

RETHINKING OF HOLISTIC KNOWLEDGE OF LEARNER AND OF SELF IN PEDAGOGICAL CONTENT KNOWLEDGE

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ABSTRACT

The component of knowledge of learner and of self is central in debated meaning of pedagogical content knowledge (PCK) among researchers. Most studies have focused on transformative and integrative arrangements of other components of PCK with agreed soul-body conflict view of learner, particularly in conventional contexts. This phenomenological study was conducted with two objectives in place: First, to address the prerequisites in conceptualisation of learner and of self. Second, it focused to unveil meaning of holistic knowledge of learner and of self. The sample of this study involved five Muslim educators in Tanzania. Face to face interviews were used and later transcribed verbatim. The results reveal two main themes. The first theme is faith and spirituality with Divine Unity of *Allah* and unity of double dimension of human life as its subthemes. The second theme is foundational holistic knowledge of learner and of self. Its subthemes include mission and grand purpose of life, unified theory and practice, ingrained concept of *amānah* (Trust) and enthusiastic acceptance of being role model appeared as subthemes. Based on the research findings, it can be concluded that Muslim educators need Islamic epistemological view and ideological skills of integrating belief in *Allah* and Hereafter as the constructive framework in rethinking for the foundational holistic knowledge of learner and of self in PCK.

KEYWORDS: Muslim Educators, Holistic Knowledge of Learner and of Self, Pedagogical Content Knowledge