Literature Review on the Nature of Learners
In the Philosophy of Islamic Education

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Abstract. This article analyzes the nature of learners in Islamic education philosophy that can be implemented holistically in modern education. This research aims to explore the concept of learners in the perspective of Islamic education philosophy, the challenges of its application in the modern curriculum, and the influence of this philosophy on the character building of learners in the era of globalization. The method used in this article is the systematic literature review (SLR) method by collecting data from books, journals, and scientific articles published between 2016 and 2023 through the Google Scholar and Publish or Perish platforms to ensure the validity and relevance of the sources. Furthermore, the results of the discussion in this study show that (1) the concept of learners in Islamic education philosophy emphasizes the development of intellectual, moral, and spiritual potential in a balanced manner, which aims to create individuals with intellectual intelligence, praiseworthy morals, and spiritual awareness; (2) the main challenge in the modern curriculum is the lack of integration of Islamic values, which hinders the character building of learners in the midst of a moral crisis; (3) Islamic education philosophy is important to shape the character of learners to be able to face globalization without losing Islamic identity. The integration of Islamic values in modern education creates learners who are intelligent, noble, and contribute positively to societ

Keywords : Learners, Philosophy, Islamic Education

1. INTRODUCTION

Essentially in the context of Islamic education, the concept of the nature of learners is a fundamental issue that determines how the learning process is oriented, as well as how educational goals are articulated and implemented(Dalimunthe, dkk, 2024). In the philosophy of Islamic education, learners are not merely individuals who receive knowledge, but holistic entities that involve spiritual, moral, emotional, and social aspects. (Khoirul et al. 2023).

This emphasizes the importance of understanding learners as beings who have intellectual and ethical potential that must develop in balance to achieve insan kamil or perfect human beings in the Islamic view (Alavi, 2016). However, in the reality of contemporary education systems, especially in countries with large Muslim communities, educational approaches tend to focus on cognitive aspects only, leaving aside character building and spiritual values that are integral in Islamic education (Hasanah, A., & Ali 2023).

The imbalance in understanding the nature of learners and the implementation of Islamic education in schools causes various problems, such as weak appreciation of religious values,

limited development of Islamic character, and lack of readiness of students to face the challenges of modern life with solid values. Furthermore, a number of studies that explain about learners as revealed by (Mujib, 2018) students who understand and internalize spiritual and moral values in Islam tend to have a stronger foundation in facing the challenges of globalization. In the face of this problem, the urgency of this research becomes very relevant to re-discuss the concept of the nature of

learners in the perspective of Islamic education philosophy with a comprehensive approach, in order to offer a more complete and applicable guide for the formation of the

character of Muslim learners who are able to contribute positively in society(Sinulingga et al. 2023).

Examining the next discussion is related to recent studies that show that Islamic education cannot rely solely on the legacy of classical teachings, but must be able to respond to changing times, including social and technological changes that affect the psychology of learners (Siddiqui, Z., & Aziz 2020). This issue is also raised in the literature which emphasizes that effective learning for Muslim learners should involve a contextual approach, where religious values are integrated with modern science. (Siddiqui, Z., & Aziz 2020).

However, efforts to implement this philosophy of Islamic education still face significant challenges, especially in the aspects of curriculum implementation and supervision, which often do not consistently reflect spiritual values (Basri, 2020). Based on this condition, the study of the nature of students from the perspective of the philosophy of Islamic education serves to provide a theoretical and practical basis for assessing and improving the prevailing educational approach, so that it is not only oriented towards academic achievement, but also able to form students who are intact and have noble character.

Thus, this article not only presents a theoretical discussion but also seeks to suggest practical guidelines for educators in understanding the role of learners more deeply, as well as its relevance to the development of an Islamic education curriculum that suits the needs of the times. This study is expected to contribute to the development

of an Islamic education system that is more responsive to the complexities of modern life, while still adhering to fundamental Islamic principles. (Salim, S., & Rahim 2023).

From the explanation above, this research focuses on exploring the nature of learners in the perspective of Islamic education philosophy to answer the needs of modern

education that is more holistic. The aspects that will be studied include: (1) how is the concept of the nature of learners in the perspective of Islamic education philosophy and can be implemented holistically in modern education, (2) what are the challenges in implementing

Islamic education in the modern curriculum and its influence on students (3) how does the philosophy of Islamic education in shaping the character of students in
the era of globalization? Furthermore, the purpose of this research is to offer practical guidance for educators in integrating holistic Islamic education concepts into the modern
education system, so as to create students who are not only intellectually intelligent but also have character, and are able to contribute positively in the midst of the challenges of
the global world

2. METHODS

This research uses the systematic literature review (SLR) method to comprehensively examine the concept of learners in the perspective of Islamic education
philosophy. SLR was chosen because of its ability to select literature systematically and in depth. The research data was collected from various literature sources such as books, journals, and scientific articles published between 2016 and 2023. The literature search was conducted using platforms such as Google Scholar and Publish or Perish, which help
in identifying quality sources by ensuring relevance and validity based on citation index
and relevance to the research topic.

According to (Snyder, 2019) which emphasizes that SLR can identify research and present a comprehensive picture of the issue being studied. The SLR process involves several steps, namely: (1) defining the scope of the research and establishing relevant keywords; (2) screening articles based on quality, relevance, and methodological novelty;
(3) synthesizing findings to compile an in-depth analysis. According to (Harzing 2019) also suggests using tools such as Publish or Perish to ensure source reliability through high citation index filters.
As according to (Manca, S., & Delfino 2021) that in the philosophy of Islamic education, students are seen as individuals who must develop intellectual, moral, and spiritual potential in a balanced manner. This holistic approach plays an important role in character building that emphasizes the balance between mind, heart, and spirit. Hence through the SLR approach, this research found that the main challenge in modern education is the lack of integration of Islamic values in the curriculum. This research also emphasizes the importance of Islamic education principles in shaping learners who are strong, moral, and able to face the challenges of globalization without losing their Islamic identity.

3. RESULTS AND DISCUSSION

A. The Concept Of The Nature Of Learners From The Perspective Of Islamic Education Philosophy And Can Be Implemented Holistically In Modern Education

In the philosophy of Islamic education, learner or al-muta'allim is linguistically derived from the verb ta'allama which means "t*o learn*" or "*to demand knowledge*". In terms of terms, a learner is not only a person who learns to gain cognitive knowledge, but

also a person who develops all his human potential, including intellectual, spiritual, moral, and social aspects(Fakhrurrazi, 2020). The philosophy of Islamic education views learners as creatures created by Allah with the ultimate goal of achieving perfection or insan kamil-humans who are balanced in their intellectual and spiritual development (Ikhsanto, Muthoifin, and Mustofa 2023).

According to (Romansah et al. 2024) the philosophy of Islamic education emphasizes that learners have innate potential (fitrah) that must be developed through education, so that they are able to become servants who obey Allah and individuals who

are beneficial to society. Implementing this concept holistically in modern education is a

big challenge, especially in an education system that tends to focus on academic achievement and override the character and moral aspects that should be the main pillars

in Islamic education.

Furthermore, the Qur'an provides a strong foundation for understanding the concept of learners within the framework of Islamic education philosophy. In QS. Al-Alaq verses 1-5, God commands the Prophet Muhammad to read and study by mentioning the name of God who created man from a clot of blood. This verse emphasizes that learning activities are a form of worship and a spiritual process that is not separated from the divine dimension. Knowledge in Islam is not just a tool to gain worldly benefits, but a means to get closer to God and understand the role of humans as caliphs on earth. According to (Rahman, 2019) who explains that students in the context of Islamic education must be guided to link the knowledge they learn with the ultimate goal of life, namely achieving happiness in the world and the hereafter. Education that only focuses on cognitive achievement is not enough to create a complete individual; instead, there must be integration between science and spiritual values.

In addition, QS. Al-Mujadilah verse 11 explains that Allah will elevate the degrees of those who believe and those who are given knowledge several degrees. This verse emphasizes the importance of knowledge as a factor that determines the position of humans in the side of Allah. In this context, learners are seen not only as objects that must

swallow information, but also as subjects who are actively involved in the process of developing themselves. According to (Arif & Aziz, 2022), learners in the view of Islamic education philosophy should be given space to develop intellectual and spiritual potential in a balanced manner(Dalimunthe and Sinulingga 2023). Through holistic education, learners are expected to be able to become individuals who are noble and have life skills that are in line with Islamic principles.

Furthermore, the implementation of the concept of the nature of learners in modern education can be achieved by integrating Islamic values in the curriculum that suits the needs of the times. For example, Islamic character and ethics education should be an integral part of every subject, not just taught in religion classes. According to research conducted by (Yusuf, M., & Abdullah 2022), a successful Islamic education is one that is able to harmonize modern science with religious teachings. Learners should be taught to view knowledge as a tool to achieve a higher goal, namely devotion to Allah and the welfare of mankind. A curriculum based on this holistic concept can prepare students to face the challenges of globalization without losing their Islamic identity.

In practice, modern education often faces obstacles in implementing this holistic approach, especially in Muslim countries where the curriculum tends to focus on cognitive aspects. As a result, spiritual values are often neglected in the education process, which has an impact on the weak moral character of students. According to (Qornain et al. 2022), who emphasized that the main challenge in implementing this holistic concept is the lack of understanding of educators and policy makers about the importance of integrating Islamic values into all aspects of education. Education systems that are overly oriented towards exam results and academic achievement often neglect the process of developing learners' character, which is actually the core of Islamic education.

However, some Muslim countries have successfully implemented the concept of Islamic education holistically by integrating modern science and religious teachings. For example, in some Islamic schools in Malaysia and Indonesia, learners are taught to view knowledge as part of devotion to Allah, while their curriculum includes teaching modern science framed in Islamic values (Khan, 2023). This allows learners to gain a thorough understanding of the world, while still adhering to religious principles.

Based on the explanation above, the author therefore analyzes that the concept of learners in Islamic education philosophy can be applied in modern education by integrating spiritual, moral, and intellectual aspects. Although the main challenge is the dominance of cognitive focus in the modern education system, an approach that unites science and Islamic

values is able to form smart and good moral learners. This integration, according to the author, is an important solution to create an education system that is relevant to the times, without putting aside Islamic principles.

B. The Challenge of Implementing Islamic Education in the Modern Curriculum and Its Effect on Learners

Islamic education in the midst of a modern curriculum faces significant challenges that have the potential to disrupt the learning process of students, requiring serious attention from stakeholders. The challenges of Islamic education in the modern curriculum and its effects on learners are very important to discuss, given the changing global context and the challenges facing the current education system. First, the difference in orientation between Islamic education and the modern curriculum is one of the main challenges. Islamic education aims to form good character and strong morality, while the modern curriculum focuses more on academic achievement and technical skills. According to (Abdurrahman, 2021), this difference creates a gap in the learning process, where learners are often faced with a choice between spiritual values and materialistic academic demands. Secondly, the lack of integration of Islamic values in the modern curriculum hinders learners from understanding how to apply religious teachings in daily life. Although religious lessons are given, often the values are not connected to other subjects, so learners do not get a full picture of how all aspects of education can support each other.

Furthermore, according to (Ilyasir, 2017) explains the need for a holistic approach that links religious values with other lessons to create better awareness among students. Third, the impact of globalization is a challenge that cannot be ignored. Globalization brings cultural influences that are often contrary to Islamic teachings, and learners must be able to navigate this challenge without losing their religious identity. Therefore, according to (Abdurrahman, 2021) explains that to deal with globalization, Islamic education must be adaptive and responsive to change, so that students are not trapped in values that are contrary to Islamic teachings.

Thus, based on the above discussion, the author provides an analysis, including The challenge of Islamic education in the modern curriculum requires a holistic approach. First, the difference between the morality focus of Islamic education and the academic orientation of modern education requires integration so that learners understand the importance of morality in learning. Second, the lack of integration of Islamic values can make learners lose their identity, so an inclusive curriculum is needed. Third, globalization challenges learners to maintain their religious identity. Islamic education must be adaptive, providing a strong

understanding so that learners are able to face global influences without losing their identity. Collaboration between educators, curriculum and society is needed to form learners who excel academically and morally.

C. Philosophy of Islamic Education in Shaping the Character of Learners in the Era of Globalization

As it is known that the philosophy of Islamic education plays a very important role in shaping the character of students, especially in facing the challenges of globalization. Islamic education provides a moral and spiritual foundation that helps learners remain steadfast in the midst of cultural currents that often conflict with Islamic values (Novita, Yunus, and Bakar 2021).In addition to intellectual development, Islamic education emphasizes morals and ethics, shaping learners' personalities based on the teachings of the Qur'an and Sunnah. In the context of globalization, learners are faced with different ideologies and lifestyles, making Islamic education a guide to maintain identity and identity as Muslims. According to (Hasan, 2012) Islamic values need to be integrated into all aspects of the curriculum, not only limited to religious studies, but also integrated with other disciplines such as science and arts. This integration is important so that learners can understand the relevance of Islamic teachings in everyday life. Without thorough integration, learners may feel torn between religious studies and the morally challenging modern reality. Furthermore, according to (B. Beribe, 2023) emphasizes that one of the main challenges of learners in the era of globalization is the influence of foreign cultures that can erode morality if not balanced with strong Islamic education. Globalization brings values of materialism and secularism that can influence learners, and Islamic education needs to provide them with the intellectual tools to assess and filter such influences. Learners must be trained to be critical and able to confront values that are contrary to Islam. Therefore, this discussion is of course the role of the teacher in the application of Islamic education philosophy is very important. As mentioned by (Putra, 2017), teachers not only act as academic teachers, but also as good moral models. Teachers must instill Islamic values through exemplary behavior, especially in the digital era, where students are easily exposed to negative influences from the media. Islamic education must also be adaptive and responsive to changing times. Therefore, according to (Ismail, 2020) who suggests that innovations such as technology need to be used in Islamic education to broaden learners' horizons without setting aside traditional values. Thus, based on the explanation above, overall, the philosophy of Islamic education has great potential in shaping the character of strong learners in the era of globalization. With a good integration of Islamic values in modern education, students will be equipped with a solid moral foundation to face the rapidly changing

world. Comprehensive Islamic education allows students to not only excel academically but also have noble morals that guide their lives.

4. CONCLUSIONS AND RECOMMENDATIONS

The conclusion of this discussion can be summarized in three main points. First, the philosophy of Islamic education emphasizes the importance of holistic learner character development, including intellectual, moral, and spiritual aspects, which are needed to face the challenges of globalization. Second, the main challenge in the implementation of Islamic education in the modern curriculum is the difference in focus between academic achievement and moral values, where the integration of these two aspects is crucial to maintaining the identity of learners. Third, teachers have a key role as role models in e- implementing Islamic education philosophy, helping learners filter out values that contradict Islamic teachings amid the influence of global culture.

Suggestions include the need for collaboration between educators, curriculum and society to create a well-rounded educational environment. Education should integrate Islamic values in all subjects and use adaptive methods to face the changing times, and can become a generation that contributes positively to society without losing their Islamic identity.

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