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Research Article

## **Approaches In Islamic Education**

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**Abstract.** The approach to Islamic education is the perspective used in interpreting Islamic religious values through education with the aim of forming whole human beings who believe in Allah SWT . Various approaches in Islamic education are: Rational approach , emotional approach , holistic approach , systems approach , historical approach . The aspects that abstract the approach are: a philosophical aspect , an epistemological aspect and a pedagogical aspect.

**Keywords:** Approach, Islamic Education, education.

### **INTRODUCTION**

The word approach comes from the word "close" which means not far away, familiar then gets a prefix and a suffix so that it becomes approach which means

how to approach. According to the term, Taufik Abdullah quoted by Dr. Abuddin Nata provides an interpretation of the approach that is contained in a field that is used to understand religion. From this statement, the term approach is a process that someone goes through to get the maximum possible result.

The challenge faced in the world of education, especially Islamic Religious Education as a field of study is how to implement Islamic religious education not only to teach knowledge about religion, but also how to direct students to have the qualities of faith, piety and noble character. At present the urgent issue is what efforts must be made by educators to develop approaches in Islamic education so that they can broaden students' understanding and encourage them to practice it and at the same time shape their character and personality.

Every human being has psychological abilities that can be developed through the educational process towards optimal development. For aspects of Islamic education theoretically it can be formed according to several aspects of the approach as follows:

From a philosophical aspect, humans as God's servants have been given a basic ability called nature which is dynamic and has a social-religious tendency in a psycho-physical structure to obey and surrender to the Supreme Creator in a total optimal way.

Epistemological aspect, humans are given the basic ability to be knowledgeable knowledge and faith in the Creator in accordance with the ability of his human degree which becomes his shibgah (form or archetype) of Islam which gives a pattern of his nobility, more than the others.

From the pedagogical aspect, humans are lifelong learning creatures through processes based on Islamic values. The Islamic learning process is carried out in a dialogical way to the demands of God and to the demands of social change, so that it tends towards a pattern of living in harmony (balance) between the interests of worldly and spiritual life, in line with its main duties as "khalifah" on earth.

The concept of education introduced is learning and teaching all the time. Allah SWT. mentions that the characteristics of human rabbani are *tu'allimûn wa tadrusûn* (teaching and learning). This gives a hint, that a rabbani man is a person who always teaches the knowledge he has to others, and at the same time he always learns to look for what he doesn't know yet. For this reason, Islam never teaches its people to stop seeking knowledge, because knowledge is so broad. The more that is sought, and known, the more aware the human being will be, that there is so much that he does not yet know. Because the All-Knowing of everything is Allah alone. Thus, developing approaches in Islamic education so as to broaden understanding and encourage them to practice it and at the same time shape their character and personality .

## **RESULTS AND DISCUSSION**

## **Various approaches**

Various approaches are divided into 5 parts, namely: rational approach , emotional approach, holistic approach, systems approach, and historical approach . Rational approaches in Islamic education are usually more dominated by Sufistic colors or nuances and tend to be ascetic and irrational so that the appreciation that is developed is more towards indoctrination or fear of threats. As an alternative, the development of a rational approach allows us to deal with ethical concepts that have rational nuances. Through Kant's concept of immanent obligations, an approach in education will provide a rational nuance in capturing the norms of obligation. Appreciation of religious obligations, if approached with a rational paradigm will give birth to a sequential understanding of the substance and meaning of these obligations as the beginning of the obligation to carry out "goodness" previously not only on a normative psychological basis, but also justified and required by reason so that the value of "goodness" of every human activities can be more accountable and internalized as a meaningful action in their lives.

Emotional (psychological) approach or psychology is a science that studies a person's soul through behavioral symptoms that can be observed according to Zakiah Daradjat, that a person's behavior that appears outwardly occurs because it is influenced by the beliefs he adheres to. The psychology of religion as stated by Zakiah Daradjat will not question whether a person's religion is true or not, but what is important is how the religious belief influences the behavior of its adherents.

In religious teachings we often encounter terms that describe a person's inner attitude, for example the attitude of faith and piety to Allah. Those are psychiatric symptoms related to religion. With this psychology, one will not only know the level of religion one lives, understands, and practices, it can also be used as a tool to incorporate religion into one's soul according to one's age level.

The Holistic Approach is an appropriate alternative for developing a religious education curriculum, because the basic concept of this approach is in accordance with the principles in religious life, namely linkage. A holistic approach is carried out by combining as many learning subjects as possible. To develop this approach because planning in carrying out learning is fully their limited responsibility, one can develop linkages and integration of material in religious and community education, because it can balance all aspects of life which are the main focus of the goals of Islamic religious education.

The system approach is a systemic theory developed by experts in the 8th to 13th centuries AD, which is the golden age of Islamic cultural history. In principle, the creativity of Muslim scientists originates from the Al-Quran as a guide regarding the movement system of objects and the life of creatures, including from within humans themselves, biologically and psychologically running according to the mechanism of God's laws. Viewed from a systemic perspective, human life physically and spiritually clearly shows the growth and development of life that goes on in a

consistent and continuum process that points towards an optimal point. The character of systemic education is systematic and consistent towards the direction and goals to be achieved.

The Historical Approach is an analysis of Islamic education seen from a historical background, meaning that it places a target on an analysis of the history of Muslims starting from the time the Prophet Muhammad was appointed as Rasulullah SAW. Analysis based on the historical approach limits the study to the scope of thinking about the process and values of the development of the target of analysis, from a historical point of view. Al-Qur'an, the revelation of Allah, which contains almost all of its contents, promises historical events both concerning the life of the nation, the Apostles, and important figures who created history. Islamic education processes 4 aspects: Ideal, Institutional, Structure, and Material.

It is important for us to adopt an Islamic educational approach in taking the remnants of life's journey with the right management. It is admitted that without management life will be chaotic, both individually and collectively, or in the context of living with family. The management system implemented by the Apostle is non-binding to the leaders and people after him. Life's problems continue to evolve and change in line with the times and differences of place. As for what is demanded by sharia, the leaders and their people must adhere to the principles of benefit and maslahah, and not neglect the provisions of the syar'i texts.

## **CONCLUSION**

From the description above, it can be concluded that the approach to Islamic education is the perspective used in interpreting Islamic religious values through education with the aim of forming a complete human being who believes in Allah SWT. Various approaches in Islamic education are: Rational approach, emotional approach, holistic approach, systems approach, historical approach. The aspects that abstract the approach are: a philosophical aspect, an epistemological aspect and a pedagogical aspect.

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