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Book Review:
Yūnus Muḥsin. 2024. *Al-Manāhij Al-Jāmi'iyah Li-Tadrīs 'ulūm Al-Sharī'ah: Marji'yyat Al-Taqwīm Wa Madākhil Al-Tajdīd*

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INTRODUCTION

Al-Manāhij al-Jāmi'iyah li-Tadrīs 'Ulūm al-Sharī'ah: Marji'yyat al-Taqwīm wa Madākhil al-Tajdīd by Younes Mohcine is an ambitious exploration of the philosophical and practical challenges in teaching Sharī'ah sciences at the university level. Published in 2024, the book serves both as a critical assessment and a roadmap for reforming Islamic education, blending traditional epistemological frameworks with contemporary pedagogical innovations. Drawing heavily on the Moroccan academic experience, Mohcine seeks to align Islamic curricula with modern academic standards while preserving their theological authenticity.

OVERVIEW OF CONTENT

The book examines university-level Sharī'ah curricula through a comprehensive lens, identifying deficiencies in current systems and proposing solutions to improve societal relevance and academic rigor. Organized into four major sections—conceptual foundations, evaluation frameworks, Moroccan case studies, and renewal strategies—it presents a theoretically rich, though occasionally uneven, treatment of a critical issue in Islamic education.

STRENGTHS OF THE BOOK

1. Comprehensive and Systematic Approach: Mohcine adopts a holistic methodology, integrating epistemological, psychological, and social considerations into his analysis (p. 223). His emphasis on the interplay between theory and application ensures that reforms address both content and delivery mechanisms.

2. Blend of Tradition and Modernity: A central strength lies in the book's attempt to harmonize Islamic traditions with modern educational practices. Mohcine argues for

curriculum reform rooted in Islamic epistemology while being responsive to contemporary societal demands. He notes that Islamic cognitive characteristics must inform modern curricula, advocating for openness to current human experiences (pp. 12, 249).

3. Historical and Contemporary Analysis: By referencing traditional institutions like Al-Qarawiyyīn and Al-Azhar, Mohcine situates his critique in historical context. He contrasts these classical models with modern challenges faced by Moroccan universities, offering a nuanced view of the evolution of Islamic education (p. 143).

4. Practical Renewal Strategies: The book excels in its concrete proposals for reform. Mohcine promotes interdisciplinary approaches and updated pedagogical methods. He argues that effective Sharī'ah education must respond to real-world issues and align with societal and scientific developments (pp. 31, 144).

WEAKNESSES OF THE BOOK

Despite its many strengths, the book exhibits a few notable limitations:

1. Limited Global Perspective: The book's focus on Moroccan universities provides depth but limits its relevance for global audiences. Broader comparative insights from other regions of the Muslim world are notably absent (p. 143).

2. Overemphasis on Theory: While the theoretical framework is robust, there is a tendency to prioritize abstract discussion over practical application. Frameworks are presented (pp. 15, 223), but real-world case studies or successful reform examples remain scarce.

3. Insufficient Consideration of Stakeholders: The book overlooks the critical role of stakeholders—particularly teachers, students, and administrators—in implementing curricular reforms. Their inclusion would have strengthened the practicality of the proposed strategies.

CONCLUSION

In summary, *Al-Manāhij al-Jāmi'iyah li-Tadrīs 'Ulūm al-Sharī'ah* is a critical and timely contribution to the field of Islamic education. Its strengths lie in its comprehensive scope, historical depth, and actionable reform strategies. Nonetheless, the book would benefit from a broader international lens and a more inclusive treatment of educational stakeholders. Despite these limitations, Younes Mohcine's work is a vital resource for policymakers, educators, and researchers aiming to revitalize Sharī'ah education and ensure its continued relevance in the 21st century.

REFERENCE

Yūnus Muḥsin. 2024. *Al-Manāhij al-Jāmi'iyah li-Tadrīs 'Ulūm al-Sharī'ah: Marji'yyat al-Taqwīm wa Madākhil al-Tajdīd* (University Curricula for Teaching Sharī'ah Sciences: Evaluation Frameworks and Renewal Approaches). Virginia: IIIT.

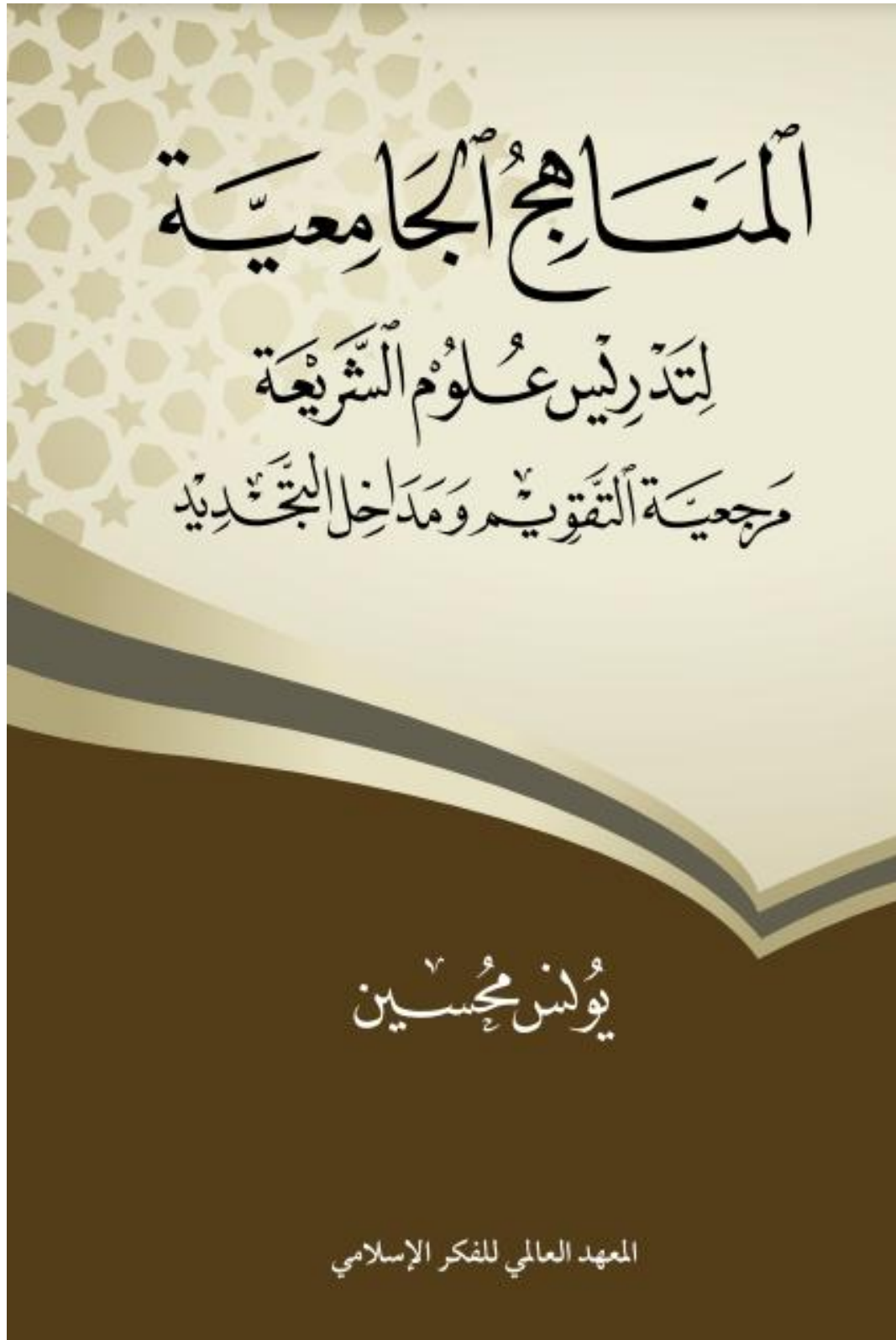


Figure 1: Front Page of the Book



Figure 2: Copyright/Publication Page of the Book