

The Effect on Construct of Islamic Psychological Education against the Students' Personality of Islamic Education in Malaysia Public University

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Abstract: The research used a descriptive method, ie a mixed method which means a combination between qualitative and quantitative survey. This research began with a study of text by Yusoff Zaky Yacob who was a famous Islamic psychologist in East Coast Malaysia in 50s until late 90s associated with the psychological aspects of Islam to identify the main theme in the study of the Islamic psychological education concept. The next study undertaken in the form of a questionnaire to identify the most dominant constructs of Islamic psychological education as to study the significant effects between the construct of Islamic Psychological Education against the undergraduates of Islamic education in Malaysia public universities as to generate a model on it. In this text research, the researcher founds out that 12 constructs have much influence in shaping the individual's personality of muslim in term of psyche and life which helped in making the questionnaire's question. A pilot study was carried out by using Statistical Software Package for Social Science 22 for Window (SPSS) against 28 respondents who produced Alpha Cronbach reading of 0.896. So in the actual survey on 165 respondents, the researcher used the WarpPLS 5.0 software which used SEM (Structural Equation Model) structure to get the results of relationship between several constructs. The finding from 12 independent variables on the personalities as the dependent variable results in 5 accepted variables (significant value = $P < 0.05$) which are construct environment (PSK), attention and concentration (PRN), perception and response (PSI), learning (PBL) and memory (MP) thus become a construct model of Islamic psychological education against the personality of undergraduates of Islamic education in Malaysia public universities.

Keywords: Islamic psychological education, Yusoff Zaky Yacob, variables, model, the personality of undergraduates of Islamic education.

I. INTRODUCTION

Education is an activity that began since we were born and it will be continued with or without we realize it in different situation. According to Sidek Baba (2006), education is an important aspect to produce either individual, family, community, country as lead to excellent *ummah*. According to Azizi et. al., (2004), psychology is a science that involves a person's psychological problems as to identify, access and analyze the pattern of life of every individual. The aspect of Islamic psychological education involves in an effort to educate us through psychology that is close related to Islamic religion as to be happy in this world and here after. In this research, the researcher has chosen Djamluddin Ancok and Fuad Nashori Suroso (2011) who explain about positive definition of Islamic psychology by excluding all the opposite concept of Islam. Subandi (1999) also argued the Islamic psychology is one of the areas in modern psychology that include the elements of religions especially psychology. This research will describe the construct of psychological Islamic

education based on the work of Yusoff Zaky Yacob who was a famous Islamic psychologist in East Coast Malaysia in 50s until late 90s. Among his works are, *Dari Rahim ke Dunia, Saikologi Kanak-kanak, Ilmu Jiwa, Saikologi Takut, Saikologi Remaja, Manusia yang Sempurna, Saikologi Remaja, Rahsia Kebahagiaan, Mencari Kejernihan Jiwa, 1001 Masalah Jiwa Manusia, Memahami Jiwa Manusia Menurut Perspektif Islam* and others.

II. STATEMENTS OF PROBLEM

The phenomenon that occurs in a society with different types of problems and conflicts are difficult to overcome if this issue is not understood in depth. The problems encounter by the society include drugs, hysteria, rude behaviour among teenagers, truancy, influence of sex, rape, surfing porn sites and so on. This issue not only involve the society but also the educated muslims students in university. According to Mahmood Nazar (1992), these things not only need to be disclosed even the course of it need to be found out through psychology. Students, educators and community need to know the factors that contribut to this action. The theories and western psychological flow has been used by academicians, counsellors and undergraduates in either the higher learning or educator's institution as their main source of references when doing their research on conducting a counseling session. This happens ini school as well as university. Psychoanalysis humanisme, behaviorisme and cognitive have been the priority and were stressed in psychology and counseling subject. The famous western psychologist like Freud, Maslow, Piaget, Kohlbergh and others are well known as compared Al-Farabi, Ibn Miskawyh, Al-Ghazaliyy and others.

Although the psychological concept of Islam infused in lessons, but it is only a fragment of the subject after the completion of the western psychological theories and concept studied and discussed.

The discuss these issues, Muhammad 'Uthman Najati (1991) in his book, "Al-Dirasat al-Nafsiyyah 'ind al-Ulama' al-Muslimin" he explained that earlier Islamic scholars such as Al-Ghazaliyy, Ibn Sina, Ibn Miskawyh and others already lay a solid foundation in developing the study of the science of psychology. However, their role in promoting and developing this fiield does not get the attention it deserves by modern psychologists and muslims student at the university. He said through there are plenty of publications based on the science of psychology, motivation, psychotherapy and counseling in the market, but people are still less exposed to psychological education materials based on pure Islamic psychology.

III. OBJECTIVES OF THE STUDY

The researcher has outlined some of the main objectives of this study, ie:

- i. Identifying construct educational psychology Islam which is dominant in the work of Yusoff Zaky Yacob.
- ii. Producing Islamic psychology model for undergraduates of Islamic education in public university based on the work of Yusoff Zaky Yacob.

IV. RELATIONSHIP BETWEEN ISLAMIC PSYCHOLOGY CONSTRUCT AND ISLAMIC EDUCATION STUDENTS' PERSONALITY

According to Table 1 below, described briefly the 12 concepts of Islamic educational psychology associated with the personality of Islamic education students.

Table 1: Relationship Between Islamic Education Psychology Construct and Islamic Education Students Personality

Islamic Education Psychology Construct	Remarks
Heredity (BK)	Nature of descent can dip and inherited properties similer to parents (Arifin, H. M, 1976). According to Islamic psychology perspective, Vahab, A. A, (1996) stated the biological mechanism of genes and heredity stromgly influence in shaping the nature and attitudes of individuals. This means that a child can inherit the properties and behavior from his parents.
Environment (PSK)	Environment includes the Internal Environment ie starting from the mother's womb until the baby is born whereas it help to shape the personality whereby the External Environment covers the social, cultural, economic, political and so on. Islam strongly emphasizes the environmental factors as key elements that have an influence to the activities of an individual is shaping to soul and admirable behavior (Vahab, A. A, 1996).

Instinct (NI)	According to Ma'rof Redzuan & Haslinda Abdullah (2002) and Arifin, H. M (1976), instinct is an instinctive behavior pattern that remain without learned that are the characteristic of an entire species. Although such behavior cannot be changed but it can improved through continuous practice. Fulfilling a psychological perspective of Islam , Vahab, A.A., (1996), he stressed Allah has supplied to the human instinct of good and bad. Therefore, it is up to humans to make choices and work towards their options.
Motivation (MI)	According to Mahmood Nazar (1992) and Vahab, A.A., (1996), motivation is an internal impulse inherent in man. These impulse generate and direct behavior to specific goals including safety and psychological aspects such as urge to eat, drink, sex, power, performance and so on. As a result, according to Muhammad Izzuddin Taufiq (2006), one would be able to cover the shortage, achieving goal and dispel fears that leads to balance themselves.
Emotion (EM)	Emotion shoes conditions experienced by a person in the form of a change of psychological of oneself and psychological (Mahmood Nazar, 1992) is a fast and immediate reaction (Mohd Razali Salleh, 2010). It can be detected through the expression on the face, speech, signals and the like are displayed by a person to a state of arousal which leads "visceral" changes such as sweating, shivering, nervous stomach or fainting when a person shrouded fear (Chaplin, 1985). According to Muhammad 'Utsman Najati (2001), there is a strong relationship between emotion and motivation. When motivation gained control of emotion, there arises a pleasant feeling but if otherwise, the person will be chaos and life shrouded in suspense.
Sentiments (PRA)	According to El-Quussy, Abdul Aziz (1976) and (Mahmood Nazar, 1992), sentiments is a mental process that arises from the idea, identification, with happy or sad conditions and every related thoughts, desires and ambitions which varies based on external stimuli. It can change even within a short time. Arifin, H.M., (1976) put the seven things that can affect the human feeling of one's knowledge, political background, artistic or aesthetic, economic, social, sex or family life and religion aspects.
Attention (PRN)	According to Mahmood Nazar (1992) and Ma'rof Redzuan & Haslinda Abdullah (2002), the focus goes toward new things and past events stored in the soul or mental unnoticed's something scary, conflicts and so on. Muhammad 'Utsman Najati (2001) considers that stories mentioned in the Quran either good or bad story by Allah to excite the attention of His servants to be well-prepared or alert.
Perception (PSI)	According to Ma'rof Redzuan dan Haslinda Abdullah (2002), perception is defined as stimulations received by the senses. Perception differs based on individual perceive. This includes consideration of one's religion belief and customs.
Thinking & Reasoning (BFR)	Thinking according to Muhammad 'Ustman Najat (2008) is compiling data or information obtained so as to make a conclusion based on that data and information. Mahmood Nazar (1992) though connotes how to use the language of thinking, "taakul" and finally concluded to solve the problems encountered in life. This cognitive involve high mental process, an active intellectual process and included in psychology.
Learning (PBL)	Mohd Salleh Lebar (1999) defines learning as a change in behavior, knowledge, attitudes and abilities resulting in practice, experience (Ma'rof Redzuan & Haslinda Abdullah , 2002) which were not caused by disense or injury. According to Mahmood Nazar (1992), learning is an individual information process, behave by to acquire new abilities. From the psychological concept it is the change in one's behavior result from the interaction with the events in their environment.
Memory Remembering (MP)	According to Mahmood Nazar (1992) and Ma'rof Redzuan & Haslinda Abdullah (2002), memory would store or keep new things and past events including something scary, conflicts and so on. It is related to time whether short or long term. According to Hamdan Bakran (2007), memory restores the memory or former experience or something that has rekindled the memory of Allah, His grace, sin, reward and the Last Day. Memory is particularly useful in shaping us to do good adherence to the benefits of this world and the hereafter.
Forgetting (LA)	Forget by Muhammad 'Utsman Najati (2001) including the meaning of natural forgetting when the passage of time, sudden forget and negligent attitude. The second meaning of forget is abnormal forgetting when someone does not want to remember something because of the negligence of life. The influence of satan or encouragement of sexual desire leads to forgetfulness in Allah.

<i>Personality (PLI)</i>	According to Ma'rof Redzuan & Haslinda Abdullah (2002), personality specially intended to describe a person of a different aspect of the way of thinking, emotional and act the same way we realize it or not, create perception and so on (Adnan Syarif, 2003); (Fariza Md. Sham <i>et al.</i> , 2008) is formed a combination of different between individuals. Personality is also explained by Muhammad 'Utsman Najati (2001) as a balanced spiritual and physical nurture personal balance. A person with a noble personality will always take care of the requirements and restrictions of Islamic law by living in a simple way and would be able to control his lust.
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V. METHODOLOGY OF RESEARCH

The researcher choses to adopt a mixed method which is a combination of qualitative and quantitative methods. In Phase 1, the main emphasis of the study is provided by the qualitative finding through interviews and review of the text. The qualitative data will be analyzed manually to study the text and Nvivo software version 10.0 will be used for the interview finding. Themes are produced specifically to be used by researcher to produce the desined results in this study. The results obtained earlier will be used by researchers to form a question questionnaire through Phase 2. This quantitative approach acts as a reinforcement to the quantitative data that have been obtained previously. Analysis of the questionnaire will be processed through the use of *Statistic Package for Social Science* (SPSS version 22.0). The initial stage in this anlysis is the modelling hypothesis related to the causality between variables (Chua, 2011). The determination of sample size (Grenn, 1991), he suggested that the minimum size adopted to achieve the overall model of the formula $50 + 8k$ ("k" represents the number of independent variables. Since in this study the researchers present 12 independent variables, than the reading is $50 + 8(12) = 146$ samples. The researcher has managed to get the number of 165 sample respondents whereby in the actual survey respondents were not randomly aimed at excluding 28 samples of respondents in the pilot study. The respondents were students of Islamic education from 3 universities which offer the Islamic Education Course for the current year ie Universiti Sains Islam Malaysia (USIM), Universiti Malaya (UM) and Universiti Pendidikan Sultan Idris (UPSI).

The researcher using the *Structural Equation Model* (SEM) for the purpose of answering the two objectives outlined. It is a technique to test the model in the relationship of course and effect between the variables and test the hypotheses role either match or not based on data obtained from the respondents' survey answers. According to Hair *et al.*, (2011), SEM analysis is a technique that is able to get the results of relationship between constructs such as the independent and dependent variables. PLS path modelling was developed by Wold (1974). The researcher choses PLS-SEM techniques in this study to make Factor Model as the primary justification for the concept of education and related instruments of Islamic psychology used in this study are not yet known, gained strong support from theory and there is no study conducted to it that just devoted conceptual by academics. Based on Kock, N., (2015), the researcher choses WarpPLS 5.0 application for the development of a practical working model and examine the relationship between variables.

VI. RESULTS OF STUDY

A. Decision Analysis Model Structure:

Some important elements that must stressed on after running SEM analysis is based on the survey data through decision analysis model of the structure of the model which has its correspondence model (*fit*). The main condition that must be satisfied (Henseler, J. & Sarstedt, M. P. 2013; Chua, 2011). There are some reasonable instructions that must be followed which is *Average Varians Inflation Factor* (AVIF) and *Average Path Coefficient* (APC). These guidelines serve to ensure equivalence in this analysis (Kock, N., 2015).

Table 2: Decision Analysis Model Structure

The Reasonable Instructions (Model Fit)	Value (Model Fit)	Value P
AVIF	4.965	Ideal ≤ 3.3 Accepted ≤ 5
APC	0.044	< 0.05
Tenenhaus GoF	0.897	Small ≥ 0.1 , Medium ≥ 0.25 , Large ≥ 0.36

SPR	0.750	Accepted ≥ 0.7 , Ideal = 1
SSR	1.000	Accepted ≥ 0.7
NLBCDR	1.000	Accepted ≥ 0.7

According to Table 2, the findings of the analysis of the structural model, the *P* value of 0.044 indicates that APC reading less than 0.05. It becomes evident that the measurement and structural model derived is worth it. AVIF reading about 4.965 valuation, which is less than 5. These findings prove the resulting models achieve equivalence (*fit*) and independent linearity (Chin, 2010). In this analysis, also found that the GoF Tenenhaus. GoF is 0.897, which affects the size of 89.7 percent shows the reading on the scale as more than 0.36. GoF reading function on describes the effect of each variable on the size of the latent. Latent variable to be the observed variables (indicators) (Tenenhaus *et. al.*, 2005).

According to Neuberger (2003), the researcher must be alert to ensure that if there are problems on the route cause and effect relationship between the variables of the resulting model is called sebagai *Simpson's Paradox Instances/Ratio* (SPR). The value indication at 1.0 but the fix minimum value is acceptable if it at a level of more than 0.7. According to the Table 2, the SPR value show 0.750 which indicates guides do not create problems on the route between the variable model variables. *Nonlinear Bivariate Causality Direction Ratio* (NLBCDR) act as to detect if there are problems among the variables. NLBCDR reading is considered delinquent if it exceeding the minimum value of 0.7 and the reading in the table also shows that 1.000 showed no significant problems with the route between the dependent variables. Cheung, G. W., dan Lau, R. S., (2008) argues that *Statistical Suppression Ratio* (SSR) also plays an important role as an indicator of the fair in the model (*fit*) as to examine if there is a problem of "repression statistics". If applicable SSR, it will arise in the path of the relationship between the dependent variable a value that is considered illogical due to SSR reading in Table 2. Show the value of 1.000. Clearly, this model study produced no problems when the reading shows a value greater than 0.7.

B. SEM Analysis Results based on Hypothesis H1_a to H1_i

Based on the survey data obtained, SEM analysis results are show below:

Table 3: SEM Analysis Results Based on Hypothesis H1a to H1i

No	Hypothesis	Beta Value	P Value	R ² (Square)	Hypothesis Result
1.	H1 _a : There is a significant effect on construct Heredity (BK) against the personality of undergraduates of Islamic education in Malaysia public university	0.05 (5%)	0.27	0.030	Rejected (<i>P</i> > 0.05)
2.	H1 _b : There is a significant effect on construct environment (PSK) against the personality of undergraduates of Islamic education in Malaysia public university	0.27 (27%)	0.01	0.219	Accepted (<i>P</i> < 0.05)
3.	H1 _c : There is a significant effect on construct instinct (NI) against the personality of undergraduates of Islamic education in Malaysia public university	0.12 (12%)	0.06	0.094	Rejected (<i>P</i> > 0.05)
4.	H1 _d : There is a significant effect on construct motivation (MI) against the personality of undergraduates of Islamic education in Malaysia public university	0.02 (2%)	0.41	0.014	Rejected (<i>P</i> > 0.05)
5.	H1 _e : There is a significant effect on construct emotion (EM) against the personality of undergraduates of Islamic education in Malaysia public university	0.04 (4%)	0.29	0.030	Rejected (<i>P</i> > 0.05)
6.	H1 _f : There is a significant effect on construct sentiments (PRA) against the personality of undergraduates of Islamic education in Malaysia public university	0.07 (7%)	0.19	0.050	Rejected (<i>P</i> > 0.05)
7.	H1 _g : There is a significant effect on construct attention (PRN) against the personality of undergraduates of Islamic education in Malaysia public university	0.14 (14%)	0.03	0.094	Accepted (<i>P</i> < 0.05)
8.	H1 _h : There is a significant effect on construct perception (PSI) against the personality of	0.16 (16%)	0.02	0.125	Accepted (<i>P</i> < 0.05)

	undergraduates of Islamic education in Malaysia public university				
9.	H _{ij} : There is a significant effect on construct thinking & reasoning (BFR) against the personality of undergraduates of Islamic education in Malaysia public university	0.02 (2%)	0.41	0.014	Rejected ($P > 0.05$)
10.	H _{ij} : There is a significant effect on construct learning (PBL) against the personality of undergraduates of Islamic education in Malaysia public university	0.19 (19%)	0.01	0.149	Accepted ($P < 0.05$)
11.	H _{ik} : There is a significant effect on construct memory remembering (MP) against the personality of undergraduates of Islamic education in Malaysia public university	0.13 (13%)	0.05	0.100	Accepted ($P < 0.05$)
12.	H _{ij} : There is a significant effect on construct forgetting (LA) against the personality of undergraduates of Islamic education in Malaysia public university	0.04 (4%)	0.29	0.033	Rejected ($P > 0.05$)

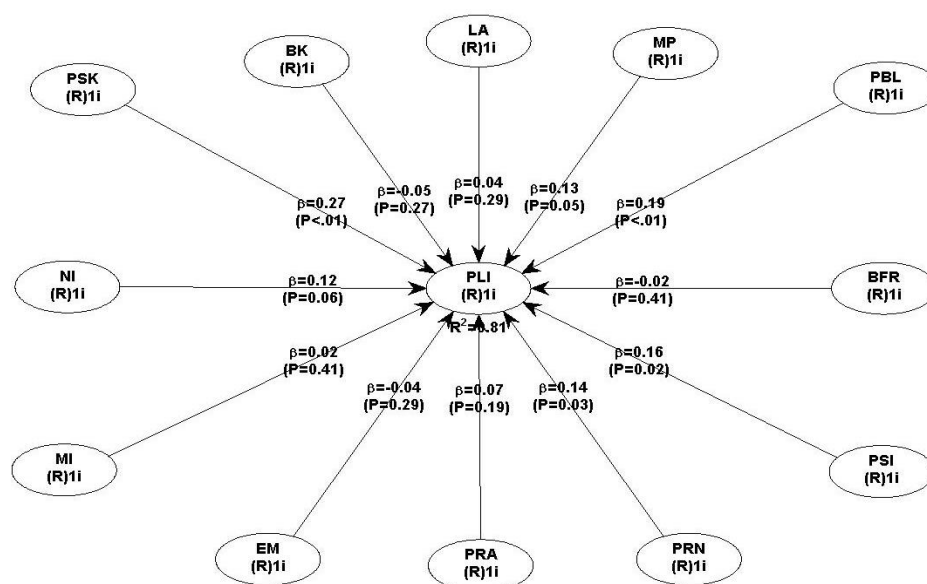
Note: Significant Value 0.05 ($P < 0.05$), Dependent Variable: Personality (PLI) with value $R^2 = 0.81$

Based on the survey data obtained, the result of SEM analysis are shown. In Table 3, the researcher finds significantly only five independent variables were the only contributor to the personality constructs on Islamic Education Students in Malaysia Public Universities. The five independent variables are construct environment (PSK : P value = 0.01, $\beta = 0.27$), the construct of attention (PRN: P value = 0.03, $\beta = 0.14$), perception (PSI: P value = 0.02, $\beta = 0.16$), construct learning (PBL: P value = 0.19, $\beta = 0.01$) and construct memory remembering (MP) (MP: P value = 0.13, $\beta = 0.05$). The remaining independent variables ie construct heredity (BK), the construct of instinct (NI), motivation construct (MI), emotion (EM), construct of a sentiments (PRA), thinking & reasoning constructs (BFR) and construct forgetting (LA) hypothesis were rejected because the value of " P " exceeds 0.05 ($P > 0.05$).

On the whole, all the independent variables comprising of 12 construct representing 81 percent ($R^2 = 0.81$) changes in the variance of undergraduates of Islamic education students in Malaysia public universities. The remaining 19 percent was the representative of other factors that are not included in this study. Therefore, it is up to the next researchers to study these factors. The results of the analysis of a model is formed as follows.

C. Production of a Model:

Production of a model of psychology Islamic education for undergraduates of Islamic education in Malaysia public universities is based on the work by Yusoff Zaky Yacob.



Indicators: BK – Heredity, PSK – Environment, NI – Instinct, MI – Motivation, EM – Emotion, PRA - Sentiments, PRN – Attention, PSI – Perception, BFR - Thinking & Reasoning, PBL – Learning, MP - Memory Remembering, LA – Forgetting, PLI – Personality (Dependent Variable) with value $R^2 = 0.81$

Based on the model, the analysis yielded five dominant constructs from twelve constructs ie construct environment (PSK), construct attention (PRN), construct perception (PSI), construct learning (PBL) and construct memory remembering (MP) on the formation of one's personality and it is directly as a model of psychological education to undergraduates of Islamic education in Malaysia public universities.

VII. IMPORTANCE OF STUDY

The important of this study is to contribute to science education psychology Islam. Through this research, a branch of the science of psychology from a new perspective of the background work that studied figures can provide significant benefits to various parties such as neseachers in psychology and Islamic counseling, conselors, government departments and the private sector as well as students, missionaries and public. The researcher or researchers can make models and research finding as a reference in identifying the basic concepts of educational psychology running in line with Islam. In addition, researchers can use the instruments that were built in this study to identify the problems that occur among students, especially muslim students and find a way out based on the Quran and al-Sunnah

VIII. CONCLUSION

The study made by researcher is the combined from of study which is devided into qualitative study of texts and quantitative research study by distributing questionnaires. Review text managed to unearth the psychological concept of Islamic education offered by Yusoff Zaky Jacob in most of his work. Concepts produced by the work of many if examined in depth can help in the formation of one's personality. This can be evidenced by the study of questionnaire that is distributed to undergraduats of Islamic education in public universities. A study in the form of quantitative determinated produces result in terms of demographic, survey respondents on several constructs in close touch with one's personality.

Based on SEM analysis, the researcher tested 12 hypotneses to fine a significant effect of the independent variables on the dependent variable that is the personality of students. As a result, researcher succeeded to detect five most dominant constructs from 12 constructs ie the construct environment (PSK), construct attention (PRN), construct perception (PSI), construct learning (PBL) and construct memory remembering (MP) have a significant relationship to the personality of students of Islamic education in public universities in Malaysia whereby it shows five hypothesis are accepted. Clearly, the decision to locate the most dominant contract and production model of Islamic psychological education to the students of Islamic education in public universities make the objectives of this study successfully thus leading to subsequent studies by other researchers.

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