

Abstract:

Muslim world is in dilemma due to the dualism in education system. As a response several scholarly initiatives have emerged to ensure the necessary balancing between the secular and religious curricula through integration. Integrated Islamic education has been implemented in Southern Thailand and several states of northern Malaysia to response to the different requirements of the states. This research attempted to compare the reforms and challenges faced by these two neighboring countries in implementing the integrated Islamic curriculum mainly in some medium level schools. The research has identified the underlining differences in the contexts, implementation and extends of the integrated Islamic curriculum in the two countries. It has revealed the qualitative aspects of the integration. The research has identified that Malaysia has developed significantly the policy and curricula but remain short in developing skills for the implementation of such integrated Islamic education. On the other hand, curricula and skills remain as challenge for integrated Islamic education in southern Thailand. The researchers have argued that the challenges of longer school hours, lack of wider student involvement and poorer integration can be addressed through extending cooperation among various stakeholders. It has recommended that the cooperation shall not remain limited within the national border rather explore the hugely potential cross-border cooperation.

KEY WORDS: Islamic Education, Integrated Curricular, Standardization and Private Islamic School.