

Exploring Islamic Studies Curriculum Design for Quality Education and Employability among Graduates in Nigeria

Abdullahi Aliyu

Department of Education

And

Ismail Yusuf Daura

Department of Islamic Studies.

Yusuf Bala Usman College of Education and Legal Studies, Daura.

Abstract

Enhancing Graduate Employability skills is considered as an important task within the Nigerian university community. There is a concern worldwide that the current undergraduate curriculum is not producing graduates with the kind of professional and lifelong learning skills that they require to be successful in their jobs. This shortcomings has put increasing pressure on universities to enhance the employability of graduates by ensuring that university learning experiences translate into a fulfilling transition to the labor market. Considering the various challenges and the evidence of the lack of employable graduates in Nigeria. The focus paper is on exploring curriculum design in Islamic studies education for quality education and employability among graduates in Nigeria. Relevant literary materials were consulted for the purpose of gathering data for this research. The paper discussed the concept employability and know how it could embedded through Islamic studies curriculum. It also examines the relevant instructional strategies for effective teaching and promoting employability among Islamic studies graduate. It also examined procedure for assessing employability in Islamic studies teaching. And lastly, the paper further discussed conceptual framework for achieving quality education among graduates. It is therefore recommended that employability skills should embedded in the university curriculum to enhance the quality of graduates. Islamic studies teachers need to embrace the new teaching strategies that are activity based in order to improve graduate employability skills.

Keywords: Curriculum Design, Quality Education, Employability and Islamic Studies.

Introduction

The issue of graduate employability has become a central concern in contemporary Nigeria, where the labor market is increasingly competitive and saturated. Islamic Studies graduates, in particular, face unique challenges in securing meaningful employment, as the discipline is often perceived to have limited career pathways beyond teaching and religious leadership. This narrow perception, coupled with an outdated curriculum that emphasizes theory over practical application, has left many graduates ill-prepared for the demands of a dynamic and technology-driven society.

To address these challenges, there is an urgent need to rethink and redesign the Islamic Studies curriculum in ways that align with the realities of the mainstream labor market. A reformed curriculum should integrate skill-based learning, entrepreneurship, digital literacy, and interdisciplinary knowledge to ensure that graduates are equipped with competencies that extend beyond traditional religious roles. By embedding employability skills within the teaching of Islamic values and knowledge, Islamic Studies can become both a tool of spiritual enlightenment and a pathway to socio-economic empowerment.

The scope of this paper focuses on exploring the nexus between Islamic Studies curriculum design, quality education, and employability of graduates in Nigeria. It examines the existing gaps in the curriculum, identifies the skills required in today's labor market, and proposes practical strategies for curriculum modification to address these gaps. The significance of this study lies in its potential to enhance the relevance of Islamic Studies within the contemporary Muslim society, where the demand for graduates who can balance faith with professional competence is growing. Ultimately, the paper argues that aligning Islamic Studies education with employability objectives will not only uplift individuals but also contribute to the socio-economic and moral development of the Nigerian Muslim community.

Conceptualizing Employability

Conceptions of employability have broadened in recent years, from a focus on mostly technical skills and attributes thought to be required by graduates in order for them to be considered work-ready, to a wider notion encompassing non-technical areas such as networking (Bridgstock, 2017) and professional identity (Zegwaard, Campbell & Pretti, 2017). This conceptualization focus on a learner's potential to acquire desired employment through the development of appropriate skills. Most existing conceptions of employability view it as a set of skills that are; generic such as teamwork, cooperation, leadership, communication; discipline which include specific skills and knowledge relevant to art and humanity, social science, engineering, science, law etc; as well as personal attributes like self-confidence, resilience etc. which relevant to employment and desired by industry.

York (2006) offers the following frequently cited definition: (Employability is) as set of achievements, skills, understandings and personal attributes that make graduates more likely to gain employment and be successful in their chosen occupations, which benefits themselves the workforce, the community and the economy. Oliver (2015), opine that employability is the ability to “discern, acquire, adapt and continually enhance the skills, understandings and personal attributes that make (graduates) more likely to find and create meaningful paid and unpaid work that benefits themselves, the workforce, the community and the economy”. Emphasizing the relevant of university education on developing necessary skills for employment and employability Bridgstock (2009) observed that, universities engagement with employability typically focuses on developing individual skills and attributes considered desirable by employers, in order to find and acquire suitable work, perform well in that work, and build a career. Smith, Ferns & Rusell (2014) identified six dimensions of employability (termed work-readiness): professional practice and standards; integration of theory and practice; lifelong learning; collaboration; informed decision-making; and commencement-readiness.

Promoting Employability through Islamic Studies Curriculum Design

Promoting employability of Islamic studies graduate presupposes that learning activities must to be meaningful, relevant, and learner-centered. Certainly, sequencing learning experiences through Islamic studies program would assist learners to acquire the relevant employability skills and develop attitudes. Bate & Hayes (2017) endorsed that, in order to be truly effective, such

experiences should be embedded in the curriculum and supported by pedagogical strategies throughout a program to maximize learning opportunities.

In other word, employability of Islamic studies graduate can to some extent be fostered more effectively using holistic approaches where the employability competencies are embedded in the academic curriculum. This approach if implemented effectively would impact positively on students' learning and achieve success. Thus, Islamic studies curriculum aimed at training the sensibility of learners in such a manner that, their attitude to life, their actions and decisions and approach to all kinds of knowledge are governed by the deeply felt ethical values of Islam. Hence, effective pedagogical intervention during classroom activity is required to maximize students' learning. These instructional strategies include formulation of sound and measurable objectives with reference to the domains of learning namely; cognitive, psychomotor and affective (Bloom, Krathwohl and Masia 1064). The improvement of graduates employability requires total development of person's knowledge, skills and behavior. Consequently, teachers need to be abreast with current pedagogical practices especially when planning a lesson objectives, effort should be made to include the three domains of learning. In other words, the objectives should be centre on developing learners' knowledge skills and attitude.

The following are some practical examples of how adopting a holistic approach in teaching Islamic Studies can help ensure employability:

- a. **Integration of ICT Skills with Islamic Knowledge: Example:** While teaching Qur'anic exegesis (Tafsir), students can be trained in using digital research tools, data analysis, and presentation software. This ensures they are not only grounded in Islamic knowledge but also equipped with ICT skills needed in modern workplaces.
- b. **Entrepreneurship and Vocational Skills Development:** Embedding entrepreneurship courses within the Islamic Studies curriculum, such as *Islamic Business Ethics* combined with practical sessions on small business startups, empowers graduates to create self-employment opportunities in publishing, halal businesses, or Islamic finance.
- c. **Communication and Public Speaking Skills:** During lessons on Islamic history or Da'wah, students can be tasked with preparing and delivering structured presentations, podcasts, or short lectures. This strengthens their communication skills—valuable for careers in education, media, or public relations.
- d. **Research and Critical Thinking Training:** Assignments that require students to analyze contemporary societal issues (e.g., poverty, corruption, or gender justice) through Islamic perspectives build problem-solving and critical thinking abilities. These are transferable skills for NGOs, policy-making bodies, and consultancy work.
- e. **Collaboration and Leadership Skills:** Group projects on topics like Islamic jurisprudence (Fiqh) and its application in modern governance help students learn teamwork, leadership, and conflict resolution—skills essential in corporate, educational, and community leadership roles.
- f. **Linking Theory to Community Service:** Students can be attached to mosques, schools, or social organizations for internships where they apply classroom knowledge in real-life settings. This experiential learning fosters adaptability and employability in sectors such as education, social work, and community development.

- g. **Multidisciplinary Knowledge:** Teaching Islamic Environmental Ethics alongside sustainability studies enables graduates to contribute to global discourses on climate change and development, making them employable in international organizations.

In short, a holistic approach—which combines Islamic knowledge with practical skills, ICT, entrepreneurship, communication, and experiential learning—ensures that graduates are not limited to religious roles but become versatile professionals in diverse sectors.

Therefore, achieving instructional objectives in Islamic studies education demands that, teachers must have proper understanding and mastery of the curriculum content. Akpan, Essien and Obot, (2008) asserted that, one of the most important teacher variables that enhances their effectiveness is the mastery of the subject matter. This implies that Islamic studies teachers must sufficiently familiarize themselves with the subject matter to be taught. According to Rena (2000) good knowledge of the subject matter helps teacher to teach the learners correctly which in turn leads to the achievement of the set objectives and consequently increase students learning outcome.

Practical Examples of Teachers Mastering Curriculum Content for Islamic Studies Graduates

- a. **Effective Qur’anic Interpretation (*Tafsir*) Instruction:** When a teacher demonstrates mastery of Qur’anic exegesis, graduates of Islamic Studies are able to critically analyze verses within their historical and linguistic context. For instance, students trained under such a teacher can apply Qur’anic principles to contemporary issues such as environmental conservation or social justice (Al-Naqib, 2017). This ensures that their knowledge transcends memorization and promotes practical application in society.
- b. **Integration of Fiqh (Islamic Jurisprudence) with Modern Legal Systems:** A teacher who is well-versed in both classical Islamic jurisprudence and modern legal frameworks can guide students to understand how Shari’ah principles can address modern economic, political, and ethical challenges. For example, graduates may apply Islamic commercial jurisprudence to modern banking and finance, particularly in developing Islamic microfinance models (Obaidullah & Khan, 2019).
- c. **Teaching Ḥadīth Sciences in Contemporary Context:** Mastery of Hadith sciences allows a teacher to help students distinguish between authentic and weak narrations while relating them to present-day moral and ethical questions. For example, a graduate can use knowledge of authentic Hadiths on honesty and fairness in developing programs for workplace ethics or anti-corruption campaigns (Kamali, 2021).
- d. **Application of Islamic History in Civic Education:** When a teacher expertly presents Islamic history, students can relate past Muslim contributions in science, governance, and culture to current societal development. For instance, by studying the governance system of the Caliph ‘Umar ibn al-Khaṭṭāb, graduates can propose policies for justice, equity, and welfare in contemporary governance (Esposito, 2018).
- e. **Cross-Curricular Relevance of Islamic Moral Teachings:** Teachers who master curriculum content in both Islamic Studies and other disciplines (such as sociology or economics) enable graduates to apply Islamic ethics beyond the religious classroom. For example, graduates may

integrate principles of moderation (wasatiyyah) and anti-extravagance into sustainable development programs and poverty alleviation strategies (Haneef & Ali, 2014).

More so, in order to facilitate students' learning and achieve instructional effectiveness Islamic studies teachers would require the use of relevant appropriate teaching method. Methodology refers to the processes of teaching and learning which bring the learner into relationship with the skills and knowledge that are specified and contained within the curriculum (Harris and Muijis, 2005). According to Gutek, (2004) teaching methods are the means or procedures that teachers use to aid students in having an experience, mastering skills or process or in acquiring an area of knowledge. In order to ensure quality education delivery at basic secondary schools, the National Policy on Education (2013) endorsed that teaching shall be practical, activity-based, and experimental. It is pertinent to mention that, no teaching method can be suitable for all topics, students and learning situations, therefore teachers should endeavor to use variety of methods coupled with suitable teaching materials in order to facilitate students' learning and achieve desired objectives.

Practical Examples of Teaching Methods for Employability in Islamic Studies

- a. Project-Based Learning (PBL):** Teachers can design projects where students apply Islamic knowledge to real-life issues, such as developing a zakat distribution model for poverty reduction. This nurtures problem-solving, teamwork, and leadership skills that employers value (Bell, 2010). For instance, Islamic Studies graduates who work on social welfare projects during training can later manage NGOs or faith-based community initiatives.
- b. Discussion and Debate Method:** Using structured debates on contemporary ethical issues—such as bioethics, Islamic finance, or gender equity—teachers help students develop critical thinking, communication, and persuasion skills. These are transferable to careers in law, media, and public policy (Brookfield & Preskill, 2012). For example, graduates skilled in articulating Islamic perspectives can work effectively as consultants, educators, or policy advisors.
- c. Experiential and Field-Based Learning:** Teachers may organize visits to Shari'ah courts, Islamic financial institutions, or community development centers. Such experiential learning connects theory with practice and equips learners with first-hand exposure to professional environments (Kolb, 2014). This method ensures graduates are workplace-ready and familiar with organizational operations.
- d. Blended Learning (ICT Integration):** Incorporating digital tools—such as Qur'anic exegesis databases, Islamic e-learning platforms, or online collaborative tools—enhances students' digital literacy. ICT skills are highly demanded in the labor market, and graduates who master them can pursue careers in digital education, content creation, and Islamic media (Salmon, 2013).
- e. Entrepreneurial Teaching Method:** Teachers can integrate entrepreneurship into lessons by guiding students to design business models grounded in Islamic ethics, such as halal food businesses, Islamic bookstores, or microfinance startups. This method nurtures creativity, financial literacy, and self-reliance, enabling graduates to create jobs rather than depend solely on white-collar employment (Fayolle & Gailly, 2015).

In this view Agina Obu, (2005) described instructional materials as concrete or physical objects which provide sound visual or both to the sense organs during teaching. These materials constitute

vital features of our classrooms and are essentially designed to ease students learning. Therefore, where instructional materials are lacking in the schools, it is the sole responsibility of the Islamic studies teachers to improvise. These materials enhance teacher's instructional effectiveness and encourage creativity which improves student's learning and performance. The following are Examples of Instructional Materials for Islamic Studies: Qur'an Mushaf (Printed Text), Audio Qur'an Recordings (Qur'an Reciters' CDs/MP3/Apps), Hadith Compilations (e.g., Ṣaḥīḥ al-Bukhārī, Ṣaḥīḥ Muslim), Charts and Posters, Digital Projector/Slides, Mosque Miniature Model, Islamic Calligraphy Samples, Documentaries/Films on Islamic History, Prayer Beads (Misbaha/Tasbīḥ), Maps and Atlases, Loudspeaker/Amplifier, Interactive Whiteboard/Smartboard,

Assessment of Employability Islamic Studies Curriculum

An essential aspect of quality in higher education is the quality of the outcomes achieved. Higher education adds value by developing job-related skills and competencies that prepare students for the workplace. However, there is a widespread recognition that the assessment methods used in traditional classroom based teaching may not necessarily be the most appropriate. Rather, a broader range of assessments is needed to capture the holistic nature of learning (Winchester-Seeto & Rowe, 2017). This whole person learning can include a number of generic and professional skills and attributes that are perceived by many to be either immeasurable or difficult to measure" (Higgs, 2014, p. 253), such as capacity development professional judgment, collaboration, the ability to self-reflect, problem solving, critical thinking, reflective thinking and demonstrating citizenship attributes (e.g ethical conduct morality, values, respect for others). Despite debates around the extent to which capabilities can be validly and reliably measured (including those related to employability), there is some agreement that assessments such as portfolios, projects, role play, oral presentations, reports and reflective pieces are all useful approaches in assessing learning skills (Jackson, 2014; Winchester-Seeto & Rowe, 2017; Yorke; 2011)

Therefore, assessment in Islamic studies demands that teachers should use different evaluation procedures that would capture the three domains of learning and assess the extent of students achievement.

Conceptual Framework for Enhancing Quality of Islamic Studies Education

Quality is contextual. It is very difficult to give a comprehensive definition of quality; however, the quest for quality has been the major concern of the entire human civilization. In the educational context, quality is seen as a complex issue as education is concerned with human being. Hence, the definition of quality varies depending upon the individual, institution and educational situation, social and national context. Islamic studies education is one of the integral parts of educational program of university hence the major factors of quality in the teaching and learning Islamic studies education are represented in the input-process and product factors.

a. Input Factors: The input factors involve the entire physical infrastructure, Islamic studies curriculum, availability of learning materials, students' family background, class size, socioeconomic status and characteristics of the individual teacher etc. are considered as input factors.

- b. Process Factors:** Islamic studies education is said to be successful if its outcomes are maximized amongst the learners in terms of development of necessary skills, values and attitudes. Achieving these outcomes largely depends on effective teaching and learning process. This learning process includes instructional strategies that teachers employed to achieve learning effectiveness. It involves formulation of sound instructional objective that cat across the three domains of learning, selection of appropriate teaching method, selection of teaching materials and assessment of learning outcome. Mishra, (2002) described process as a sustained phenomenon marked by gradual changes through a series of actions that lead towards a particular result.
- d. Product Factors:** Product factors are the desired outputs of a given course of instructions. It determines whether objectives of a particular course of instruction are being achieved or not. Hence, good quality inputs coupled with weak processes may not lead to desired outcomes. Islamic studies education is said to be successful if its outcomes are maximized as it reflects in the development of necessary skills, values and attitudes among graduates. These outcomes depend largely on how instructional process is effectively organized by the teacher. Therefore, quality of teaching lies in its processes while output is the result of processes. Adapted from Sharma, (2013).

Despite such developments, Speight, Lackovic and Cooker (2013) observe that “tensions over the relationships of employability to the academic curriculum” remain, and employability as ‘hidden’ within the curriculum serves no one as it cannot be articulated” “the complexity of employability and the variety that exists in curricular...mean that no single ideal, prescription for the embedding of employability can be provided. Speight et’al., (2013) opined that employability is capability, that is, “the combination of skills, knowledge, and personal qualities that engender flexibility and adaptability.

How Islamic Studies Graduates Can Be Employable in a Competitive Market

In today’s dynamic labor market, graduates of Islamic Studies must go beyond traditional career paths by leveraging interdisciplinary skills and modern innovations. Their employability can be enhanced through opportunities in education, finance, media, entrepreneurship, and community services where Islamic knowledge intersects with contemporary demands. By integrating technology, professional certifications, and entrepreneurial strategies, Islamic Studies graduates can remain competitive and relevant in diverse sectors.

- a. Teaching and Educational Services:** Interactive teaching methods such as problem-based learning and inquiry-based instruction can prepare graduates to teach in both formal and non-formal educational settings (Shulman, 2018). However, graduates can diversify by teaching Islamic Studies in schools, offering private tutoring, or creating online courses on platforms like Coursera or Udemy. Meanwhile, digital Qur’an apps, PowerPoint slides, interactive whiteboards, and e-learning platforms (e.g., Google Classroom) can also serve as better Instructional materials to be used. In Nigeria, many Islamic Studies graduates establish private Qur’anic schools or operate Islamic tutorial centers to generate income while meeting community needs (Yusuf, 2020).
- b. Religious Leadership and Community Services:** Experiential learning, such as community-based service projects, prepares graduates for real-world challenges in mosque administration and counseling (Kolb, 2015). In addition, serving as Imams, preachers, or counselors, while

also taking professional training in guidance and counseling expand employability. However, Instructional Materials to be use here are Sermon guides, community counseling manuals, and digital khutbah repositories. Graduates often become marriage counselors or community mediators in Muslim-majority societies, thereby combining religious training with social service (Oloyede, 2019).

- c. Media, Communication, and Content Creation:** Another method that enhance Islamic studies graduate employability in a labour market is Project-based learning where students create blogs, podcasts, or YouTube channels to practice Islamic communication. Using mass media and social media platforms to disseminate Islamic knowledge and create monetizable content. Thus, Video editing tools, Islamic e-books, and multimedia storytelling software are better instructional materials used. Some graduates run popular Islamic YouTube channels focused on Tajweed, Qur'anic memorization, and Islamic ethics, attracting sponsorships and advertisements (Ahmad, 2021).
- d. Islamic Finance and Banking Opportunities:** Case study method to expose graduates to real-life applications of Shari'ah-compliant finance (Yin, 2018) is another expedient way that expose Islamic studies graduate to the chance of employability in a labour market. Specializing in Islamic finance through professional certifications, enabling employment in banks, insurance companies, and microfinance institutions. Banking simulation software, Shari'ah compliance manuals, and finance textbook are vital in adding salt in this regards. In Malaysia and the UAE, Islamic Studies graduates are employed as Shari'ah advisors in Islamic banks, ensuring products align with Islamic law (Ali, 2019).
- e. Entrepreneurship and Business Ventures:** Entrepreneurial pedagogy, such as design thinking, equips graduates to identify market needs and innovate solutions is essential in the impoloyability of Islamic Studies graduate (Neck & Greene, 2011). Starting Halal businesses, Islamic bookstores, or consultancy firms on Islamic ethics in business is a better way toward actualizing this goal. Preparing of business planning templates, e-commerce platforms, and entrepreneurial toolkits is essential in this regard. In Nigeria, graduates have established publishing houses and Islamic bookshops, while others run digital businesses like Islamic fashion brands (Usman, 2022).
- f. Technology and Innovation in Islamic Education:** Blended learning, combining traditional Islamic instruction with modern technology (Garrison & Vaughan, 2008) is one of the method through which Technology and Innovation in Islamic Education which no doubt increase the chances of employability of Islamic Studies Gradute in a labour market. Developing Islamic mobile apps, e-learning platforms, and AI-powered Qur'anic memorization tools is important toward actualizing this important mission. Mobile applications, interactive websites, and learning management systems are used in ascertaining this mission. Graduates in Saudi Arabia and Indonesia have contributed to the development of Qur'an-learning apps that attract global users (Rahman, 2020).

Islamic Studies graduates can remain competitive in today's job market by diversifying their skills, embracing technology, engaging in entrepreneurship, and acquiring professional certifications. Methods such as problem-based learning, experiential education, and blended learning, supported by modern instructional materials, can enhance employability. When combined with practical

strategies such as entrepreneurship, media engagement, and financial sector integration, Islamic Studies graduates can thrive in multiple career sectors.

Conclusion

Although employability seems to receive considerable attention and scholarly debate in the literature, there are still arguments on how best employability could be impacted on the graduates. This paper examined the curriculum design in Islamic studies for achieving quality education and employability among Islamic studies graduate. It gives conceptual definitions of employability and further explained means of promoting employability among graduate and procedure for assessing employability. Lastly, the paper discussed on the conceptual framework for determining quality of Islamic education.

Recommendations

- a. It is recommended that employability skills should embedded in the university curriculum to enhance quality and employability of Islamic studies graduates.
- b. Educators should plan to develop students' employability systematically from the beginning to the end of their studies.
- c. It is recommended that Islamic studies teachers need to embrace the new teaching strategies that are activity based in order to improve graduate employability skills.
- d. There is need for teachers to embraces new assessment method which focuses on whole learning evaluation using variety of assessment tools to foster students' learning for employability.

References

- Agina-Obu, T. N. (2005). The relevance of instructional materials in teaching and learning: In Robrt-Okah. I & Uzoeshi, K. C. (Eds). *Theories and practice of teaching*. Port Harcourt: Harey Publication.
- Ahmad, A. (2021). *Islamic communication and new media: Trends and challenges*. Journal of Media Studies, 15(2), 45–60.
- Akpan, O. E., Essien, E. E. & Obot, M. M. I. (2008). Teachers' level of mastery of subject matter and students' academic achievement in Social Studies in Cross River State. *West African Journal of Educational Research* 11, (1&2), 11 – 17.
- Ali, M. (2019). *Shari'ah compliance in Islamic banking: A contemporary analysis*. International Journal of Islamic Finance, 11(3), 112–126.
- Al-Naqib, M. (2017). *Qur'anic Hermeneutics and Contemporary Issues*. Kuala Lumpur: IIUM Press.
- Bates, L., & Hayes, H (2017). Using the student lifecycle approach to enhance employability: An example from criminology and criminal justice. *Asia-Pacific Journal of Cooperative Education (Special Issue)*, 18(2), 141-151.
- Bell, S. (2010). Project-Based Learning for the 21st Century: Skills for the Future. *The Clearing House*, 83(2), 39–43.
- Bingbing, A. B. (2014). Tracer study of BS in Information Technology (BSIT) graduates of Camarines Sur Polytechnic Colleges, Nabua, Camarines Sur from 2004 to 2010, *Asia pacific Journal of Multidisciplinary Research*, vol. 2, no. 4, pp. 26-30.

- Bloom, B.S., D. R. Krathwohl and B. B. Masia, 1964. *Taxonomy of Educational Objectives: The Classification of Educational Goal. Handbook II , Affective domain*. New York: David McKay Co, Inc.
- Bridgstock, R. (2009). The graduate attributes we've overlooked: Enhancing graduate employability through career management skills. *Higher Education Research & Development*, 28(1), 31 – 44.
- Bridgstock, R. (2017). The university and the knowledge network: A new educational model for Twenty first Century learning and employability. In Rowe, A. D & Zegward, K. E., *Developing Graduate Employability Skills and Attributes: Curriculum Enhancement Through Work-Integrated Learning*. *Asia-Pacific Journal of Cooperative Education* <https://www.researchgate.net/publication/327791143>.
- Brookfield, S. D., & Preskill, S. (2012). *Discussion as a Way of Teaching: Tools and Techniques for Democratic Classrooms*. San Francisco: Jossey-Bass.
- Burke, C., Scurry, T., Blenkinsopp, J., & Graley, K. (2016). Critical perspectives on graduate employability. In M. Tomlinson & L. Holmes (eds), *Graduate employability in context* (pp. 87 – 107). London: Palgrave Macmillan. doi: 10.1057/978-1-137-57168-7-4.
- Esposito, J. L. (2018). *Islam: The Straight Path*. New York: Oxford University Press.
- Fayolle, A., & Gailly, B. (2015). The Impact of Entrepreneurship Education on Entrepreneurial Attitudes and Intention. *Journal of Small Business Management*, 53(1), 75–93.
- Garrison, D. R., & Vaughan, N. D. (2008). *Blended learning in higher education: Framework, principles, and guidelines*. San Francisco: Jossey-Bass.
- Gutek, G. L. (2004). *Philosophical and Ideological Voices in Education* Boston: Person Education.
- Haneef, M. A., & Ali, M. D. (2014). *Ethics and Economics in Islam: The Relevance of Islamic Morality*. Kuala Lumpur: IIUM.
- Harris, A. & Mujis, D. (2005). *Improving Schools Through Teacher Leadership*. Berkshire Open University Press.
- Higgs, J. (2014) Assessing the immeasurable of practice. *Asia-Pacific Journal of Cooperate Education (Special Issue)*, 15(3), 253-267.
- Jackson, D. (2015). Employability skills development in work-integrated learning: Barriers and best practice. *Studies in Higher Education*, 40(2), 350-367.
- Kamali, M. H. (2021). *An Introduction to Hadith: History and Sources*. Selangor: Ilmiah Publishers.
- Kolb, D. A. (2014). *Experiential Learning: Experience as the Source of Learning and Development*. New Jersey: Pearson Education.
- Kolb, D. A. (2015). *Experiential learning: Experience as the source of learning and development*. Pearson Education.
- Mishra, S. (2002) Studying the process-issues for Organizing Research and Training in Distance Teacher Education. Unpublished Ph.D Thesis, Uktal Univ. Bhubaneshwar.
- Neck, H. M., & Greene, P. G. (2011). Entrepreneurship education: Known worlds and new frontiers. *Journal of Small Business Management*, 49(1), 55–70.
- Obaidullah, M., & Khan, T. (2019). *Islamic Microfinance: Theory, Policy and Practice*. Jeddah: Islamic Development Bank.

- Oliver, B. (2015). Redefining graduate employability and work-integrated learning: Proposal for effective higher education and disrupted economies. *Journal of Teaching & Learning & Graduate Employability*, 6(1) 56-65.
- Oloyede, I. (2019). *Islamic leadership and community service in Nigeria*. Ilorin: University Press.
- Rahman, F. (2020). The role of Islamic apps in modern da'wah. *Indonesian Journal of Islamic Studies*, 7(1), 66–80.
- Rena, (2000). *Who will teach: A Case Study of teacher education reform*, California: Caddo Gap Press.
- Sachs, J., Rowe, A., & Wilson, M. (2017). *Good practice report – WIL. Report undertaken for the Office of Learning and Teaching*. In Rowe, A. D, & Zegwaard, K. E, Developing Graduate Employability Skills and Attributes: Curriculum Enhancement Through Work-Integrated Learning. *Asia-Pacific Journal of Cooperative Education*.
- Salmon, G. (2013). *E-tivities: The Key to Active Online Learning*. New York: Routledge.
- Sharma, S. (2013). Quality Assurance in Teacher Education: *International Education E-Journal*, Volume (2) 3.
- Shulman, L. (2018). *Pedagogies of interpretation and practice*. New York: Teachers College Press.
- Smith, C., Ferns, S., & Russell, L. (2014). The impact of work-integrated learning on student readiness. In Rowe, A. D, & Zegwaard, K. E, Developing Graduate Employability Skills and Attributes: Curriculum Enhancement Through work-integrated Learning. *Asia-Pacific Journal of Cooperative Education*.
- Speight, S., Lackovic, N., & Cooker, L. (2013). The contested curriculum: Academic learning and employability in higher education. *Tertiary Education & Management*, 19(2), 112-126.
- Usman, S. (2022). *Entrepreneurship among Islamic Studies graduates in Northern Nigeria*. *African Journal of Business and Society*, 9(2), 90–105.
- Wincheter-Seeto, T., & Rowe A. (2017). Assessment Strategies for new learning. In Rowe. A. D, & Zegwaard, K.E, Developing Graduate Employability Skills and Attributes: Curriculum Enhancement Through Work-Integrated Learning. *Asia-Pacific Journal of Cooperative Education* <https://www.researchgate.net/publication/327791143>
- Yin, R. K. (2018). *Case study research and applications: Design and methods*. Sage Publications.
- York (2006). In Weligamage, S.S (2009). Graduates' Employability Skills: Evidence from Literature Review. ASAIHL
- Yusuf, A. (2020). *The role of Qur'anic schools in Nigeria's educational system*. Kano: Bayero University Press.
- Zegwaard, K.E., Campell, M., & Pretti, T. J. (2017). Professional identifies and ethics: The role of work-integrated learning in developing argentic professionals. In Rowe. A. D, & Zegwaard, K. E, Developing Graduate Employability Skills and Attributes: Curriculum Enhancement Through Work-Integrated Learning. *Asia-Pacific Journal of Cooperative Education*.