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## **Philosophical study on the roles of educators and learners from an Islamic perspective**

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**Abstract:** Islamic education in the modern era faces significant challenges due to technological advancements, globalization, and rapid social changes. Secularization and freedom of information demand that the Islamic education system adapt without losing its fundamental values. This research aims to examine the strategic roles of educators and students in preserving and developing Islamic education through a philosophical approach. This research uses the library research method with descriptive-critical analysis of relevant literature, including primary sources such as the Qur'an, Hadith, as well as the thoughts of Muslim scholars and philosophers. The research findings indicate that Islamic education must integrate philosophical concepts with an adaptive approach to address contemporary challenges. Educators play a central role as moral and spiritual guides, while students need to be equipped with critical thinking skills based on Islamic values. Moreover, the synergy between family, school, and community becomes a key factor in shaping the character of students to remain steadfast in Islamic principles. This study offers a new perspective in understanding the essence of Islamic education, emphasizing the importance of balancing freedom of thought and adherence to religious teachings. The implications of this research can serve as a reference for policymakers in Islamic education in designing a curriculum that is more relevant to contemporary challenges without losing its spiritual essence.

**Keywords:** Islamic education, philosophy of education, educators, learners, digital era

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### **Introduction**

Amid the rapid currents of change, Islamic education faces challenges never before imagined. Digital technology, globalization, and social change have shaped a new reality that demands adaptation without losing its essence. On one hand, the modern world offers easy access to knowledge that transcends the boundaries of space and time, but on the other hand, Islamic values as the foundation of education are often marginalized by the strong currents of secularization (Wafi et al., 2022).

Educators, who were once considered the primary source of knowledge and wisdom, now have to face a generation of students growing up in a digital ecosystem. They no longer rely solely on teachers as the only source of knowledge, but also explore the digital world that presents limitless information. In this context, the role of educators is not only as providers of knowledge but also as moral guides and guardians of Islamic values to keep them alive in the hearts of students (Suriadi & Mursidin, 2020). On the other hand, students face significant challenges in maintaining their identity amidst modernity. They are at the crossroads between freedom of thought and adherence to religious values. In a world that offers so many choices, how can they remain steadfast in Islamic principles without feeling alienated from the progress of the times?

Several previous studies have attempted to address this dynamic (Zahra & Anwar, 2024) in their research "Tugas dan Kewajiban Peserta Didik dalam Perspektif Filsafat Pendidikan Islam: Analisis

Kontekstual dan Praktis dalam Pembelajaran" highlight the exploration of students' tasks and responsibilities in the context of Islamic education, as well as the analysis of the influence of spiritual reflection and learning environment on students' learning motivation. Zahra & Anwar emphasize that regular spiritual reflection can enhance students' learning motivation in the short term. However, the effectiveness of this method in the long term still needs further research.

Furthermore, (Kamal, 2018) in his study "Kedudukan dan Peran Guru dalam Perspektif Pendidikan Islam" emphasizes that the role and position of teachers in conveying the prophetic message to humanity essentially carry the mission of rahmatan li al 'alamin, which is a mission that invites humanity to submit and worship Allah SWT. Meanwhile, (Saenah, 2022) in her research titled "Pengaruh Modernisasi Abad 21 Terhadap Peran Guru Dalam Pembelajaran Pendidikan Agama Islam" examines the extent to which modernization in the 21st century affects the role of teachers in Islamic religious education. Kamal emphasizes that Islamic education in the modern era must continue to adhere to strong moral principles so that students not only excel intellectually but also possess spiritual depth.

Although various studies have examined the roles of educators and learners in Islamic education, most still focus on practical and historical aspects. Therefore, this article offers a more in-depth philosophical approach to understanding the essence of Islamic education in the modern era. By linking philosophical concepts with the realities of current education, this study aims to provide a new perspective on how Islamic education can continue to endure and thrive amidst the complexities of the contemporary world. Furthermore, this article will examine how Islamic education can shape a generation that is not only intellectually intelligent but also possesses spiritual depth. By linking philosophical concepts with the current realities of education, it is hoped that this study can offer a new perspective on how educators and learners can play a strategic role in maintaining the sustainability of Islamic education in the modern era.

### **Method**

This research uses a library research approach to philosophically examine the roles of educators and learners in Islamic education in the modern era (Mahanum, 2021). This approach was chosen because the study is conceptual and theoretical in nature, aiming to explore philosophical thoughts and normative foundations in Islamic education that are relevant to contemporary challenges. Data in this study were obtained through a review of relevant literature, including books, scientific journals, proceedings, articles, and other academic documents that discuss Islamic education, philosophy of education, and the dynamics of education in the modern era (Alhamid & Anufia, 2019). Primary sources include the Qur'an, Hadith, as well as the thoughts of scholars and Islamic philosophy that discuss the concept of Islamic education. Meanwhile, secondary sources include journal articles, academic books, previous research findings, and official documents relevant to Islamic education in the modern era. Data analysis in this research uses descriptive-critical analysis, which involves describing the concepts found in the literature and then critically analyzing them based on the perspective of Islamic education philosophy. The validity of the data in this study uses triangulation, literature reliability, and critical review (Raharjo, 2008).

### **Results and Discussion**

#### **Islamic education from a philosophical perspective in the modern era**

Philosophical studies on Islamic education in the modern era highlight how Islamic principles can remain relevant amidst changing times. In this context, Islamic education is not only understood as the transfer of knowledge but also as a process of internalizing moral and spiritual values. The philosophy of Islamic education developed by figures such as Al-Farabi, Al-Ghazali, and Ibn Khaldun serves as a foundation for understanding the challenges of Islamic education in the modern era (Parid & Rosadi,

2020). Al-Farabi emphasized the importance of education in shaping an ideal society, while Al-Ghazali focused on the relationship between knowledge and spirituality (Rahmatullah & Kamal, 2023). The thoughts of Ibn Miskawaih, which emphasize the importance of cultivating noble morals in education, have become one of the foundations for understanding the role of Islamic education today (Farida & Makbul, 2023). Education not only aims to produce individuals who are intellectually intelligent but also possess a strong spiritual depth.

Technology and globalization have posed significant challenges for Islamic education. Information that is so easily accessible through the digital world demands educators to adapt without losing the essence of Islamic education itself. Therefore, an educational approach that integrates classical wisdom with contemporary realities is necessary. The comparison between Islamic education approaches and secular education shows that Islamic education places more emphasis on the balance between spiritual and intellectual aspects (Kulsum et al., 2024), whereas secular education tends to focus on the development of rationality and technical skills (Haikal et al., 2024). This is in line with the view of (Marjuni, 2020), who emphasizes that Islamic education must involve the family, school, and community environment to create learners who remain steadfast in Islamic values.

In the modern world, the role of educators has transformed from merely conveying knowledge to becoming moral and spiritual guides. Educators must be able to develop teaching methods that are not only oriented towards academic knowledge but also build the character and morals of students (Safitri et al., 2022). The wisdom-based education approach has become one of the methods that educators can use to guide students intellectually and morally. (Antony, 2022) emphasizes the importance of a dialogical and empathetic approach in the learning process. Through harmonious interactions, educators can shape students who not only understand Islamic values theoretically but also apply them in their daily lives. In this context, Islamic education must create a balance between freedom of thought and adherence to religious values. As moral guides, educators must also act as filters for the vast flow of information circulating in the digital world (SARI, 2019). They must be able to teach students how to filter information based on an Islamic perspective to avoid getting trapped in excessive secularization. In addition, educators must understand the concept of Islamic digital literacy, where they can guide students to use technology wisely and in accordance with Islamic values (Cynthia & Sihotang, 2023). This is important so that students can maintain their Islamic identity without feeling alienated from the progress of the times.

The younger generation today lives in the midst of a digital ecosystem that offers so much freedom of information. However, this freedom also brings significant challenges for students in maintaining their Islamic identity. Social changes and the strong influence of global culture can undermine Islamic values if there is no proper guidance. As the main subjects in education, students must be equipped with critical thinking skills based on Islamic values (Wulandari et al., 2019). In this regard, Ibn Miskawaih's concept of character formation in education becomes relevant, where students are not only taught knowledge but also trained to have a wise attitude in facing the realities of the modern world. Moreover, Islamic education needs to strengthen the involvement of families and social environments in the learning process. As stated by (Syifa & Ridwan, 2024), a conducive educational environment will help students maintain Islamic principles amidst the strong currents of globalization.

### **Islamic education as a solution in maintaining the sustainability of Islamic values**

Islamic education must be able to offer solutions in facing the challenges of the times. The integration of modern science and Islamic principles must be the foundation of the Islamic education curriculum (Hasan et al., 2024). The utilization of AI and big data in Islamic education can assist in the development of a more personalized and adaptive curriculum to meet the needs of students. The thinking of (Mumtaza Zamhariroh et al., 2024) on the reorientation of Islamic education emphasizes that learning must adhere to strong moral principles, so that students excel not only in intellectual aspects but also

possess spiritual depth. With a philosophical approach, Islamic education can continue to endure and develop without losing its identity (A.R, 2018). The synergy between educators, students, families, and the community is the key to maintaining the sustainability of Islamic education (Zain et al., 2024). Through the wise use of technology and the application of education based on Islamic values, future generations are expected to face the challenges of the times while firmly adhering to Islamic principles.

Although various previous studies have discussed the roles of educators and learners in Islamic education, most still focus on practical and historical aspects. The novelty of this research lies in a deeper philosophical approach to understanding the essence of Islamic education in the modern era. This approach combines the analysis of Islamic education philosophy with the current digital reality, making this research more contextual compared to previous studies. By linking philosophical concepts with the current realities of education, this research provides a new perspective on how Islamic education can continue to endure and thrive amidst the complexities of the contemporary world. This study also contributes to understanding the strategic roles of educators and learners in maintaining the sustainability of Islamic education. By emphasizing the importance of balancing freedom of thought and adherence to religious values, this research offers a more adaptive educational model without losing the essence of Islam. Therefore, this article is not only relevant in the academic context but also provides practical recommendations for educators, students, and policymakers in Islamic education.

The digital era has created new challenges for Islamic education that were previously unimaginable. The ease of access to information, the increasingly open global culture, and the widespread secularization make it necessary for Islamic education to have more adaptive strategies (Reflektika et al., 2024). Salah satu solusi yang ditawarkan dalam penelitian ini adalah pentingnya penguatan karakter dan spiritualitas dalam pendidikan Islam. Pendidikan Islam harus mengembangkan kurikulum yang tidak hanya berfokus pada aspek kognitif, tetapi juga mengintegrasikan nilai-nilai Islam dalam setiap aspek pembelajaran (Brutu et al., 2023). This value-based education model can be the answer to the dilemma between modernity and tradition, allowing the younger generation to thrive in the modern world without losing their Islamic identity.

### **Conclusion**

The results of this research indicate that Islamic education in the modern era faces significant challenges due to globalization and digitalization. However, with a philosophical approach, Islamic education can continue to endure and develop through the integration of moral, intellectual, and spiritual principles. The role of educators as moral guides is very important in shaping the character of students to maintain Islamic values amidst the changes of the times. Students must also be equipped with critical thinking skills based on Islamic values so that they are not easily influenced by secularization. In addition, the involvement of the educational environment, whether family, school, or community, becomes a determining factor in the sustainability of Islamic education. Thus, Islamic education can continue to develop and remain a solution for the formation of a generation that is intellectually smart and has spiritual depth.

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