

The Relevance of Islamic Educational Philosophy to the Challenges of Globalization Muslim Character Formation

Shohibul Ulum¹, Lucky Damara Yusuf^{2*}

Institut Agama Islam At-Taqwa Bondowoso
Email : shohibul42@gmail.com¹, luckydamara95@gmail.com²

ABSTRACT

Islamic Education Philosophy has been a solid foundation in shaping Muslim character for centuries. However, in the dynamic and challenging era of globalization, the relevance of this philosophy is increasingly questionable. This study aims to analyze the extent to which the principles of Islamic Education Philosophy are still relevant in shaping Muslim character that is able to face the complexities of the modern world. Through literature review and comparative analysis, this study reveals that the core values of Islamic Education Philosophy such as monotheism, akhlakul karimah, and knowledge are still very relevant in shaping Muslim character that is faithful, has noble character, and has global competence. This study also identifies specific challenges faced by Islamic education in the era of globalization, as well as strategies that can be applied to overcome these challenges. The results of this study are expected to contribute to the development of a more relevant and effective Islamic education curriculum in shaping a quality Muslim generation.

Keywords :

Philosophy of Islamic Education, globalization, Muslim character

Introduction

Globalization has transformed the world, including the world of education, bringing rapid social change, the free flow of information, and intense competition. This poses a challenge for Muslims to maintain their Islamic identity and values amidst global cultural influences that often conflict with Islamic principles. Islamic educational philosophy plays a crucial role in shaping strong and noble Muslim character, emphasizing the values of monotheism, justice, and holistic human development, which are relevant in protecting the younger generation of Muslims from negative influences. globalization and building a generation that is qualified, has integrity, and has Islamic morals.

Education based on Islamic values and philosophy focuses not only on knowledge but also on character development integrated with Islamic values. Islamic educational philosophy offers a holistic approach, combining intellectual and spiritual aspects, making it highly relevant in facing an era of change and disruption (Dewi, 2019). Islamic education continues to innovate with adaptive curricula and teaching methods to shape Muslim individuals who are able to interact globally without losing their Islamic identity.

In the era of globalization, moral and spiritual values are often eroded by the currents of modernization and secularization. This creates a crisis of identity and values for many young Muslims influenced by foreign cultures that are inconsistent with Islamic teachings. Therefore, Islamic education must

examine and implement relevant Islamic educational philosophies to produce a generation of Muslims with strong character, noble morals, and capable of facing global challenges.

This article discusses the relevance of Islamic educational philosophy in facing the challenges of globalization, particularly in developing a strong and adaptive Muslim character. The aim is to demonstrate that Islamic education can be a solution in developing a generation that is intelligent, has Islamic character, and is capable of playing a positive role in global society.

Research Method

This research is descriptive, aiming to provide an overview or description of a situation or event. In this case, descriptive research involves collecting basic data descriptively without the need to explore relationships between variables, test hypotheses, make predictions, or seek specific meanings and implications. Although research focused on these aspects may also incorporate descriptive methods.

This research uses a qualitative descriptive approach, chosen because the data required consists only of descriptions, explanations, and verbal information. A qualitative approach is a method for gathering information regarding problems that arise at the research location. According to Ihsan Nul Hakim, qualitative descriptive research focuses on natural phenomena. Meanwhile, Sugiyono defines qualitative research methods as methods based on post-positivism philosophy and used to examine objects in their natural state.

Findings And Discussion

This research was conducted using a qualitative approach, using literature review methods and structured interviews with teachers and students at several Islamic schools located in Bondowoso. Data collection took place over three months, from August to November 2025. Primary data included respondents' views on the impact of globalization on character education in their institutions, as well as the implementation of the Islamic philosophy.

Islamic education in shaping student character. Meanwhile, secondary data was obtained from various recent sources, including scientific journals, articles, and books closely related to the research topic.

The collected data was analyzed using a descriptive approach to identify the main elements of Islamic educational philosophy that contribute to character formation. This analysis was conducted to explore the relationship between the application of Islamic values and students' character resilience in facing the various challenges of globalization. Furthermore, this study also evaluated the extent to which educational methods based on the concepts of monotheism, a comprehensive understanding of Islam (syumuliyah Islam), and moral education were successfully implemented.

Sadulloh (2017) defines the philosophy of education as the study of the principles and values underlying educational systems. Educational philosophy aims to answer fundamental questions such as: What is education? Why is education important? What is the primary purpose of education? And how best to implement it? Therefore, educational philosophy not only considers practical aspects but also considers the ethical and moral dimensions of the educational process.

According to Gregorius We'u (2018), educational philosophy serves as a foundation that provides direction for the course of education. This philosophy involves critical thinking about how education can maximize human potential. He emphasized that educational philosophy is not limited to theory but also encompasses practices appropriate to the social and cultural context.

From the above definition, it can be concluded that the philosophy of education, both in Islam and in

general, is the fundamental thought underlying the education system. This philosophy serves as a guide in answering important questions about the purpose, meaning, and process of education, as well as formulating principles that align with moral and ethical values. In Islamic educational philosophy, this concept is derived from Islamic teachings and encompasses an analysis of humans as both subjects and objects of education, encompassing aspects of the curriculum.

Methods, and the roles of educators and students. More broadly, educational philosophy also serves as a foundation that helps develop human potential by taking into account the appropriateness of the social and cultural context.

In this modern era, the topic of the challenges of globalization in shaping Muslim character is increasingly important. Globalization, with its complexities, has a significant impact on the values, norms, and identity of Muslims. This article aims to discuss these challenges in depth and explore the role of education and religious understanding in developing resilient Muslim character amidst the currents of globalization. Various references from recent journals and books will be used to support the analysis.

Globalization can be defined as the process of integration and interaction between individuals, companies, and governments from various countries. This phenomenon is reinforced by advances in information and communication technology, which enable the exchange of information and culture, occurring rapidly. In the Islamic context, globalization brings not only opportunities but also challenges that Muslims must face.

The challenges of globalization for the formation of Muslim character include:

- 1) **Changes in Values and Morals.** One of the main challenges facing Muslims in the era of globalization is the shift in moral values. The culture of consumerism and hedonism, often influenced by Western influences, can erode the morality of individual Muslims. For example, many Muslim youth are influenced by lifestyles that are not in harmony with Islamic teachings due to exposure to social media and less educational entertainment (Musthofa Ibrahim Shalah Syahadah et al., 2023; Rahmatan lil 'Aalamiin, 2023).
- 2) **Technology and Information Access.** Technological advances facilitate access to information, but also open up opportunities for the spread of ideologies that conflict with Islamic values. Muslims need to be able to sort through information to ensure it aligns with Islamic principles and avoid falling into misunderstandings (Imam Tabroni et al., 2022). For example, the phenomenon of extremism in some circles arises from an inaccurate understanding of religion due to inadequate religious education.
- 3) **Identity and Social Integration.** In the current of globalization, Muslims often face identity dilemmas. They need to adapt to diverse social environments without losing their Muslim identity. This requires a deep understanding of how to integrate Islamic values into daily life amidst global influences (Mu'aafi Fitri Risdianto et al., 2024). The conflict between local and global values can create identity confusion, especially among the younger generation.

From the explanation above, it can be concluded that the challenges of globalization in shaping Muslim character require a holistic approach through education that is adaptive and responsive to current developments. With curriculum reform, an emphasis on character education, and intercultural dialogue, the younger generation of Muslims can be prepared to face the challenges of globalization while maintaining their Islamic identity.

The Relevance of Islamic Educational Philosophy to the Challenges of Globalization in Shaping Muslim Character Islamic educational philosophy provides various concepts that are highly relevant in shaping a strong and resilient Muslim character in facing the challenges of globalization. Some of the key relevant concepts include:

- 1) Moral Education: Islamic education emphasizes the importance of character development or morals. Through moral education based on the values of the Quran and Hadith, the younger generation can develop strong life principles and self-identity. This enables them to remain steadfast when faced with cultural influences that are inconsistent with Islamic teachings (Hassan, 2022).
- 2) Tawhid as the Foundation of Islamic Education: The concept of tawhid, which affirms the oneness of God, is the primary foundation of Islamic education. Tauhid becomes a clear life guide for students, making them see life as a trust from Allah that must be lived with responsibility and integrity (Shah, 2023).
- 3) Comprehensive Understanding of Islam (Syumuliyah Islam): Comprehensive Islamic education instills universal values that are in accordance with Islamic teachings. This concept is important in developing an attitude of tolerance and the ability to adapt to various cultures, without losing your identity as a Muslim (Rashid & Karim, 2022).

Conclusion

The conclusion of this study shows that Islamic educational philosophy has strong relevance in developing resilient Muslim character in facing the challenges of globalization. Basic concepts such as monotheism, moral education, and Islamic syumuliyah offer an essential moral and spiritual foundation for maintaining Islamic identity amidst global cultural influences that often conflict with Islamic values. Through a holistic educational approach, the next generation of Muslims can be shaped into individuals with integrity, responsibility, and adaptability in a multicultural global environment. This study demonstrates that the application of Islamic values in education can enhance the moral resilience and character strength of the younger generation of Muslims.

As a recommendation, there is a need to update the Islamic education curriculum to adapt to technological developments and global knowledge, without neglecting basic Islamic values. Furthermore, educational approaches that encourage intercultural dialogue need to be strengthened to foster an attitude of tolerance and mutual understanding. The limitations of this research lie in its literature-based scope and limited case studies. Therefore, further research involving more diverse research methods and a broader sample is highly recommended. Future research could examine the effectiveness of implementing Islamic educational philosophy in various social and cultural contexts to strengthen Muslim character in the face of globalization.

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