Education in Islam: Comprehensive Insights into Concepts, Nature, Goals, and Principles

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ABSTRACT

The study investigates the concept and distinctive elements of Islamic education, emphasizing its comprehensive approach that prioritizes the complete development of the individual through the integration of spiritual, ethical, and intellectual aspects. Additionally, it analyzes the aims and purposes of Islamic education and its fundamental concepts. The study seeks to question the traditional perception of education as solely an academic pursuit and instead presents it as an ongoing process of personal advancement and spiritual development. The study aims to comprehensively examine the concept and nature of Islamic education, explore its goals and purposes, and assess Islamic education's underlying principles. This study employs a qualitative research methodology, utilizing data from scholarly literature, such as books and articles. The study shows that Islamic education is a comprehensive system that cultivates individuals with broad knowledge, exemplary moral principles, and a strong commitment to social duty. The curriculum emphasizes the fusion of knowledge, the example role model of Prophet Muhammad (SAWS), and the notion of Tawhid (the belief in Allah's unity). Islamic education aims to provide knowledge while fostering moral and ethical principles that govern everyday life, preparing students for harmonious living in both worldly affairs and the hereafter. The results of this study question the traditional perspective on education and establish Islamic education as a holistic method that combines intellectual, spiritual, and ethical aspects. It emphasizes the significance of stressing the implementation and real-world application of educational ideas over theoretical debates, intending to develop persons who possess both knowledge and a strong ethical and spiritual awareness. Islamic education prioritizes the cultivation of critical thinking, moral integrity, and community spirit. This approach assures that individuals not only acquire knowledge but also develop empathy and fairness. By doing so, they make beneficial contributions to society and embody the core principles of Islamic teachings in their everyday actions.

Keywords*: Education, Islam, Nature, Goals, Principles*

INTRODUCTION

Islam has a very holistic view of education, stressing not just the acquisition of knowledge but also the complete metamorphosis of the individual. This method combines intellectual, ethical, and spiritual aspects in an effort to develop a well-rounded person who upholds Islamic principles. The framework of Islamic education emphasises the value of thorough human growth, knowledge acquisition, and internalising moral values. It is expressed through the components of *Tarbiyyah*, *Talim*, and *Tadib*. All of these components are essential in moulding people into *khalifatullah fi al-ard (vicegerent of Allah in the world)* —those who can successfully traverse the temporal and eternal facets of existence. This viewpoint casts education as a lifetime path of spiritual and self-improvement, challenging the traditional understanding of education as merely an intellectual pursuit. Islamic education aims to create people who are not only learnt but also morally and spiritually conscious by placing a higher priority on the implementation and real-world application of these teachings than on theoretical debates. In the end, this all-encompassing framework cultivates a community of people who are devoted to their religion and capable of making meaningful contributions to society, thereby living out the core principles of Islam.

Islamic education is a comprehensive system that aims to develop people who possess a great sense of social duty, wide knowledge, and high moral standards. It is based on the principles found in the Quran and the Hadith

and stresses an all-encompassing strategy that incorporates intellectual, spiritual, and ethical aspects. Enhancing spirituality, developing moral and ethical values, increasing intellectual capacity, encouraging social responsibility and unity, promoting physical and mental well-being, and equipping people to tackle contemporary difficulties are among the main objectives of Islamic education. It also teaches humility and simplicity, helping students to recognise the benefits in their lives and their financial situation. Islamic education prioritises the development of both religious and secular knowledge, enabling people to interact effectively with their surroundings. It also seeks to foster a feeling of community, create equilibrium between the material and spiritual worlds, and assist positive changes in society. In the end, Islamic education aims to produce morally pure, knowledgeable people who uphold Islamic values and actively participate in the global community.

Islamic education is based on the integration of knowledge, the idea of Tawhid, which emphasises Allah's unity, and the example of Prophet Muhammad (SAWS). Islamic education seeks to prepare students for a balanced life in this world and the next, by teaching knowledge while fostering moral and ethical ideals that govern daily life. This comprehensive method integrates spiritual, intellectual, and social aspects, taking cues from the Prophetic paradigm to implement Islamic teachings in real-world contexts. *Tawhid* upholds the interdependence of all knowledge, encouraging a more profound comprehension of Allah's creation and a sense of obligation to the global community. Islamic education places a strong emphasis on morality, critical thinking, and community spirit, ensuring that people acquire empathy and justice in addition to their knowledge foundation.

RESEARCH METHODOLOGY

This study utilises a qualitative approach to investigate the diverse dimensions of Islamic education by collecting and analyzing data from multiple sources. Primary sources include Quranic writings, which serve as the basis for fundamental concepts and principles, as well as Hadith, which provide valuable insights into early Islamic educational practices and ideologies. Secondary sources encompass an extensive examination of literature, including books, papers, and reports, to provide a broader understanding of the primary findings. Additionally, they may include biographies and historical narratives that chronicle the evolution of educational systems in Islam. Furthermore, the study relies on reliable web sites to gather current scholarly viewpoints. We will thematically analyze the collected data to identify significant topics, then merge them to develop a comprehensive understanding of Islamic educational structures. Adhering to Islamic ethical norms is of utmost importance, ensuring that ethical issues are prioritised throughout the study process. The objective is to provide a comprehensive perspective by integrating conventional and modern perspectives, adding significant information to the domains of Islamic studies and education.

FINDINGS AND DISCUSSIONS

3.1 Concept and Nature of Education in Islam

Education in Islam is a holistic and deeply spiritual pursuit that aims to develop the awareness and understanding of an individual, shaping their beliefs, actions, and decisions based on the ethical values of the faith (Saleh & Bustam, 2023). The objective of this endeavor is not alone to acquire academic knowledge, but also to mold the fundamental nature and behavior of an individual so that they may reflect Islamic ideals and serve as representatives of Allah in the world, referred to as *khalifatullah fi al-ard* (Fandy, 2023). Two The ultimate goal is to provide individuals with the essential abilities and understanding to lead a purposeful life that encompasses both the temporary earthly realm and the eternal afterlife that follows death. Often, three Islamic scholars explicate the notion of education from an Islamic viewpoint, emphasizing three distinct elements, each illustrated by specific concepts (Mecca, 1977). *Tarbiyyah* emphasizes the comprehensive advancement of an individual, embracing their physical and intellectual maturation. However, *Tadib* focuses on developing individuals who have a profound understanding of faith and adhere to the moral ideals and ethical norms supported by Islam. *Talim*, on the other hand, is based on the ideas of transmitting and acquiring knowledge through instruction. These elements synergistically merge to create a comprehensive approach to education that embraces the spiritual and ethical ideals of Islam (Halstead, 2004).

Islam offers a complete understanding of education that highlights the need to be responsible for one's acts in the afterlife and a universal philosophy of life. Islam, as a religious practice established by Allah, is considered

an inherent and comprehensive way of living. Humans, as creations of Allah, possess inherent freedom from imperfections and flaws. Islamic philosophy encompasses fundamental concepts that govern the Islamic way of life, such as the belief in the unity of Allah and the recognition of the Holy Prophet Muhammad (SAWS) as a prophet. These principles form the basis of Islamic philosophy. The Prophet Muhammad (SAWS) stressed the importance of learning knowledge for all Muslims, irrespective of gender. He emphasized the need to pursue information, even if it entails journeying to far-off places, noting, "Obtain knowledge even if it necessitates traveling to China" (Chalis & Syahril, 2021). The Islamic educational concept advocates for the cultivation of "righteous cognition and behavior," intending to foster individuals' awareness of their purpose in being, self-understanding, and recognition of Allah. The teaching emphasizes that the ultimate objective of life is to achieve Allah's satisfaction, going beyond simple acts of worship to include recognizing the rights of all living beings and the inanimate components required for constructing a fair and exemplary society (Chalis & Syahril, 2021).

It is imperative to point out that scholarly disagreement and hatred should not arise around the concept of education in Islam. Rather than focusing on the specific concepts used to define education, attention should be paid to its execution, method, and aims. Islamic education has the potential to be a powerful tool for creating people who have a thorough comprehension of *Talim, Tadib, and Tarbiyyah* (Chalis & Syahril, 2021). It is possible to develop people who are passionately committed to upholding the tenets of their faith and who possess a balanced intellectual and spiritual makeup by considering all facets of teaching and learning activities that embody these notions.

3.1.1 The Tarbiyyah

In the latter half of the 20th century, the Arab world first introduced "*Tarbiyyah*," a modern method of Islamic education, as a component of educational reforms. Education encompasses a multitude of elements such as discipline, purification, guidance, moral instillation, reform, and raising (Saleh & Bustam, 2023). The Arabic word *al-Rabb*, which means "the Lord," is the source of the phrase *Tarbiyyah*, which refers to Allah's nurturing of all creation. *Tarbiyyah*, the Islamic approach to education, emphasises the holistic development of the person, taking into account both their intellectual and physical development. Its goal is to cultivate morally upright people. Islamic thinkers of the past emphasised the significance of establishing moral and ethical ideals in children at an early age (Yasin & Jani, 2013). The Quranic phrase *Tarbiyyah* refers to the full maturation and education of people in a variety of fields. This process meets children's physical, educational, moral, and spiritual needs to support their development into valuable contributors to society (Ṣāliḥ al-ʿUṯaimīn et al., 1997). Today, the word *Tarbiyyah* has come to refer to education in the Muslim world, and several Arab nations have included the term in the names of their Ministries of Education. However, despite its extensive application, the Muslim community has not yet fully incorporated the idea of *Tarbiyyah* into the creation of curriculum and syllabi at various educational levels (Yasin & Jani, 2013). Thus, it is imperative to emphasise the significance of *Tarbiyyah* in Islamic education and guarantee its incorporation into the educational framework.

3.1.2 The Talim

Talim, a core principle in Islamic education, is firmly grounded on the quest for knowledge, derived from the Arabic term '*ilm*', which signifies knowledge. Throughout history and in the present, researchers have used the term "*Talim*" to define the process of teaching and learning (Sudan, 2017). This term emphasizes the importance of cognitive development in individuals through knowledge sharing. Talim is the process of sharing and transferring knowledge through different teaching techniques. This principle is emphasised in the Quran, where Allah instructed Prophet Muhammad (SAWS) to educate people, urging them to pursue enlightenment through the Quran. Furthermore, the Hadith of the Prophet (SAWS) commends individuals who actively participate in teaching and gaining information, emphasising the significance of comprehending the Quran as the most elevated type of knowledge (Tahira & Saadi, 2022). In contemporary society, *Talim* involves more than just the dissemination of knowledge; it also includes aspects such as educational platforms, techniques, and assessment systems (Yasin & Jani, 2013). Although Talim primarily emphasises cognitive development, it is important to acknowledge that Islamic education also encompasses *Tarbiyyah*, which encompasses physical, emotional, and intellectual growth, in addition to the cognitive parts of *Talim* (Halstead, 2004). In order to encompass the all-encompassing philosophy of education in Islam, modern scholars have suggested the use of the name *Tadib*, which signifies a more inclusive and unified approach to education.

3.1.3 The Tadib

Tadib, as defined by Syed Muhammad Naquib al-Attas, a modern Islamic scholar, highlights the significance of fostering adab, which is crucial for developing a morally upright person. According to Al-Attas, the main purpose of education is to cultivate *adab*, which includes both the spiritual and material sides of life, in order to encourage moral excellence (Al-Attas, 1980). *Adab* encompasses the fundamental attributes required for cultivating a comprehensive and harmonious individual. According to him, education, which is based on tradition, encompasses *adab*, and the Prophet Muhammad (SAWS) serves as the perfect example of an ideal educational model. A person who exemplifies *adab* is known as "a man of *adab*," distinguished by a profound feeling of responsibility towards God, oneself, and society, while actively pursuing personal growth and high standards (Bagheri & Khosravi, 2006). This perspective differs from secular perspectives that emphasise the development of capable citizens or workers, instead emphasising the importance of nurturing individuals with virtuous qualities. Al-Attas asserts that a person who possesses virtuous qualities will naturally fulfil their obligations as a member of society, emphasising the importance of personal responsibility in Islam and placing the individual at the centre of ethical deliberations (Zarkasyi et al., 2019). *Tadib* is a comprehensive educational framework that covers information, teaching methods, and moral development. It covers several aspects of education, such as human growth, teaching methodologies, and self-control. A thorough comprehension of *Tadib* is essential for Islamic education, with the objective of cultivating the Ideal Individual (Yasin & Jani, 2013). It encourages a shift in educational systems to conform to this vision by incorporating divine revelation into all areas of knowledge.

3.2 Goals of Islamic Education

Islamic education is a holistic system that seeks to develop individuals who possess both extensive knowledge and high moral standards, as well as a sense of social responsibility. The foundation of Islamic education is firmly based on the teachings of the Quran and the Hadith, with a strong emphasis on a comprehensive approach that combines intellectual, spiritual, and ethical aspects. The main objectives of Islamic education encompass the enhancement of spirituality, the cultivation of moral and ethical values, the advancement of intellectual capacity, the fostering of social responsibility and unity, the promotion of physical and mental well-being, the preparedness for modern difficulties, and the encouragement of simplicity and humility (Syah & Salsabila, 2023).

One of the primary objectives is to cultivate a robust spiritual bond with Allah, empowering Muslims to live virtuous lives rooted in their faith and conscious of their duties to God and society. This entails instructing individuals on the core rituals of Islam, including prayer (Salah), fasting (Sawm), and the tenets of worship (Rahayu, 2016). Islamic education places significant emphasis on cultivating character and moral integrity, imparting qualities such as honesty, compassion, and altruism, which are crucial for individual growth and community cohesion. By acquiring the ability to discern between ethical and unethical actions, students become equipped to effectively handle ethical quandaries throughout their lifetimes, fostering conscientious individuals who make constructive contributions to their communities (Rahmawati et al., 2022).

The acquisition of knowledge is a basic principle of Islam, and Islamic education aims to provide individuals with both religious and worldly knowledge, empowering them to comprehend and interact with their surroundings (Ashimi, 2017). This encompasses not only the field of religious studies but other disciplines such as physics, mathematics, and literature, cultivating a comprehensive intellectual aptitude. Islamic education fosters the values of Muslim brotherhood and social cohesiveness, motivating pupils to participate in acts of charity (Zakat) and service to others (Jamil et al., 2023). This cultivates harmonious communities where individuals mutually assist one another and collaborate towards shared objectives.

In addition, Islamic education places considerable emphasis on the significance of both physical and mental well-being, promoting a well-rounded lifestyle that encompasses physical fitness, mental fortitude, and spiritual welfare (Hamidi et al., 2010). Adopting this comprehensive approach is crucial for individuals to flourish in all parts of life, fostering a well-balanced and dynamic way of living. Islamic education in the present dynamic era also seeks to provide individuals with the ability to comprehend and actively participate in modern social, political, and economic matters. It imparts knowledge about current events and fosters critical thinking,

empowering students to make informed contributions to society. Islamic education seeks to cultivate qualities of modesty and humility, imparting to students the significance of living within their financial capabilities and valuing the benefits they possess (Shah, 2015). Islam promotes a modest way of living, avoiding extravagance and opulence. Islamic education aims to foster these principles as integral to a well-rounded and satisfying existence.

The goals of Islamic education are a comprehensive strategy focused on developing individuals who are capable of personal growth and making meaningful contributions to society. Knowledge acquisition is of utmost importance in Islamic education since it aims to equip students with a strong foundation in both religious and secular knowledge, enabling them to be well-informed and adept at navigating the intricacies of the contemporary world. This educational institution places a significant emphasis on character development, aiming to cultivate moral integrity and ethical conduct in students (Nafis et al., 2022). The goal is to prepare them to become responsible individuals who uphold principles such as honesty, compassion, and justice, thus contributing positively to society. Moreover, social involvement is a crucial aim since Islamic education cultivates a sense of communalism and motivates students to make constructive contributions to society through acts of benevolence and philanthropy, thereby reaffirming the significance of collective welfare. Incorporating spiritual awareness into the educational process is essential, as it seeks to enhance students' comprehension of faith and spirituality, leading them towards a life of dedication and moral uprightness that is in accordance with Islamic principles (Al Hamdani, 2016). Moreover, it is crucial to adopt a well-rounded development strategy that guarantees the education system fosters intellectual, physical, and emotional growth, thereby enhancing general health and adaptability. Islamic education aims to cultivate civic responsibility by equipping students with the knowledge and skills to comprehend and address current concerns. This education encourages students to actively participate in societal matters and fosters well-informed and engaged citizens who can make meaningful contributions to their communities. These objectives form a complete framework that promotes both personal development and societal cohesion by matching individual desires with communal aims (Attas & Ashraf, 1979). Ultimately, Islamic education aims to cultivate individuals who possess a comprehensive understanding, strong moral character, and a sense of societal accountability. The program seeks to equip Muslims with the necessary tools to live meaningful lives, make valuable contributions to their communities, and uphold the ideals of Islam by integrating spiritual, intellectual, and ethical aspects. This all-encompassing strategy not only advantages the individual but also cultivates a harmonious and prosperous society (Blog, 2024).

The purposes and objectives of Islamic education are diverse, with a focus on directing Muslims towards a virtuous way of life based on the teachings of the Quran and Prophet Muhammad (peace be upon him). The primary objective is to provide a strong basis for adhering to Islamic values, instructing individuals on the methods of prayer, fasting, eating, sleeping, and conducting other aspects of life in accordance with Islamic teachings (Badawi, 1979). One of the main objectives is to establish equilibrium, as Islam promotes involvement in the physical realm while giving precedence to the spiritual aspect. The education system assists pupils in managing their social and religious obligations (Rahayu, 2016). Another essential goal is to cultivate a robust sense of Muslim fraternity and affiliation with the community. Studying the courageous acts and principles of past generations instills in students a deep admiration for Islam and a readiness to make personal sacrifices in the name of their faith (Rahayu, 2016).

The objective of Islamic education is to cultivate persons who possess a comprehensive understanding of various facets of life, including social, political, and economic matters. The objective is to cultivate responsible individuals who possess a comprehensive understanding of their entitlements, exhibit reverence for legal regulations, and demonstrate robust emotional and mental fortitude (Badawi, 1979). Muslim academics throughout history have demonstrated their drive to investigate the physical universe and make valuable contributions to scientific advancement (Ahmed et al., 2005). Moreover, Islamic education aims to foster beneficial transformations in society by discarding antiquated beliefs and adapting to changing conditions, given that Islam is a progressive faith. Additionally, it promotes a modest way of living and temperance, avoiding both excessive worldly pleasures and total renunciation (Suradi et al., 2021). Islamic education strives to cultivate a cohort of ethically upright, well-informed, and well-rounded persons who possess a strong foundation in their religious beliefs and actively participate in and make valuable contributions to the global community. The aims of the program cover the development of one's spirituality, intelligence, social skills, and personal growth (Blog, 2024).

3.3 The Principles of Islamic Education

The Prophet (SAWS)'s model, the integration of knowledge, and the concept of *Tawhid*, which emphasizes Allah's unity, form the foundation of Islamic education. Not only does this educational framework aim to impart knowledge, but it also cultivates virtuous morals and ethical principles that guide individuals in their daily lives (Salleh, 2008). The fundamental objective of Islamic education is to equip students with the necessary tools to lead a well-rounded life in both the present world and the afterlife. Promoting a comprehensive approach that encompasses spiritual, intellectual, and social aspects achieves this. The prophetic model serves as a guiding paradigm, demonstrating the practical application of Islamic teachings, inspiring learners to emulate the character and conduct of the Prophet Muhammad (peace be upon him) (Salleh, 2009). Furthermore, the principle of *Tawhid* reinforces the idea that all knowledge is interrelated and should lead to a deeper understanding of Allah's creation, encouraging a sense of responsibility and responsibility towards the world. This educational paradigm prioritises the cultivation of critical thinking, moral uprightness, and a robust sense of community, guaranteeing that individuals possess not only knowledge but also empathy and fairness. This study's other aim is to examine the core principles of Islamic education and their role in shaping persons who possess a comprehensive understanding of life's intricacies, while maintaining unwavering faith and adherence to Islamic ideals. During this investigation, the study discovers how these principles act as a plan for developing a generation that is not just academically skilled but also spiritually aware and socially accountable.

Firstly, Islamic education mainly centres on the belief in the Oneness of Allah (*Tawhid*) and the prophethood of Muhammad (SAWS). These two beliefs are the foundation of a Muslim's religion and their comprehension of the universe. This notion is not solely theoretical; it serves as a guiding influence that moulds the educational structure within Islamic teachings. The Quran highlights the importance of knowledge and wisdom, affirming that those who possess wisdom get many advantages (Ashraf, 1994). This emphasises the value of learning information to enhance one's faith and effectively traverse the challenges of life. Tawhid is the notion that emphasises the singularity and uniqueness of Allah. This belief is crucial for Muslims as it profoundly impacts their moral and ethical behaviour, as well as their connection with the universe. The teachings of the Prophet Muhammad (SAWS) emphasise and support the notion that Muslims have a lifetime duty to seek knowledge, starting from infancy and continuing until death (Bahroni, 2014). This endeavour encompasses more than just the development of one's mind; it involves nurturing a profound spiritual bond that is in harmony with the tenets of Islam.

Within this particular framework, the examination of the Quran assumes enormous importance, acting as the principal reservoir of knowledge and direction. Individuals can cultivate a deep understanding of their faith by actively participating in its teachings, enabling them to lead their lives in alignment with Islamic principles. By incorporating Tawhid into education, students are not only taught about Allah and His characteristics, but they also internalise these ideas, enabling them to cultivate a profound sense of purpose and guidance in their lives (Al Mahmud, 2023). Islamic education places a significant emphasis on the moral development and nurturing of virtues. This is essential in equipping students to make constructive contributions to society while maintaining unwavering commitment to their faith. This comprehensive approach to education seeks to cultivate individuals who embody the tenets of Islam in their everyday lives, ultimately resulting in a life imbued with spiritual illumination and a steadfast dedication to justice and moral uprightness (Risnita & Sari, 2020). Therefore, the belief in the unity of Allah and the status of Muhammad (SAWS) as a prophet are not only fundamental beliefs but also essential components of the educational philosophy aimed at cultivating the intellectual and spiritual development of every Muslim.

Secondly**,** Islamic education fundamentally distinguishes between two types of knowledge: revealed knowledge, known as *Fardhu Ain*, and acquired knowledge, known as *Fardhu Kifayah*. Holy scriptures, particularly the Quran and the Sunnah of Prophet Muhammad (SAWS), along with the Shariah, *ilm al-ladunniyah*, and *hikmah*, provide revealed knowledge (Azila et al., 2015). The Quran and Sunnah serve as the fundamental moral and ethical frameworks that direct the educational process, instilling fundamental values and concepts that define the perspective of a Muslim. Shariah, a complete framework of regulations and principles, provides practical guidance for everyday life, enabling individuals to align their actions with Islamic teachings (Ebrahimi, 2017). Furthermore, dedication, ethical uprightness, and a genuine quest for truth can achieve a profound, metaphysical understanding and sagacity through *ilm al-ladunniyah* and *hikmah*. Conversely, we acquire knowledge, also

referred to as unrevealed knowledge, through practical experiences, experimentation, observation, and study. This category comprises scientific knowledge and diverse forms of learning that are not specifically stated in Islamic literature but are nevertheless valuable for personal and communal development. The amalgamation of these two forms of knowledge has played a crucial role in developing the principles of Islamic education and nurturing the extraordinary period of Islamic civilisation. This civilisation thrived because of its deep reverence for the Quran and Sunnah as the fundamental and all-encompassing reservoirs of knowledge, which fostered a well-rounded approach to education that reconciled spiritual and practical sagacity. Islamic education integrates both revealed and acquired knowledge to create a comprehensive learning experience that empowers individuals with the necessary skills for intellectual development, ethical behaviour, and active participation in society (Baba & Zayed, 2015). This ultimately leads to society's progress while maintaining a strong faith foundation.

Thirdly, the principle of religious responsibility in Islamic education emphasises the necessity for Muslims to actively pursue knowledge, a concept firmly grounded in the teachings of the Prophet Muhammad (SAWS). Surah Al-Alaq eloquently expresses this concept, beginning with the divine instruction to "Read in the name of your Lord who created," emphasizing the importance of reading and education as fundamental forms of devotion (Nurhuda, 2023). The pursuit of knowledge is not solely a cognitive endeavour; it is presented as a manifestation of dedication to Allah, where the process of gaining, scrutinising, and using knowledge is elevated to acts of worship. The Hadith narrated by Anas supports the idea of the religious obligation to gain knowledge, while another Hadith from Abu Hurairah (R.), found in various collections including Muslim and Abu Daud, emphasises the long-lasting advantages of knowledge, such as promoting charitable deeds and ensuring righteous offspring who pray for the deceased. Islamic education surpasses conventional learning by encompassing a comprehensive strategy that focuses on nourishing the soul and equipping persons for both their current existence and the afterlife (Essabane et al., 2023). The primary objective of education in Islam is to provide individuals with the essential skills and knowledge required for their overall welfare, encompassing both religious and secular aspects in order to contribute to the betterment of society as a whole. This comprehensive viewpoint guarantees that the pursuit of knowledge embraces diverse disciplines, including but not limited to religious studies, as well as sciences, arts, and humanities, so enhancing the learner's experience. Pursuing knowledge with the aim of pleasing Allah is of utmost importance, as it corresponds to the notion that education is an ongoing process of development and illumination. Hence, Islamic education serves as both a religious duty and a significant form of devotion and readiness for the hereafter (Shah et al., 2015). It cultivates a generation that recognises knowledge as a pathway to attain spiritual satisfaction and make meaningful contributions to society.

Fourthly, the notion of lifelong learning is a fundamental aspect of Islamic education, highlighting the imperative of ongoing knowledge acquisition from the moment of birth till the end of life (Karim et al., 2021). This notion is firmly established in the teachings of the Prophet Muhammad (SAWS), who emphasised the significance of education in equipping individuals to carry out their responsibilities as representatives (*Khalifah*) of Allah on Earth. Acquiring knowledge is considered critical for making valuable contributions to society's progress and advancement, with the ultimate goal of earning prosperity in both the present and the afterlife (Hasan, 2020). In Islam, lifelong learning goes beyond simply acquiring knowledge; it entails a dedication to personal development and ongoing self-enhancement, which is crucial for cultivating a comprehensive and balanced character. The teachings of the Prophet (SAWS) promote the involvement of Muslims in activities such as reading, studying, interpreting, and applying information as acts of devotion, hence emphasising the belief that education is a religious obligation (Abdullah et al., 2019). This idea also emphasises the significance of tailoring educational material to different phases of human development, acknowledging that learning requirements change throughout an individual's lifespan. Throughout their entire life, we encourage individuals to seek knowledge that enhances their understanding of the universe and strengthens their spiritual connection with Allah. The comprehensive methodology of Islamic education incorporates religious and secular knowledge, ensuring that learners possess the aptitudes necessary for their individual and collective welfare. Islamic education endeavours to promote a culture of continuous learning with the goal of developing persons who possess both extensive knowledge and strong moral character (Al Farabi et al., 2023). We expect these individuals to contribute positively to their communities and embody the principles of Islam in their daily actions. The notion of lifelong education provides Muslims with a framework for continuously pursuing knowledge. It encourages them to view learning as a continuous journey that improves their lives and equips them for the challenges of both the present and the afterlife.

Fifthly, the concept of "*aql*," or rationality, is a core element of Islamic education, highlighting the importance of reasoning and intellect in human nature, which sets humans apart from animals (Ishak, 2009). This principle emphasises that the human intellect serves not only as a means of comprehending the universe but also as a crucial reservoir of self-knowledge and comprehension of one's purpose (Kader, 2021). The categorisation of reasoning abilities into different levels, such as imitation, understanding, application, analysis, synthesis, assessment, and creativity, emphasises the capacity of the human mind to generate new ideas and enhance quality of life. Humanity's capacity to utilise rationality has empowered them to overcome even the most daunting obstacles, illustrating the reason behind Allah's designation of mankind as *Khalifatul-Ardh*, or caretakers of the Earth (Akhir, 2012). The absence of the cognitive and imaginative abilities that are inherent in the human mind would result in a loss of progress and development in the world, as animals do not possess the capability for rational thinking, ambition, or advancement (Merry, 2006). Furthermore, while angels embody pure devotion, they do not possess the same potential for growth as humans, which stems from their capacity for thought and innovation. The principle of *aql* underscores the importance of education in cultivating cognitive talents, promoting creativity, and improving the overall quality of human existence. It promotes an educational structure that fosters critical thinking and innovation, thereby fulfilling the sacred responsibility of taking care of the Earth. The objective of Islamic education is to foster individuals who possess both knowledge and the ability to make meaningful contributions to society. This is achieved by nurturing the mind and enabling individuals to fully utilise their intellectual capabilities in alignment with Islamic principles. The notion of *aql* in Islamic education serves as a reminder of the significance of rationality and innovation in human progress, emphasising that education is a lifelong process crucial for individual development and society's progress (Safrianto et al., 2023).

Sixthly, ensuring equal access to education for all individuals in society is a key principle of Islamic education, firmly rooted in the Islamic religion and teachings (Hasan, 2020). The Prophet Muhammad's (SAWS) proclamation that education is a religious duty for everyone, regardless of gender, forms the basis of this notion. Islam places significant emphasis on women's education, recognising their crucial role as valuable contributions to the community. While certain situations may require women to receive military instruction, Islamic principles should guide the general educational structure for women, equipping them with the necessary knowledge and abilities to effectively fulfill their roles as caregivers and nurturers within the family. Moreover, it is crucial to guarantee that every person, regardless of their race, ethnicity, or socio-economic status, has equitable access to educational opportunities. Gender, race, ethnicity, location, or socio-economic status-based discrimination is not only unfair but can also result in social unrest and strife (Abukari, 2014). Nevertheless, advocating for equal access to education does not need a rigid adherence to meritocracy, which can lead to unfavorable conditions. The implementation of this principle should be flexible and sensitive to each student's needs. This flexible strategy is more likely to cultivate a harmonious and productive community. The Quran and Hadith explicitly outline the entitlements to education for both Muslims and non-Muslims, underscoring the community's duty to fulfill these entitlements with meticulousness and conscientiousness. It is imperative to ensure that every member of society has equitable access to high-quality education, as it is vital for the growth and progress of both individuals and communities (Castelli & Trevathan, 2008). By promoting equal access to education, we may strive to create a fair and impartial society in which every individual has the opportunity to achieve their maximum capabilities.

Seventhly **t**he principle of Islamic education underscores the inherent sanctity and divinity of knowledge, asserting that we should pursue all forms of knowledge in the name of Allah. The basis of this concept is drawn from Surah Al-Alaq (Dzilo, 2012), which emphasises the significance of pursuing knowledge as a divine mandate. Although humans have inherent limitations in comprehending the countless attributes of Allah, this principle emphasises the crucial significance of the sacred in human existence. It suggests that a lack of awareness regarding the sacred is the root cause of the prevalent fragmentation and disconnection in modern life. Islamic education is a holistic system that requires individual Muslims to gain and apply crucial knowledge called Fardhu Ain, which consists of the Six Pillars of Faith (Rukun Iman) and the Five Pillars of Islam (Rukun Islam). The Rukun Iman comprises fundamental convictions, such as belief in Allah, angels, messengers, the Day of Judgement, and divine decree, whereas the Rukun Islam delineates the essential rituals, including the declaration of faith (Shahadah), daily prayers, fasting during Ramadan, giving Zakat, and performing the Haj pilgrimage. This idea emphasises the imperative for Muslims to have a comprehensive comprehension of both Rukuns, which not only direct their religious rituals but also mould their moral and ethical structures (Ahmad

Tijani, 2019). This idea highlights the interconnectedness of all areas of knowledge, promoting a comprehensive educational approach that integrates religious teachings into everyday life (Haines, 2014). The ultimate goal of Islamic education is to cultivate individuals who possess a comprehensive understanding of Islam, are deeply connected to their spirituality, and have the ability to make constructive contributions to society by their adherence to Islamic principles in their behaviour and relationships. The sacred worldview plays a crucial role in creating the fundamental beliefs and attitudes that form the basis of Islamic education. It instils a sense of purpose and duty, motivating individuals to pursue knowledge not only for personal benefit but also as a way to discharge their obligations to Allah and the community.

Eighthly, the principle of integrating science and faith in Allah is a cornerstone of Islamic education, which emphasizes the harmonious relationship between the knowledge acquired through scientific inquiry and the spiritual beliefs rooted in the Islamic faith. Numerous verses in the Quran highlight the intricate connection between scientific facts and spiritual truths, highlighting the complexity of Allah's creations as a testament to His existence and power (Ansari, 2001). This holistic approach distinguishes Islamic education from purely religious or secular educational systems found in other cultures, as it seeks to create a balanced understanding that encompasses both domains. The Quran and the Sunnah emphasize that education in Islam aims not only at worldly success but also at achieving spiritual fulfillment in the afterlife. The Prophet Muhammad's (SAWS) traditions further reinforce the importance of striving for excellence in both material and spiritual pursuits, advocating for a life that balances the two. The Quranic verses provide profound insights into humanity's divine origins and the intricate balance of existence, all under Allah's omniscience and authority. However, challenges arise when attempting to reconcile religious and secular teachings, as they can often present conflicting worldviews (Junaidi et al., 2023). This dissonance can lead to doubts about faith and a deviation from the true path. Therefore, it is essential to incorporate religious education alongside secular studies to provide a comprehensive and meaningful educational experience that aligns with Islamic teachings. Islamic education fosters a generation of learners who can appreciate the value of both scientific inquiry and spiritual belief, ultimately guiding them toward a more profound understanding of their faith and the world around them (Mansour, 2010). This integration not only enriches the educational experience but also cultivates individuals who are well-equipped to navigate the complexities of modern life while remaining grounded in their spiritual convictions.

Ninthly, the principle of Islamic education highlights the comprehensive growth of an individual's character, by incorporating cognitive, spiritual, psychological, physical, and social aspects to cultivate a balanced and well-rounded personality (Harfiani, 2019). The primary goal is to cultivate individuals who embody righteousness and moral integrity (*al-insan al-salih*). We accomplish this by embracing all aspects of human existence, including the physical and spiritual, intellectual and moral, as well as individual, familial, and societal dimensions. This holistic approach aims to improve, regulate, and perfect human existence in accordance with human nature's genuine principles (Ahdar et al., 2020). This principle fosters the holistic nature of Islamic education, facilitating the growth of individuals in their physical, intellectual, and spiritual dimensions. It ensures that equal significance is placed on their material endeavours and spiritual well-being. This acknowledges the innate disposition (*fitrah)* bestowed upon humanity by Allah, valuing and nurturing it while refraining from neglecting any feature or imposing foreign aspects that are incongruent with this fundamental constitution. Therefore, this idea is vital in guaranteeing that education goes beyond simply acquiring knowledge; it also encompasses the development of ethical and spiritual principles that are necessary for moulding individuals who can make positive and meaningful contributions to society. Islamic education incorporates these ideals into the educational structure, cultivating individuals who possess not only knowledge but also a strong ethical foundation (Karimullah, 2023). These individuals are prepared to navigate life's complexities while upholding the principles of justice, compassion, and honesty. Ultimately, this comprehensive development helps learners to effectively fulfill their responsibilities as conscientious members of their communities, building a society that embodies the fundamental principles of Islam and makes a beneficial impact on the global stage.

Tenthly, Islamic education prioritises the cultivation of robust moral principles and virtuous attributes in students. The main goal is to instill individuals with fundamental values such as integrity, accountability, intelligence, honesty, and sincerity. We urge students to cultivate virtuous attitudes, firm resolve, and an inclination for righteous actions (*mahmudah*), while avoiding bad influences (*mazmumah*) (Hasanah et al., 2022). *Akhlaq*, comparable to the fruit of a tree, embodies the intrinsic essence of an individual's character;

similar to how a tree devoid of fruit becomes inconsequential, individuals who lack moral values jeopardise the preservation of their core nature. In the global education landscape, there is a mounting apprehension regarding the decrease in discipline, academic benchmarks, and the emergence of social problems, including substance misuse and adolescent pregnancy. As a result, there is now a stronger demand for a larger focus on moral growth. While certain societies delegate the task of moral education to households and religious institutions, there is a growing recognition of the school's responsibility in actively fostering moral development. Teachers naturally influence moral development by their behaviour and teaching, highlighting the significance of connecting educational goals with principles of moral education (Hasanah et al., 2022). The notion of *akhlaq* and virtue in Islamic education emphasises the importance of fostering a profound devotion to ethical values and religious doctrines. It advocates for a holistic approach that effectively combines faith, worship, ethical conduct, and a deep devotion to Islamic principles. Islamic education focuses on cultivating virtuous traits in individuals, aiming to generate academically accomplished individuals with strong moral principles (Fauzan et al., 2023). This enables them to face life's problems with wisdom, compassion, and dedication to the betterment of society. This principle is fundamental in developing individuals who possess a comprehensive set of skills and qualities, enabling them to make a good impact on their communities and society as a whole, while exemplifying the core values of Islamic teachings.

Eleventhly, the thematic components of Islamic education cover a broad spectrum of subjects, which represent the all-encompassing principles presented in the Quran and implemented during the early Islamic civilisations. The subjects encompassed in this list are astronomy, veterinary medicine, agronomy, geography, philosophy, psychology, natural sciences, mathematics, history, and the Five Pillars of Islam (Bahroni, 2014). The Quran underscores the need for knowledge and comprehension in all spheres of life, emphasising several areas of specialisation that contribute to a comprehensive education. Islamic civilisation during the Umayyad (661-750), Abbasids (750-1258), and Ottoman (1300-1924) periods prioritised education in several fields, leading to significant developments that had positive impacts on society (Stimpson & Calvert, 2021). For example, the Quran addresses the formation of the sun and moon in the field of astronomy, emphasising their functions in measuring time and providing light, thereby highlighting the significance of understanding the natural world. Veterinary medicine acknowledges the importance of caring for animals, as emphasised by the Quran, which recognises their value in human existence (Rahman, 2024). Agronomy is approached by recognising the Earth's resources, advocating for sustainable methods, and acknowledging the spiritual aspect of nature. The Quran presents a geographical depiction of the globe as expansive and abundant in varied plants, promoting an appreciation for the environment and its natural riches. Moreover, the Quran highlights the significance of the soul and psychology, promoting introspection and the quest for self-awareness and understanding of oneself and others. The mutual reliance of science and mathematics is also recognised, demonstrating their practical significance in everyday existence. Moreover, the Quran advocates for the exploration of history, fostering the safeguarding and analysis of cultural legacy and comprehension of the ascent and decline of civilisations (Surajudeen & Mat, 2013). In general, the concepts of Islamic education place a high importance on the acquisition of knowledge and comprehension in all aspects of life, emphasising both spiritual and practical learning. The early Islamic civilisations effectively incorporated these theme components, and they continue to be significant in the present day, emphasising the lasting significance of education and the pursuit of knowledge in the progress of people and society as a whole.

RECOMMENDATIONS FOR PROMOTING ISLAMIC EDUCATION

Islamic education prioritizes an integrated method that combines spiritual, cognitive, and ethical aspects. Based on the concepts mentioned in the preceding written content, following some of the recommendations:

1. Tarbiyyah, Tadib, and Talim should be integrated to prioritize physical and intellectual progress in the individual. A curriculum that integrates physical education, health understanding, and intellectual obstacles can do this.

2. To teach morality and ethics through adab (good behavior) in daily life. Encourage kids to be polite and respectful in all interactions to promote empathy and integrity.

3. To organize programs that promote honesty, kindness, and justice. Service to the community, mentoring, and ethical debates can reinforce morality.

4. To create an environment that values ongoing education. According to Islamic religion, knowledge is important throughout life, thus workshops, seminars, and internet-based courses can help people pursue it.

5. To provide educational opportunities to everybody, regardless of gender or socioeconomic condition. The Prophet Muhammad (SAWS) taught that all Muslims must be educated.

6. To build contemplation, prayer, and Allah remembering into educational institutions' regular routines. This helps students connect with their faith and apply it to daily life.

7. To foster an emotionally and mentally healthy educational environment. Psychotherapy, social support, and mental health and resilience initiatives are examples.

8. To use educational methods that address students' psychological, cognitive, physical, and spiritual growth. Teaching through projects, cooperative tasks, and meaningful experience learning may interest pupils.

These recommendations can help educational settings build a holistic, spiritually stimulating atmosphere that prepares students to live meaningful, Islamic existence.

CONCLUSION

In Islam, the concept and form of education are based on a comprehensive and spiritually nourishing framework that aims to promote holistic development in individuals. Islamic education goes beyond academic success, with the goal of shaping one's character, imparting moral values, and fostering a person's comprehension and application of their faith. The ideas of *tarbiyyah*, *tadib*, and *talim* are central to this educational system. *Tarbiyyah* focuses on the holistic advancement of an individual, guaranteeing both physical and intellectual progress. *Tadib* emphasises the moral and ethical aspects of teaching *adab*—politeness and good behaviour - which are necessary for developing upright persons. Talim, which originates from the word *ilm* (knowledge), focuses on the distribution and acquisition of knowledge, emphasising intellectual development through education. The convergence of these factors results in an integrated strategy that strikes a harmonious balance between spiritual, intellectual, and ethical education. The purpose of Islamic education is to provide individuals with the necessary knowledge and skills for both their earthly endeavours and their eternal existence. It emphasises the concept of becoming representatives of Allah on earth, known as *khalifatullah fi al-ard*. This dual emphasis guarantees that students are prepared to lead purposeful lives that are in harmony with both Islamic ideals and the requirements of modern society. The objectives of Islamic education encompass the augmentation of spirituality, cultivation of moral and ethical principles, stimulation of intellectual aptitude, promotion of social accountability, and safeguarding of bodily and mental welfare. Furthermore, it emphasises the significance of continuous education, reason, and the seamless incorporation of scientific knowledge and faith. The Islamic education system places a strong emphasis on inclusivity and ensures equal opportunities for all individuals to obtain education. This reflects the teachings of the Prophet Muhammad (SAWS), who emphasised that education is a religious obligation for every Muslim, regardless of their gender. The subject of the sacredness of knowledge is consistently present, highlighting the importance of actively seeking all types of knowledge in the name of Allah. This endeavour is perceived as a method to comprehend the cosmos and achieve one's purpose in alignment with divine volition. Islamic education is a comprehensive and adaptable system aimed at developing individuals who are morally upright, academically adept, and able to make meaningful contributions to society while adhering to the principles of their faith. By incorporating the principles of *tarbiyyah, tadib*, and *talim*, it guarantees a well-rounded approach to personal growth that equips individuals for both their worldly obligations and their spiritual quest. The primary goal is to cultivate a generation that embraces Islamic principles, demonstrates a robust ethical framework, and actively participates in improving global society, all while preserving a profound connection with their faith and cultural heritage.

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