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The Concept of Islamic Education

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Abstract

The purpose of this research is to comprehensively examine the concept of Islamic education, including its fundamental values, objectives, components, and relevance in shaping human character. The method used is a literature review with a descriptive qualitative approach by analyzing various books, scientific articles, and relevant references related to Islamic education. The results show that Islamic education is based on the value of monotheism (tawhid) as the main foundation to shape humans as servants of Allah and caliphs on earth. Islamic education does not only focus on intellectual development but also integrates spiritual, moral, social, and emotional aspects through the cultivation of faith, worship, morals, social interactions, and knowledge. Furthermore, Islamic education emphasizes the balance between worldly and spiritual needs in order to create individuals who possess noble character, responsibility, and awareness of their role in society. This research contributes to the development of a conceptual framework for holistic Islamic education that is relevant to contemporary educational challenges. The findings highlight the importance of integrating Islamic values into the educational process to produce generations who are knowledgeable, faithful, and capable of applying religious principles in everyday life.

Keywords: Islamic education; the essence of education; the value of monotheism; the scope of Islamic education; holistic education.

INTRODUCTION

Education plays a crucial role in human life as it serves as a means to develop potential, shape personality, and prepare individuals to fulfill their responsibilities in society (Gede & Nasri, 2023). In Islam, education is not viewed merely as a process of imparting knowledge, but rather as an effort aimed at fostering holistic human development in accordance with their natural disposition. Islamic education is aimed at producing individuals who are faithful, knowledgeable, and possess noble morals, as well as aware of their duties as servants of Allah SWT and caliphs on earth. (Nurhasanah et al., 2023)

Islam's emphasis on the importance of education can be seen in the many teachings

that encourage its followers to seek knowledge. Since the first revelation, Islam has emphasized the importance of reading, learning, and developing knowledge. (Saleh, 2023) This demonstrates that education is an integral part of a Muslim's life. Through education, humans not only acquire knowledge but are also guided to use that knowledge wisely and responsibly in accordance with Islamic values. (Syahid, 2024)

In Islamic education studies, various concepts are used to explain the meaning of education, such as tarbiyah (Islamic education), ta'lim (Islamic study), and ta'dib (Islamic guidance). These three terms illustrate that Islamic education encompasses the processes of guidance, teaching, and the formation of adab (ethics) (Mainuddin & Dini, 2022). Thus, Islamic education has a broad scope because it is not only oriented towards intellectual development but also pays attention to the spiritual, moral, and social development of students (Syari et al., 2025).

In the midst of developments in an era marked by advances in science and technology, Islamic education is faced with various challenges, such as declining moral quality, changes in social interaction patterns, and the demand to produce human resources capable of competing globally.

This situation makes the study of Islamic education increasingly relevant. A comprehensive understanding of the nature, purpose, and scope of Islamic education is necessary so that its values can continue to be applied in the context of modern life. (SYAFE'I, 2015)

Based on the description, this paper aims to discuss the nature of education from an Islamic perspective, analyze the meaning of Islamic education from various terminological perspectives, explain the relationship between Islam and education, outline the scope of Islamic education, and examine the relevance of the concept of Islamic education in responding to challenges in the contemporary era. (Nabila, 2021) Through this discussion, it is hoped that a more comprehensive understanding of Islamic education can be obtained as a system that is not only oriented towards mastering knowledge, but also towards the formation of people who are faithful, knowledgeable, and have noble character. (Ainissyifa, 2012)

RESEARCH METHOS

This research employed a library research method with a descriptive qualitative approach. The research was conducted through collecting, reading, reviewing, and analyzing

various literature related to the concept of Islamic education. The research focused on examining the nature of Islamic education, the definition of Islamic education, the relationship between Islam and education, the scope of Islamic education, and its relevance in the contemporary context.

The data sources used in this study consist of secondary data, namely various written references relevant to the research topic. The data were obtained from Islamic education books, scientific journal articles, and other supporting documents that discuss the concept of Islamic education from various perspectives.

Based on the reference list used, this study utilized 15 sources, consisting of 13 scientific journal articles and 2 books. All sources were selected based on their suitability to the theme, the credibility of the authors, and their relevance to the research objectives.

The data analysis technique used was descriptive analysis, which involves describing and interpreting various concepts found in literature sources. Furthermore, this study employed an inductive approach, which draws general conclusions based on specific findings from the literature reviewed, and a deductive approach, which analyzes general concepts of Islamic education to explain more specific phenomena or discussions. Through these analytical techniques, it is hoped that a comprehensive understanding of the concept of Islamic education will be achieved.

RESULTS and DISCUSSION

The Nature of Education in an Islamic Perspective

The essence of education in Islam is not merely understood as a process of transferring knowledge, but also as an effort to shape human beings to develop according to their purpose. Islamic education aims to develop all human potential, thus forming individuals who are faithful, knowledgeable, and have noble morals.

From an ontological perspective, Islamic education is essentially a process of cultivating human nature. Every human being is born with a natural state of nature and possesses the fundamental potential to accept truth and do good. Therefore, education plays a role in nurturing, guiding, and developing this potential so that it remains guided by Islamic teachings, as explained in Surah Ar-Rum, verse 30.

From an epistemological perspective, Islamic education is the process of acquiring and developing knowledge derived from revelation, namely the Qur'an and Sunnah, as well as human reason. These two sources complement each other in guiding humanity toward truth. Al-Ghazali emphasized that knowledge holds a high status because it is a means of

drawing closer to Allah SWT. Therefore, education is not merely...

emphasizes mastery of knowledge, but also its application in everyday life.

Meanwhile, from an axiological perspective, Islamic education is essentially a process of instilling Islamic values in individuals. Values such as faith, piety, honesty, justice, and responsibility are instilled so that students are able to fulfill their roles as servants of God and caliphs on earth. Thus, Islamic education is directed at developing individuals with noble character and capable of providing benefits to themselves, society, and their surroundings.

Based on this description, it can be understood that the essence of education from an Islamic perspective is the process of developing human nature, seeking and practicing knowledge that comes from revelation and reason, and internalizing Islamic values in order to create people who are faithful, knowledgeable, and have noble morals in order to achieve happiness in this world and the hereafter. (Hidayah et al., 2023)

Understanding Islamic Education: Terminological Analysis

In Islamic scholarship, there are at least three Arabic terms frequently used to describe the concept of education: tarbiyah, ta'lim, and ta'dib. First, the term tarbiyah comes from the words rabba-yurabbiy-tarbiyatan, which mean to nurture, care for, educate, and develop. Ibn Manzhur, in *Lisan Al-Arab*, explains that tarbiyah is the process of gradually developing something until it reaches perfection, encompassing physical, intellectual, and spiritual aspects.

Second, the term Ta'lim comes from the words allama-yu'allimu-ta'liman, which means teaching or imparting knowledge. Abdul Fattah Jalal emphasized that ta'lim has a broader scope than tarbiyah because it includes the teachings given by Allah to the angels and the Prophet Adam (peace be upon him), as recounted in Surah Al-Baqarah, verses 31-32.

Third, the term Ta'dib comes from the words addaba-yu'addibu-ta'diban, which means cultivating good manners or moral education. Syed Naquib Al-Attas proposed that ta'dib is the most appropriate concept to describe Islamic education, because good manners encompass both knowledge and good deeds.

At the same time. Based on these three terms, Islamic education is definitively a process of guidance and teaching carried out consciously, planned, and systematically in order to develop all human potential based on the values of the Qur'an and Sunnah, thus realizing the

perfect human being.

Based on these three terminologies, it can be concluded that Islamic education is definitively a process of guidance and teaching that is carried out consciously, planned, and systematically in order to develop all human potential (physical, intellectual, and spiritual) based on the values of the Qur'an and Sunnah, so that a perfect human being is created who is able to carry out his duties as a servant of Allah and caliph on earth. (Wihdatul & Fauzi, 2024)

Islam and Education: A Synergistic Relationship

A study of Islamic sources shows that the relationship between Islam and education is synergistic and inseparable. Islam, as a comprehensive (syamil) and perfect (kamil) religion, consistently encourages its followers to seek knowledge and develop themselves through the educational process.

Philosophically, Islam views humans as endowed by Allah SWT with the potential for reason ('aql), which distinguishes them from other creatures. This reason can only develop optimally through a structured and systematic educational process. The Prophet's hadith, "Seeking knowledge is an obligation for every Muslim," affirms that education is a religious obligation, not merely an option.

Historically, Islamic civilization has proven that when Muslims are serious about pursuing knowledge, they are capable of leading world civilization. During the golden age of Islam (8th to 13th centuries CE), Islamic educational institutions such as the Baitul Hikmah in Baghdad became centers of global knowledge, producing brilliant scholars in various fields.

From a sociological perspective, Islam considers the family the primary and primary educational institution. Parents have a moral and religious responsibility to educate their children according to Islamic values. The Prophet's hadith states that every child is born in a state of fitrah (natural disposition), and it is their parents who make them into Jews, Christians, or Zoroastrians. This demonstrates the significant role education plays in shaping a person's identity and personality.

Scope of Islamic Education

The scope of Islamic education encompasses various interrelated dimensions. First, the dimension of faith (theology) is the primary foundation of Islamic education, aiming to instill strong faith in Allah SWT and all the pillars of faith. A solid faith serves as the

foundation for all aspects of a Muslim's life.

Second, the dimension of worship encompasses education on the implementation of religious ritual obligations such as prayer, fasting, zakat, and the pilgrimage, which have a profound educational dimension. Prayer, for example, teaches humans discipline, order, and awareness of God's presence. Third, the moral dimension is one of the most important goals of Islamic education, as the Prophet said: "Indeed, I have been sent to perfect noble morals."

Fourth, the social dimension includes education on how to interact and live in society according to Islamic teachings, including family, social, economic, and international relations with the principles of equality, justice, and tolerance.

Fifth, the scientific and technological dimension, in which Islam encourages the development of the natural, social, and technological sciences. Classical scholars divided knowledge into *fardhu 'ain* (obligatory) and *fardhu kifayah* (obligatory). Sixth, the physical and health dimensions, which Islam places great emphasis on as the primary foundation for carrying out worship and serving Allah SWT. (Amri & Zaman, 2025)

Reconstruction of the Concept of the Essence of Islamic Education

From the research findings above, the essence of Islamic education is a very rich and profound concept. Unlike secular education, which tends to limit education to cognitive and material aspects, Islamic education has a transcendental dimension that connects humans with God.

Al-Ghazali, in his *Ihya Ulumuddin*, asserted that the highest goal of education is to draw closer to Allah SWT (*taqarrub ilallah*). Ibn Khaldun, in his *Muqaddimah*, emphasized the social dimension of education, stating that humans are social beings who require education to live and interact in society. The synthesis of these two views gave rise to the concept of integrative-holistic education in contemporary Islamic educational literature.

Al-Attas's *ta'dib* approach emphasizes the importance of character education and etiquette as the primary foundation. Al-Attas criticized the modern education system, which places too much emphasis on mastering technical knowledge and skills, while neglecting the development of Islamic morals and personality. He believes the current educational crisis facing the Islamic world stems from the loss of etiquette in the educational process.

The Relevance of the Scope of Islamic Education in the Contemporary Era

The scope of comprehensive Islamic education is highly relevant in addressing the various challenges of the contemporary era. In the face of the moral crisis affecting young people in the digital age, comprehensive Islamic moral education is highly relevant. In the

context of inclusive education, Islam teaches the highly relevant principles of rahmah (compassion), 'adl (justice), and musawah (equality).

The scope of Islamic education, which encompasses the dimensions of science and technology, is highly relevant to the needs of human resource development in the era of the 4.0 industrial revolution. Islam not only does not prohibit it but also encourages its followers to master various fields of knowledge for the benefit of humanity. Ismail Raji Al-Faruqi argues that Muslims need to

mastering modern sciences while integrating them with Islamic values, because the dichotomy between religious knowledge and general knowledge is contrary to the spirit of Islam. (Aris, 2022)

CONCLUSION

Based on the discussion, it can be concluded that Islamic education is a holistic human development process based on the values of the Qur'an and Sunnah. The essence of Islamic education is not only oriented towards the transfer of knowledge, but also towards the development of human nature, the formation of noble morals, and the instilling of the values of faith and piety so that humans are able to fulfill their roles as servants of Allah and caliphs on earth. Terminologically, the concept of Islamic education is reflected in the terms *tarbiyah*, *ta'lim*, and *ta'dib*, which indicate that education encompasses aspects of upbringing, teaching, and the formation of *adab*.

The relationship between Islam and education is integral and mutually reinforcing, as Islam places education as the primary means of developing human potential and civilization. The scope of Islamic education is also very broad, encompassing the dimensions of faith, worship, morals, social interactions, science and technology, as well as physical and health aspects. The findings of this study indicate that the concept of Islamic education has an integrative and holistic character, combining spiritual, intellectual, social, and moral dimensions. Therefore, the values of Islamic education remain relevant in addressing various contemporary challenges, particularly in character formation, moral strengthening, and the development of knowledgeable, civilized human resources capable of contributing to societal progress.

Furthermore, the reconstruction of the conceptual nature of Islamic education emphasizes the importance of integrating the acquisition of knowledge, the development of morals, and the strengthening of spirituality throughout the educational process. Islamic education is not only aimed at producing intellectually intelligent individuals but also

individuals with ethical awareness, social responsibility, and a strong religious commitment.

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