design (FSSR), UiTM Shah Alam was formed based on its holistic education mission. However, the main problem occurred especially in developing spiritual domain among arts and design students. Therefore, the purpose of this study is to offer an alternative approach as a complementary to conventional practice in teaching and learning of art and design education by developing, integrating and evaluating holistic self-development modules for spiritual domain based on Islamic philosophy. Therefore, the formula for self-development process which is to render the self-narrowness forces to be under the control of the self-enlightening forces has been developed and tested in this study. Two types of teaching and learning modules have also been developed to present the self-development process namely the traditional approach module and the interactive multimedia approach module. In order to measure the effectiveness of these modules on students' self-development from spiritual domain, 'the self-development from spiritual and emotion stability instrument' has been developed. In addition, the students' achievement on product design (as evaluated by educator) and their responsibilities as God's khalifah (the instrument has been developed by researcher) was measured to evaluate the effectiveness of the modules. The exploratory mixed methods research design has been applied during the first stage of research process which enables the researcher to diagnose the teaching and learning problems followed by the quantitative research method of true experimental pretest-posttest design. Students in semester three have been chosen as the respondents because the actual design process only begins during this semester of their study program at FSSR. The findings show that there is a significant difference in self-development level between the experimental groups of students. The mean values for traditional approach group (3.48) and interactive multimedia approach group (3.57) are higher compare to the control group (3.32). This finding also indicates that the use of interactive multimedia to present self-development module is more effective compared to traditional approach module. In addition, all respondents' demographic background shows no significant impact on self-development level. However, respondents' previous education background reveals significant impact on self-development level for interactive multimedia approach module. The analysis on students' achievement showed that the mean value for traditional approach group (69.68) and interactive multimedia approach group (73.29) is higher compared to control group (69.60). This finding indicates that the self-development modules have improved the students' achievement as compared to the conventional approach. To summaries, the self-development modules should be integrated into the teaching and learning practice of art and design education. However, the implementation of the self-development from spiritual domain should be carried out by educators as an integrated agent for this holistic approach. This is because only holistic educators can produce holistic students.

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