

## A National Leadership Model Based on the Integration of Naqli and Aqli Knowledge: Perspectives and Practices

*(Model Kepimpinan Nasional Berasaskan Integrasi Ilmu Naqli dan Aqli: Perspektif dan Amalan)*

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### ABSTRACT

The national leadership model based on the integration of Naqli (revealed knowledge) and Aqli (rational knowledge) is a holistic approach that combines spiritual and rational principles in shaping leaders who are visionary, ethical, and capable of leading the nation with justice and wisdom. This research aims to analyze the perspectives and practices of integrating Naqli and Aqli knowledge in the context of national leadership in Malaysia. The study employs a qualitative approach through document analysis, case studies, and in-depth interviews with experts in leadership and Islamic education. The findings indicate that the integration of Naqli and Aqli knowledge in leadership education and training can produce leaders who possess a balance between spiritual values and intellectual competence. Leaders grounded in this integration are not only able to make decisions based on ethics and morality but are also capable of critical and strategic thinking in addressing national and global issues. Moreover, this leadership model is seen as contributing to a more just and prosperous nation by emphasizing principles of justice, trust, and equality. The study recommends that the integration of Naqli and Aqli knowledge be established as a foundation in leadership development programs at higher education institutions and leadership training centers. This is crucial to ensure the emergence of a generation of national leaders who can advance the country based on noble values and Islamic civilization, thereby strengthening unity and harmony in Malaysia's multi-ethnic and multi-religious society.

Keyword : Naqli, Aqli, Leadership , Leader, Knowledge

### ABSTRAK

*Model kepimpinan nasional yang berasaskan integrasi ilmu naqli dan aqli adalah satu pendekatan holistik yang menggabungkan prinsip-prinsip wahyu dan rasional dalam membentuk pemimpin yang berwawasan, berintegriti, dan mampu memimpin negara dengan adil serta bijaksana. Penyelidikan ini bertujuan untuk menganalisis perspektif dan amalan integrasi ilmu naqli dan aqli dalam konteks kepimpinan nasional di Malaysia. Kajian ini menggunakan pendekatan kualitatif melalui analisis dokumen, kajian kes, dan temu bual mendalam dengan pakar dalam bidang kepimpinan dan pendidikan Islam. Dapatan kajian menunjukkan bahawa integrasi ilmu naqli dan aqli dalam pendidikan dan latihan kepimpinan dapat melahirkan pemimpin yang memiliki keseimbangan antara nilai spiritual dan kecekapan intelektual. Pemimpin yang berlandaskan integrasi ini bukan sahaja berupaya membuat keputusan yang berlandaskan etika dan moral, tetapi juga mampu berfikir secara kritis dan strategik dalam menangani isu-isu nasional dan global. Selain itu, model kepimpinan ini dilihat mampu menyumbang kepada pembangunan negara yang lebih adil dan sejahtera dengan menekankan prinsip-prinsip keadilan, amanah, dan kesaksamaan. Kajian ini menyarankan agar pendekatan integrasi ilmu naqli dan aqli dijadikan asas dalam program pembangunan kepimpinan di institusi pengajian tinggi dan pusat latihan kepimpinan. Hal ini penting bagi memastikan lahirnya generasi pemimpin nasional yang mampu membawa negara ke arah kemajuan yang berteraskan nilai-nilai murni dan ketamadunan Islam, sekaligus memperkukuh perpaduan dan keharmonian masyarakat yang berbilang kaum dan agama di Malaysia.*

Kata kunci : Naqli, Aqli, Kepimpinan, Pemimpin, Knowledge

## INTRODUCTION

National leadership plays an important role in shaping the direction of a country, especially in facing the challenges of globalization and technological advancement. In Malaysia, national leadership based on the integration of naqli (revelation) and aqli (rational) knowledge is seen as a holistic and integrated model to produce leaders who are not only intellectually authoritative, but also have deep spiritual values. Universiti Sains Islam Malaysia (USIM) is an institution that promotes this approach, emphasizing the importance of combining both disciplines in forming leaders who have a solid knowledge base, as well as are able to balance worldly and spiritual demands.

The integration of naqli and aqli knowledge is a relevant concept in building leadership that is not only focused on management efficiency, but also leadership based on Islamic ethics and high moral values. This concept forms the core of leadership education at USIM, which aims to produce leaders with integrity, vision, and the ability to lead society fairly and wisely. This approach, which combines an understanding of revealed knowledge and rational science, is expected to produce a generation of intellectually and spiritually balanced leaders, as well as strengthen the stability of the country and the harmony of society (Ahmad, 2017).

Effective leadership in the context of a modern country requires a combination of rational knowledge (aqli) and revealed knowledge (naqli) to deal with increasingly complex challenges. In Malaysia, this integration approach is seen as an important requirement in producing leaders who are not only able to make decisions based on facts and data, but also based on Islamic ethical and moral principles. USIM

has been championing this approach for a long time through academic programs and leadership training, which emphasize the building of morals and character, in addition to the mastery of contemporary sciences (Zakaria, 2020).

Through the integration of naqli and aqli knowledge, leaders are expected to be able to understand and practice the principles of justice, trust, and equality in their leadership. This concept is not only relevant in the context of national administration, but also in facing international challenges, such as human rights issues, the environment, and geopolitical conflicts. By combining universal Islamic values with a pragmatic rational approach, this leadership model has the potential to produce superior national leaders and is capable of leading Malaysia towards balanced progress in spiritual and material terms (Hassan, 2019).

## IMPLEMENTATION OF THE GIINA MODEL

The GIINA model (Combination of Naqli and Aqli Sciences) is an integrated approach that is the core of the educational philosophy at Universiti Sains Islam Malaysia (USIM). This model emphasizes the integration between revelatory knowledge (naqli) and rational knowledge (aqli) across the entire curriculum, aiming to produce intellectually and spiritually balanced graduates. The GIINA approach is not only applied in the field of religious studies, but also encompasses all disciplines, including science, technology, medicine, and management.

The implementation of the GIINA Model at USIM involves three main components: curriculum, co-curriculum, and administration. From the curriculum



FIGURE 1. GIINA's Model

aspect, every study program at USIM is designed to combine both dimensions of knowledge, with an emphasis on character building as well as professional skills. For example, science and medicine courses are structured so that students can understand scientific concepts while exploring the ethical and moral aspects demanded by Islam (Hamid, 2018). These courses are also supported by in depth Islamic studies subjects to strengthen the understanding of naqli in the context of the intellectual disciplines studied.

In terms of co-curriculum, USIM provides a platform for students to engage in activities that strengthen the integration of naqli and aqli knowledge. Various leadership programs, intellectual forums, and Al-Qur'an study programs are organized to empower this understanding in students (Ismail, 2019). In addition, USIM's administration also plays an important role by ensuring that all university policies and practices are guided by GIINA principles, including in the selection process of academic staff and the development of teaching modules.

The implementation of GIINA at USIM has been recognized as a unique integrative education model in Malaysia. It is not only capable of producing academically competent graduates, but also has a strong Islamic identity, capable of facing current challenges with firm values (Rahman, 2020).

### STUDY OBJECTIVE

- i. Identify the effect of GIINA Model practice on the development of character and leadership competence of students, with a focus on spiritual and intellectual values.
- ii. Analyze the concept of integration of naqli and aqli knowledge in the context of national leadership in Malaysia, particularly through the GIINA Model at USIM.

### RESEARCH METHODOLOGY

This study uses a qualitative approach to understand more deeply the implementation of the GIINA Model and its impact on leadership development based on the integration of naqli and aqli knowledge at USIM. The following is the methodology design used, which is this study in the form of a case study, with a focus on the implementation of the GIINA Model at USIM. This approach allows the researcher to analyze the phenomenon in a real and deep context. Semi-structured

interviews. The researcher will conduct interviews with the administration, lecturers, and USIM students who are directly involved in the implementation of the GIINA Model. These interviews will help obtain in-depth information about experiences, perspectives, and practices related to the integration of naqli and aqli knowledge in leadership. Document analysis. The researcher will analyze official documents such as curriculum, teaching modules, and university policies related to the GIINA Model. This includes annual reports, academic program handbooks, as well as teaching materials to assess how knowledge integration is implemented. Observations will be conducted during co-curricular activities and leadership programs organized at USIM. These observations will give a direct picture of how the principles of integration of naqli and aqli knowledge are applied in leadership development activities. The study sample will consist of 10 to 15 respondents, including university administrators and lecturers.

### METHODOLOGY: DATA COLLECTION METHOD

This study employs semi-structured interviews as the primary method of data collection to explore the integration of Naqli and Aqli knowledge within a national leadership model. This method was selected for its flexibility in allowing researchers to probe deeper into respondents' personal insights while maintaining a consistent line of inquiry across participants.

Semi-structured interviews were conducted with selected academic leaders, administrators, and student representatives at Universiti Sains Islam Malaysia (USIM), where the GIINA Model (Graduan Ilmu Naqli dan Aqli) serves as the core educational philosophy. The GIINA Model, an integration of revealed knowledge (Naqli) and rational/scientific knowledge (Aqli), forms the foundation of USIM's academic and leadership development approach.

The interviews focused on participants' understanding and lived experiences of leadership values derived from both epistemological domains. In particular, respondents were asked how the GIINA framework influences leadership behaviour, ethical decision-making, and institutional culture.

Through semi-structured interviews conducted with academic leaders, administrative officers, and student representatives at Universiti Sains Islam Malaysia (USIM), several key themes emerged in relation to the integration of Naqli and Aqli knowledge in shaping leadership identity and practice.

For instance, one student leader stated:

*“As someone who went through USIM’s GIINA curriculum, I feel that my leadership decisions are more guided by ethical and religious considerations. I don’t just think about what’s effective, but also what’s right in the eyes of Allah.”*

This approach enabled the collection of rich, context-specific data, reflecting how the theoretical integration of Naqli and Aqli knowledge is applied and manifested through actual leadership practices in a national higher education setting. Thematic analysis was used to identify recurring concepts and values that align with the proposed integrated leadership model.

## RESEARCH FINDINGS AND RESULTS OF DISCUSSION

This study found that the implementation of the GIINA Model at USIM was overall successful in integrating naqli and aqli knowledge in leadership education. Research findings were obtained through interviews, document analysis, and observation of practices at the university.

Effects on Character Development and Leadership. Interviews with students and lecturers show that the GIINA Model has had a significant impact on character development and

student leadership. Students involved in GIINA-based programs report an increase in their ability to make ethical and responsible decisions. They also show better leadership skills, with an emphasis on values such as trust, justice, and equality (Ismail, 2019).

Challenges in Implementation. Although the implementation of the GIINA Model has been successful in many aspects, this study also identified some challenges. Among them is the need to coordinate a broad curriculum with an integrative approach, as well as to ensure that all lecturers and academic staff understand and practice the principles of GIINA consistently. In addition, there are challenges in adapting this approach to more technical disciplines that may be less directly related to naqli knowledge (Rahman, 2020).

Opportunities for Improvement. This study suggests several improvements, including expanding training for lecturers on the integration of naqli and aqli knowledge, and strengthening interdisciplinary collaboration to ensure the application of GIINA principles in all fields of study. Additional training programs for students are also recommended to deepen their understanding of how these principles of integration can be applied in real-world situations (Zakaria, 2020).

Overall, the GIINA Model has shown great potential in forming intellectually and spiritually balanced national leaders, but there is still room for improvement to increase its effectiveness in implementation at USIM. One of the main agendas for the implementation of the GIINA Model is to produce students who are holistic, balanced and entrepreneurial. The appropriate approach to take is as follows:

### (الشمولية) HOLISTIC

Graduates have comprehensive attributes including intellectual, spiritual, emotional and physical attributes that help their personal development.

Criteria:

- i. Active in Leadership Activities
- ii. Active in Volunteer Activities
- iii. Achieve CGPA  $\geq 3.0$
- iv. Achieve Level  $\geq 3$  MUET or Equivalent
- v. Reaching Level  $\geq 3$  TERMS/LOAD or Equivalent
- vi. Following Third Language Exposure
- vii. Achieving Merit Points  $\geq 20$  in the Co-Curriculum Transcript
- viii. Active in Art Activities
- ix. Active in Sunnah Sports and Leisure Activities
- x. Active in Internationalization Activities
- xi. Pass the National Physical Fitness Test

### (التوازن) BALANCED

Graduates who are balanced in terms of morals (displaying the right character) and knowledge (knowledge and skills) are expected to become active citizens, able to contribute to society, the country and the world.

Criteria:

- i. Active in the USIM GISO Adventure
- ii. Mastering Soft Skills (My 3s) or (ePKI) with Score  $\geq 6/10$
- iii. Mutadayin - religiously observant or practicing religious values in daily life 4. Freedom from Disciplinary Punishment
- iv. Register as a Voter with the Electoral Commission

### (الثقافة التجارية) ENTREPRENEURIAL

Graduates with an entrepreneurial, innovative mind, who are open to change, new ideas and new ways of doing things and have problem-solving skills to deal with present and future demands.



## Criteria:

- i. Active in Entrepreneurial Activities
- ii. Active in Starting School and Finishing School Activities
- iii. Able to Prepare a Business Model Canvas
- iv. Active in Innovation Activities
- v. Obtaining a Job in a Period of  $\leq 6$  Months

## CONCLUSION

The implementation of the GIINA Model at Universiti Sains Islam Malaysia (USIM) has shown success in integrating naqli and aqli knowledge in leadership education. This study has confirmed that this integrated approach not only strengthens students' understanding of Islamic principles, but also improves their intellectual competence in various disciplines. The GIINA Model provides a solid foundation to produce balanced leaders, able to combine moral and ethical values with the professional skills needed to face global challenges.

The findings of the study show that the integration of naqli and aqli knowledge in the curriculum and co-curricular programs at USIM has had a positive impact on the development of student character and leadership. Students involved in the GIINA Model show an increase in the ability to make ethical decisions, as well as good leadership skills, which are based on the principles of trust, justice, and equality. This proves that the GIINA Model is effective in forming leaders who are not only competent in the academic field but also have a high sense of identity

and integrity.

However, this study also identified some challenges in the implementation of this model, such as the need to coordinate a broad curriculum with an integrative approach and ensure a consistent understanding among lecturers and academic staff. Improvements in lecturer and student training, as well as interdisciplinary collaboration, are recommended to overcome these challenges and increase the effectiveness of the GIINA Model.

Overall, the GIINA Model at USIM offers a valuable example of leadership education based on the integration of moral and intellectual knowledge. This approach has the potential to be applied in other educational institutions, with appropriate adaptations, to form future leaders who are not only visionary but also adhere to ethical and moral values.

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