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Islamic Education System

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Abstract

Islamic education aims to develop students who are faithful, pious, possess noble character, and maintain a balance between intellectual, spiritual, and social aspects. The Islamic education system has characteristics that distinguish it from non-Islamic education, as it integrates religious values into the entire educational process. This study aims to analyze the definition, characteristics, components, system approach, formulation, differences from non-Islamic education, and the principles underlying the Islamic education system. The study employed a qualitative descriptive-analytical method through a library research approach by using various relevant literature sources. The findings indicate that the Islamic education system is holistic and integrative, with interconnected components that enable the development of students who excel not only intellectually but also in terms of morality and spirituality. The contribution of this study lies in providing a conceptual understanding of the Islamic education system as a foundation for developing education that is in accordance with Islamic values and societal needs.

Keywords: *Islamic Education System, Islamic Education, Systems Approach, Principles of Islamic Education.*

INTRODUCTION

Education is a key pillar in human and societal development. Education aims not only to develop individual intellectual abilities but also to shape character, morals, and social awareness. From an Islamic perspective, education encompasses a broader dimension than simply the transfer of knowledge. Islamic education emphasizes a balance between knowledge, morals, ethics, and spirituality, enabling students to become faithful, intelligent, and responsible individuals in their personal and social lives. The Islamic education system is an organized framework that regulates

educational components in an integrated manner, ensuring that education is effective, efficient, and aligned with the goals of sharia.(Nurhayati & Rosadi, 2022a)

Conceptually, the Islamic education system can be analyzed through the concept of "system" in educational science. A system is a unit consisting of various interrelated elements that work together to achieve a specific goal. Characteristics of an effective system include integration between components, the presence of inputs, processes, outputs, and feedback mechanisms.(Madhar, 2024)In Islamic education, these characteristics are evident in the harmonious relationship between educational objectives, curriculum, teaching staff, students, learning methods, infrastructure, and educational evaluation. Each component plays a strategic role in ensuring that education operates holistically and produces students who are intellectually, spiritually, and socially competent.(Talia et al., 2022)

The components of the Islamic education system consist of several important elements. First, educational objectives, which emphasize the formation of noble character, mastery of knowledge, development of practical skills, and the development of students' spiritual awareness. Second, the curriculum, which is designed to encompass not only general knowledge but also religious education, morals, and moral values. Third, educators, who are not only academically competent but also possess moral integrity and good personalities. Fourth, students, as both subjects and objects of education, must be guided to develop holistically. Fifth, learning methods, which include creative, innovative, contextual approaches, and are appropriate to the students' character. Sixth, facilities and infrastructure, which optimally support the learning process. Finally, educational evaluation, which serves as a tool to assess the success of the system and forms the basis for continuous improvement.(Sajadi, 2021)

The systems approach in Islamic education emphasizes the interrelationship between input, process, and output. Input includes students, educators, and learning resources. Process encompasses learning activities, guidance, teaching, and character development. Output includes students' learning outcomes, morals, competencies, and social skills. This approach allows for more systematic monitoring of the educational process, facilitates the identification of gaps between theory and practice, and provides a basis for developing more effective learning strategies. Thus, Islamic education is not

merely a transfer of knowledge, but a continuous process of character and spiritual development.(Fauziah & Masyithoh, 2023)

The formulation of the Islamic education system emphasizes comprehensive goals, namely the development of the spiritual, intellectual, emotional, and social aspects of students. This system differs from non-Islamic education in several ways. Non-Islamic education systems tend to emphasize solely academic or professional aspects, while Islamic education integrates religious, moral, and ethical values into every aspect of education.(Nurhayati & Rosadi, 2022)These differences are evident in the foundation of values, goal orientation, curriculum, teaching methods, and educational evaluation. Islamic education ensures that all educational activities are aligned with sharia principles and develop individuals with character, piety, and positive contributions to society.(Putri et al., 2024)

The principles of Islamic education serve as guidelines for the effective implementation of education. These principles include: integration of knowledge and faith, alignment with Islamic law, relevance of education to the needs of students and society, flexibility in methods and approaches, and continuity and ongoing evaluation.(Iqbal, 2023)The application of these principles enables Islamic education to face the challenges of modernization and globalization without neglecting religious values. The principle of integration ensures all components of education work synergistically; alignment with sharia ensures education remains in line with religious values; relevance ensures education meets the real needs of students; flexibility allows adaptation to changing times; and continuous evaluation ensures the quality of education is continually improving.(Chairiyah, 2021)

The history of Islamic education shows that the concept of an educational system has been implemented since the time of the Prophet Muhammad (peace be upon him), through religious study groups, madrasas, and Islamic boarding schools (pesantren). Education at that time emphasized the teaching of the Quran, Hadith, fiqh, morals, and general knowledge. In the modern era, the Islamic education system has developed through formal schools, madrasas, and Islamic universities, which use a systems approach to improve the quality of education. Studying the Islamic education system is crucial for understanding how Islamic educational principles can be effectively applied

in a modern context, including in the curriculum, teaching methods, and management of educational institutions.(Nurandriani & Alghazal, 2022)

Against this backdrop, this study aims to provide a deeper understanding of the Islamic education system, encompassing its definition, characteristics, components, systems approach, formulation, differences from non-Islamic education, and principles. This research is expected to provide a strong theoretical foundation for the development of Islamic education, serving as a guide for educators, educational institutions, and policymakers in creating a structured, effective, and sharia-compliant education system, thereby shaping a generation that is intelligent, moral, and devout.

RESEARCH METHODS

This study uses a qualitative approach with a descriptive-analytical type of research, because it aims to understand the concepts, principles, and implementation of the Islamic education system in depth and describe the relationships between components within the education system. This study emphasizes a contextual and theoretical understanding of Islamic education phenomena, not just numerical measurements. The object of the study is the Islamic education system in general, which includes educational objectives, curriculum, learning methods, educators, students, facilities and infrastructure, and educational evaluation. The research subjects consist of Islamic education documents, including madrasah curricula, Islamic boarding school guidelines, educational fiqh literature, Islamic education books, scientific articles, and Islamic education policies implemented in formal and non-formal educational institutions.

The research data was obtained through library research to gather information from books, journals, scientific articles, and official documents related to Islamic education. Furthermore, documentation was conducted by recording and collecting curriculum documents, educational guidelines, and regulations related to the Islamic education system. The researcher also used comparative analysis to compare the Islamic education system with non-Islamic education systems in terms of their objectives, curriculum, methods, and principles.

Data analysis was conducted using a descriptive qualitative method, which involved several stages. First, data reduction, which filtered information relevant to the

research focus, such as concepts, principles, and components of the Islamic education system. Second, data presentation, which organized the data in narrative form, tables, or charts to facilitate understanding of the relationships between system components. Third, data verification and validation were conducted by comparing literature, official documents, and observational results to ensure valid and reliable conclusions. Finally, a thematic analysis was conducted to identify key themes, such as the characteristics of the Islamic education system, its principles, differences from non-Islamic education systems, and the relevance of a systems approach in education.

Furthermore, this research employs a systems approach, emphasizing a holistic understanding of Islamic education through analysis of input, process, output, and feedback. Input includes students, educators, and learning resources, while process encompasses teaching methods, learning activities, and moral development. Output includes learning outcomes, competencies, and student character, while feedback is used to evaluate the system's success and determine continuous improvement. Research validity is maintained through data triangulation, which involves comparing the results of literature studies, documentation, and comparative analysis, as well as theoretical triangulation, by referring to classical and modern Islamic education literature, so that data interpretation is more accurate and accountable.

DISCUSSION

Understanding the Islamic Education System

The Islamic education system is an organized framework aimed at developing a holistic human being, encompassing spiritual, intellectual, moral, and social aspects. This system emphasizes not only the mastery of knowledge but also the development of noble character, obedience to God, and the ability to interact positively within society. In Islam, education is seen as an obligation that must be carried out from an early age, as it is a means of preparing humans to become knowledgeable and pious servants of God. Etymologically, education in Islam is known as *tarbiyah*, which is the process of guidance, development, and teaching aimed at shaping a person's personality and morals in accordance with Islamic values. *Tarbiyah* encompasses the teaching of religious and

worldly knowledge, moral training, character development, and spiritual guidance.(Asdlori, 2023)

Therefore, the Islamic education system encompasses the entire structured process, starting from planning educational objectives, curriculum development, determining learning methods, managing teaching staff and students, to educational evaluation, so that all components work harmoniously. The importance of education is emphasized in the Qur'an. One of the main verses that forms the basis of Islamic education is Surah Al-'Alaq (96): 1–5:

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ اقْرَأْ وَرَبُّكَ الْأَكْرَمُ الَّذِي عَلَّمَ بِالْقَلَمِ
عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ

It means:Read it with (mentioning) the name of your Lord who created. He created man from a clot of blood. Read, and your Lord is the Most Gracious, Who teaches (humans) by means of kalam. He taught man what he did not know."

This verse emphasizes that education begins with reading and learning, and emphasizes the importance of knowledge as a means of knowing God and guiding humanity toward goodness. Islamic education is not merely the transfer of knowledge, but a process of developing the character, morals, and spiritual awareness of students. Furthermore, Islamic education also emphasizes the teaching of moral values and ethics. This is emphasized in Surah At-Tahrim (66): 6:

يَا أَيُّهَا الَّذِينَ آمَنُوا قُوا أَنْفُسَكُمْ وَأَهْلِيكُمْ نَارًا وَقُودُهَا النَّاسُ وَالْحِجَارَةُ

It means:O you who believe, protect yourselves and your families from the fire of hell

This verse emphasizes the responsibility of education to guide individuals and families to live their lives in accordance with religious values. In other words, Islamic education is a means to shape individuals who are pious, moral, and able to apply Islamic values in their daily lives. In short, the Islamic education system can be understood as a structured whole that integrates knowledge, morals, and worship,

systematically arranged so that students acquire knowledge, skills, and spiritual development simultaneously. This distinguishes Islamic education from secular education, which tends to emphasize academic aspects alone without paying attention to the development of students' morals and spirituality.(Anwar & Ridlwan, 2024)

Characteristics and Components of the Islamic Education System

The Islamic education system has characteristics that distinguish it from other educational systems. These characteristics serve as guidelines for planning, implementing, and evaluating education to optimally achieve the goals of Islamic education. Some of the main characteristics of the Islamic education system include:

1. The integration of knowledge and faith

Islamic education emphasizes not only the acquisition of knowledge but also the development of morals and devotion to God. Every subject, both religious and general, is aimed at improving the spiritual and moral qualities of students. This integration ensures that the knowledge students acquire is always aligned with Islamic principles.(Irvan & Sirozi, 2024)

2. Clear and focused goals

Each component of the Islamic education system is designed to achieve a specific goal, namely to develop intelligent individuals with noble character and the ability to contribute positively to society. The goals of Islamic education encompass the balanced intellectual, emotional, social, and spiritual development of students.

3. Interrelationship between parts

The Islamic education system consists of various interrelated components. These components work synergistically, so changes in one part will affect others. For example, effective learning methods will support the achievement of curriculum objectives, which in turn will affect student quality.

4. There is input, process, and output

In the Islamic education system, every element of education is understood as part of a process. Inputs include students, educators, and learning resources;

processes include learning activities, guidance, and character development; and outputs include student learning outcomes, morals, skills, and competencies.

5. Evaluation and feedback

Evaluation is a vital part of the Islamic education system. Evaluation results are used to provide feedback so that educational improvements and development can be carried out continuously. Evaluation not only measures academic ability but also the moral and spiritual development of students. In addition to the characteristics mentioned above, the Islamic education system has several key components that support each other:

1). Educational goals

The goals of Islamic education include the development of students' intellect, morals, spirituality, and skills. These goals form the basis for curriculum development, learning methods, and assessment.

2). Curriculum

The Islamic education curriculum is designed to integrate religious and general knowledge. The material taught not only develops intellectual abilities but also instills moral, ethical, and spiritual values. The curriculum must be relevant to the needs of students and society.

3). Educators

Teachers or educators in the Islamic education system are not only transmitters of knowledge but also role models of morality. Educators must be academically competent and able to guide students morally and spiritually.

4). Learners

Students are the subjects and objects of education, the primary focus of the system. Students are directed to develop holistically, encompassing intellectual, emotional, social, and spiritual aspects.

5). Learning methods and media

Learning methods must be appropriate to the student's characteristics and educational goals. These methods can include lectures, discussions, hands-on practice, projects, or individual guidance. Learning media can include books, technology, learning environments, and teaching aids.

6). Facilities and infrastructure

Adequate educational facilities, such as classrooms, libraries, laboratories, and technological facilities, support the implementation of the teaching and learning process to be more effective.

7). Evaluation and assessment

Educational evaluation is conducted to assess the achievement of comprehensive educational goals, including cognitive, affective, and psychomotor aspects. Evaluation results serve as the basis for system improvement and ongoing curriculum development. With these characteristics and components, the Islamic education system operates in a structured, integrated, and effective manner, developing students who are not only academically intelligent but also possess strong character, morals, and spirituality. This systems approach allows each component to support each other, ensuring the overall achievement of Islamic educational goals.(Dodi Irawan, 2025)

Islamic Education System Approach

The systems approach in Islamic education is a holistic and structured way of understanding education, where all components of education are interconnected and work together to achieve overall educational goals. This approach emphasizes that education is not simply a teaching process or the transfer of knowledge, but rather a unified whole involving input, process, output, and feedback to ensure optimal and sustainable educational outcomes. Inputs in the Islamic education system include students, educators, the curriculum, and educational facilities and infrastructure. Students are the primary focus of education, while educators act as facilitators, mentors, and moral role models.(Iqbal, 2023)

The curriculum contains teaching materials that integrate religious and general knowledge, while facilities and infrastructure support the effectiveness of the teaching and learning process. Quality input is the foundation for the success of the entire education system. The educational process encompasses teaching methods, learning activities, moral guidance, character development, and interactions between teachers and students. Islamic education emphasizes varied, contextual, and developmentally appropriate methods for students. This process emphasizes not only cognitive aspects

but also the development of morals, ethics, and spirituality. Educational outputs or outcomes include students' knowledge, skills, morals, character, and spirituality.

In Islamic education, success is measured not only by academic ability but also by the moral, ethical, and spiritual qualities of students. The ideal outcome is an individual who is knowledgeable, has noble character, is devout to God, and is able to contribute positively to society. Feedback is an evaluation mechanism used to assess the effectiveness of the system and make continuous improvements. Evaluation can be conducted through academic assessments, observations of student behavior, satisfaction surveys, or monitoring the management of educational institutions. With feedback, educational institutions can adjust their curriculum, methods, and infrastructure to ensure the education system continues to evolve and remains relevant to the needs of students and society.(Dalimunthe, 2018)

The systems approach offers advantages in the form of a holistic view of education, identifying problems between theory and practice, and supporting ongoing educational planning and evaluation, thereby continuously improving the quality of Islamic education. By implementing a systems approach, Islamic education becomes more structured, effective, and holistic. This approach enables the integration of scientific development and moral development, so that students are not only intellectually intelligent but also possess strong character, morals, and spirituality. Furthermore, this system enables educational institutions to adapt Islamic education to the challenges of modernization and the needs of society, without neglecting the sharia values that underlie education.

Formulation of the Islamic Education System

The formulation of an Islamic education system is an effort to structure and organize education in a comprehensive manner, so that the goals of Islamic education can be achieved effectively. Islamic education emphasizes not only the mastery of knowledge but also the development of morals, spirituality, and social skills in students. Therefore, the Islamic education system must be clearly designed, from objectives and curriculum to learning methods and evaluation, so that each component of education is integrated. The primary goal of the Islamic education system is to shape students into individuals who are faithful, pious, have noble character, are intelligent, and contribute

to society. This goal can be achieved through curriculum planning that integrates religious and general education.(Basori et al., 2025)

Religious education includes learning the Koran, Hadith, fiqh, morals and worship, while general education includes knowledge and skills that are relevant to everyday life. With this integration, students are not only intellectually intelligent, but also have character and morals that are in accordance with Islamic values. The foundation of the Qur'an is the main guideline in formulating an Islamic education system. One verse that emphasizes the importance of education is Surah Al-Mujadilah (58): 11:

يَرْفَعُ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ

It means:Allah will exalt those who believe among you and those who are given knowledge, by degrees.

This verse demonstrates the high status of education and knowledge in Islam, and therefore, the Islamic education system must prioritize the learning of knowledge as a primary component, in harmony with the development of faith and morals. Furthermore, Islamic education emphasizes the importance of moral and spiritual guidance.

Therefore, an Islamic education system must be formulated to produce students capable of protecting themselves and their social environment in accordance with Islamic values. The components of formulating an Islamic education system encompass several important aspects. First, establishing educational objectives, encompassing cognitive, affective, and psychomotor objectives. Second, designing a curriculum that integrates religious education, general knowledge, and practical skills. Third, determining learning methods and strategies, including lectures, discussions, projects, practice-based learning, and moral and spiritual development.(Saiful, 2023)

Fourth, the management of teaching staff and students, where teachers act as mentors and moral role models. Fifth, the provision of facilities and infrastructure that optimally support the educational process. Finally, evaluation and feedback, which are used to assess the achievement of educational goals and continuously improve the system. With a well-thought-out formulation, the Islamic education system becomes

more structured and comprehensive, thus producing students who are intelligent, moral, pious, and able to contribute to society. This system emphasizes not only academic achievement but also spiritual, moral, and social development, so that Islamic education can be implemented holistically and in accordance with sharia principles.

Differences between Islamic and Non-Islamic Education Systems

Islamic education has unique characteristics that distinguish it from non-Islamic education, particularly in terms of its philosophical foundations and legal sources. Islamic education is based on the Qur'an and Hadith, so that every educational activity is directed at developing individuals who are faithful, pious, have noble morals, and are able to contribute positively to society. In contrast, non-Islamic education is often secular, focusing on academic and professional achievement without always integrating moral and spiritual development. The goal of Islamic education is holistic, namely developing students' potential comprehensively in cognitive, affective, and psychomotor aspects, as well as shaping character, morals, and spirituality. Non-Islamic education tends to place more emphasis on cognitive aspects or technical skills, while moral and spiritual development is not always the focus of educational institutions. Islamic education emphasizes the integration of faith and knowledge. This is emphasized in Surah Ali-Imran (3): 18:

شَهِدَ اللَّهُ أَنَّهُ لَا إِلَهَ إِلَّا هُوَ وَالْمَلَائِكَةُ وَأُولُو الْعِلْمِ قَائِمًا بِالْقِسْطِ لَا إِلَهَ إِلَّا هُوَ الْعَزِيزُ الْحَكِيمُ

It means: Allah bears witness that there is no deity worthy of worship except Him, and so do the angels and those endowed with knowledge, upholding justice. There is no deity worthy of worship except Him, the Almighty, the All-Wise

This verse demonstrates that in Islam, knowledge is always linked to faith, so education not only teaches worldly skills but also guides students to understand and practice God's teachings. The Islamic education curriculum is designed in an integrative manner, combining religious knowledge, general knowledge, and practical skills. For example, students study the Quran, Islamic jurisprudence (fiqh), morals, as well as science, mathematics, and technology simultaneously, with material relevant to Islamic values. Non-Islamic education typically separates academic curricula from moral or

spiritual education, making character formation a separate responsibility of the educational institution.(Muaz et al., 2023)

Learning methods in Islamic education are integrated and contextual, including lectures, discussions, projects, hands-on practice, and moral development. Teachers act as moral role models and spiritual guides, not simply instructors of academic material. Meanwhile, non-Islamic education places greater emphasis on formal academic methods, exams, and professional competencies, without directly linking learning to character development. Evaluation in Islamic education is comprehensive, encompassing cognitive, affective, and psychomotor aspects. Assessment is conducted not only through academic exams but also through observation of behavior, social participation, and the practice of religious values. Non-Islamic education typically assesses student success based solely on academic ability or technical skills.

Islamic education emphasizes the social responsibility of students. Graduates are expected to be not only intelligent and devout, but also able to benefit society, protecting themselves, their families, and their environment. This is in accordance with Islamic principles, where individuals have social obligations that align with religious teachings. Non-Islamic education often emphasizes individual development without a direct link to social or spiritual responsibility. Islamic education systematically instills moral and ethical values. Students learn about honesty, discipline, social awareness, and responsibility through direct practice in school and social settings. Non-Islamic education tends to provide character education as an additional or extracurricular activity, rather than a core part of the education system. In Islamic education, the Qur'an and Hadith serve as the primary guidelines in formulating curriculum, methods, and evaluation. For example, Surah Al-Ankabut (29): 69:

وَالَّذِينَ جَاهَدُوا فِينَا لَنَهْدِيَنَّهُمْ سُبُلَنَا ۗ وَإِنَّ اللَّهَ لَمَعَ الْمُحْسِنِينَ

It means: And those who strive for Our cause, We will surely guide them to Our ways. And indeed, Allah is certainly with those who do good.

This verse emphasizes that Islamic education is aimed at guiding students on the right path, namely the path of Allah, so that every aspect of education has a moral and spiritual purpose. Islamic education also emphasizes the relationship between

knowledge and good deeds. Knowledge is not merely for knowledge, but also for application in daily life in accordance with Islamic values. Non-Islamic education sometimes emphasizes mastery of knowledge as the ultimate goal, without emphasizing the practice or application of moral values in daily life.(Fextoria, 2023)The Islamic education system is continuous and evaluative. Evaluation is used to assess academic, moral, and spiritual achievement, and also serves as a basis for improving the curriculum and teaching methods. Non-Islamic education systems often use evaluation solely to measure academic ability and technical skills, without linking it to character development or spiritual values.

Islamic education also emphasizes the integration of teachers, students, and the environment. Teachers are not only instructors but also spiritual and moral guides. The learning environment is also designed to support the development of morals and character. Non-Islamic education often isolates the teacher's role as merely an academic facilitator, and the educational environment is not always geared toward moral development. Islamic education emphasizes the consequences and responsibilities of any knowledge acquired. Students are taught that knowledge should be used for good and to draw closer to God.(Zami & Hafizh, 2023)Non-Islamic education usually emphasizes personal or professional achievement, without emphasizing moral and spiritual responsibility as an integral part of education.

Another difference is the long-term orientation of education. Islamic education prepares students for success in this world and the hereafter, while non-Islamic education tends to be oriented toward worldly or professional success. Islamic education emphasizes that academic success, skills, and morals must go hand in hand, so that graduates become well-balanced individuals. In conclusion, the main differences between Islamic and non-Islamic education systems lie in the foundation, objectives, curriculum, methods, evaluation, and outcomes of education.(Matanari, 2021)

Islamic education integrates knowledge, morals, and spirituality, producing students who are intelligent, virtuous, devout, and beneficial to society. Meanwhile, non-Islamic education emphasizes mastery of knowledge or professional skills, with moral and spiritual development being an additional or separate responsibility. This distinction demonstrates that Islamic education prepares individuals not only for

intellectual success but also for individuals of faith, character, and positive contributions to humanity.

Principles of the Islamic Education System

The principles of the Islamic education system are the basic guidelines that form the basis for the development, implementation, and evaluation of education. These principles ensure that Islamic education emphasizes not only the transfer of knowledge but also the holistic development of students' morals, spirituality, and character. One of the main principles is monotheism (tawhid), which instills the understanding that all knowledge and educational activities must be in harmony with the belief in Allah as the source of knowledge and guidance for life. Education based on monotheism encourages students to understand knowledge not merely as an intellectual ability, but as a means of drawing closer to Allah. This is in accordance with Allah's word in Surah Al-Baqarah (2): 2:

ذَٰلِكَ الْكِتَابُ لَا رَيْبَ فِيهِ هُدًى لِّلْمُتَّقِينَ

It means: This book (the Qur'an) has no doubt about it; be a guide for those who are pious.

This verse demonstrates that all Islamic education must utilize the Quran as the primary guide and fundamental principle in guiding students toward piety. The second principle is holistic and integrative, meaning education must encompass cognitive, affective, and psychomotor aspects in a balanced manner. Islamic education focuses not only on mastering knowledge but also on fostering morals, ethics, spirituality, and social and practical skills. This principle ensures that students develop holistically, thus preparing them to face the challenges of this world and the hereafter. The third principle is goal-oriented. Every educational activity is designed to achieve specific objectives, such as character development, intellectual intelligence, mastery of knowledge, and the ability to worship and interact socially. Islamic education emphasizes that the final outcome of education should produce individuals who are intelligent, moral, devout, and able to benefit society. (Sudaryo, 2024)

The fourth principle is contextual and relevant to students' lives. Islamic education emphasizes methods tailored to students' abilities, interests, and socio-cultural conditions. This allows subject matter to be more easily understood, applied, and have practical value in everyday life, thus making education meaningful and effective. The fifth principle is evaluation and continuous improvement. Islamic education uses evaluation not only to assess academic ability but also to assess students' moral, moral, and spiritual development. Evaluation results serve as the basis for improving the quality of the curriculum, methods, and education system as a whole.(Gimri et al., 2023)

By adhering to these principles, the Islamic education system is able to develop holistic students, who are not only intellectually intelligent but also possess strong character, morals, and spirituality. These principles also ensure that Islamic education is relevant to the demands of the times while remaining grounded in Islamic values. Education based on monotheism, holistic principles, clear objectives, contextual principles, and continuous evaluation will create a generation that excels in knowledge, is noble in character, and benefits humanity.

RESULTS AND DISCUSSION

The Islamic education system is an educational framework designed holistically to shape students into individuals who are faithful, pious, have noble morals, and possess adequate intellectual competence. This education emphasizes not only the mastery of knowledge, but also the development of moral, spiritual, and social skills relevant to everyday life. The foundation of Islamic education is derived from the Qur'an and Hadith, so that all educational activities are directed towards achieving a balance between this world and the hereafter. As an important foundation, Surah Al-Mujadilah (58): 11) emphasizes that Allah will exalt the status of those who believe and are given knowledge, indicating the integration of faith and knowledge as the main goal of Islamic education. The characteristics of the Islamic education system include the integration of knowledge, morals, and spirituality. Islamic education is holistic, integrating cognitive, affective, and psychomotor aspects in the learning process. Students are not only taught knowledge, but also moral and spiritual values that are applied in everyday life. This is different from non-Islamic education, which places

more emphasis on academic aspects or technical skills, while character and spiritual development are additional or separate responsibilities.

The components of an Islamic education system consist of input, process, output, and feedback. Input includes students, teachers, curriculum, and infrastructure. The educational process involves teaching methods, moral guidance, social interaction, and religious practices. Output includes mastery of knowledge, skills, morals, and spirituality. Feedback is used to evaluate the effectiveness of the system and make continuous improvements, so that education remains relevant to the needs of students and society. The Islamic education system approach emphasizes the interconnectedness and synergy between components. All elements of education support each other to achieve predetermined goals. The quality of inputs such as teacher competence and student readiness influences the success of the process, while the quality of the educational process determines the quality of the output. Continuous evaluation is a crucial part of this approach, ensuring that the education system remains adaptive and responsive to the changing needs of students and society.

The formulation of the Islamic education system is designed to create a structured and comprehensive curriculum. This curriculum combines religious education, general knowledge, and practical skills, tailored to the characteristics of students and socio-cultural conditions. Teaching methods are developed to balance theory and practice, while teachers act as moral and spiritual guides. Evaluation is carried out comprehensively to measure students' academic, moral, and spiritual achievements. The foundation of the Qur'an, such as Surah Al-Baqarah (2): 2) emphasizes that the holy book is a guide for those who are pious, so Islamic education is always directed at moral, spiritual, and intellectual development. The difference between Islamic education and non-Islamic education is clearly visible in the foundation and objectives. Islamic education is oriented towards the integration of knowledge, morals, and spirituality, producing graduates who are intelligent, virtuous, and useful to society. Meanwhile, non-Islamic education focuses more on academic or professional abilities, with moral and spiritual development often being separate or additional. This makes Islamic education holistic and sustainable, while non-Islamic education tends to focus on achieving worldly competencies.

The goal of Islamic education is long-term, namely to shape individuals capable of balancing success in this world and the hereafter. Students are guided to develop knowledge, skills, character, and spirituality simultaneously. Evaluation is conducted not only on academic aspects, but also on students' behavior, morals, and faith. Non-Islamic education typically emphasizes academic or professional success, without a comprehensive integration of moral and spiritual values. Islamic educational methods are contextual and varied, ranging from lectures, discussions, projects, hands-on practice, to moral development. Teachers serve not only as transmitters of knowledge but also as moral role models and spiritual guides. The learning environment is prepared to support the development of students' character and morals. In contrast, non-Islamic education emphasizes formal academic methods that focus on mastery of material and technical competency.

Evaluation in Islamic education assesses cognitive, affective, and psychomotor aspects. Assessment encompasses academic ability, the application of moral values, and the practice of religious principles. This evaluation allows education to make continuous improvements and adapt methods to ensure optimal student development. Non-Islamic education tends to assess only academic ability or technical skills, leaving moral and spiritual aspects under-represented. The principle of monotheism is the foundation of Islamic education, instilling the understanding that all learning activities must align with belief in God. Students are guided to understand knowledge as a means of drawing closer to the Creator. This principle directs all components of education to function harmoniously and aims to shape individuals of faith.

Holistic principles ensure a balance between knowledge, morality, and spirituality. Islamic education develops not only intellectual intelligence but also character and morals. This approach produces students with a balance between academic and moral abilities. Goal-oriented principles ensure that every educational activity has a clear objective, namely to produce individuals who are faithful, moral, intelligent, and beneficial to society. These objectives serve as guidelines for teachers and educational institutions in developing curricula, methods, and evaluations. Contextual principles emphasize the relevance of education to the socio-cultural

conditions and abilities of students. Education that is contextually appropriate is more effective and easier to apply in real life.

The principle of continuous evaluation emphasizes the importance of monitoring, observation, and feedback to improve the quality of education. Evaluation not only assesses academics but also character and spiritual development. The implementation of Islamic education demonstrates that students are able to master knowledge, develop practical skills, develop noble character, and practice religious values in their daily lives. This education creates individuals who are ready to face the challenges of the world without neglecting moral and spiritual responsibilities. The role of teachers in the Islamic education system is crucial. Teachers are not only academic instructors but also moral mentors, role models, and spiritual motivators. Teachers serve as a bridge between theory and practice, as well as guiding students in their daily lives.

An Islamic educational environment supports learning and character development. A conducive environment facilitates the application of religious values, social collaboration, and the development of practical skills. The integration of theory and practice is a strength of Islamic education. Students not only understand theory but are also able to apply it in accordance with Islamic principles. This approach produces competent and morally upright graduates. Overall, the Islamic education system has advantages over non-Islamic education because it integrates knowledge, morality, and spirituality. This produces students who are not only intellectually intelligent but also possess strong character, morals, and faith.

CONCLUSION

The Islamic education system has characteristics that distinguish it from non-Islamic education because it integrates knowledge, morals, and spirituality. This education emphasizes the holistic development of students, encompassing cognitive, moral, social, and spiritual aspects. The goal is not only academic success, but also to shape individuals who are faithful, pious, have noble character, and are beneficial to society. The Islamic education curriculum is designed in an integrated manner, combining religious education, general knowledge, and practical skills, with contextual learning methods and evaluations that assess academic ability, behavior, and the

practice of religious values. The principles of Islamic education, such as monotheism, holistic, goal-oriented, contextual, and continuous evaluation, ensure a balanced and comprehensive educational process. With this approach, graduates of Islamic education are not only intellectually intelligent but also possess strong moral and spiritual strength, able to face life's challenges, and contribute positively to society.

Unlike non-Islamic education, which emphasizes mastery of knowledge or professional skills, Islamic education produces students with a balance between knowledge, morals, and faith. Furthermore, Islamic education emphasizes the connection between knowledge and good deeds, so students are taught to apply the knowledge they acquire in their daily lives in accordance with Islamic values. This ensures that education goes beyond theory or academic mastery alone, but also shapes students' attitudes, behavior, and social responsibility. Thus, Islamic education can produce a generation that is intelligent, virtuous, and devout, making a real contribution to the development of society and a life that balances life in this world and the hereafter.

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