



ISLAMIC PHILOSOPHICAL THOUGHTS TOWARDS A HOLISTIC EDUCATIONAL APPROACH

Humayun Kabir Biswas

Assistant Professor (Cont.), Department of Education, Midnapore College (Autonomous), Paschim Medinipur, West Bengal, humayun.edcn@gmail.com

Dibyendu Bhattacharyya

Professor, Department of Education, University of Kalyani, Kalyani, Nadia, West Bengal, db.ku@rediffmail.com

ABSTRACT

Islamic Philosophy refers to a rich tradition of philosophical thought that emerged within the Islamic world from 8th to 14th century. The present study has tried to perceive the core concept of Islamic Philosophy and its viewpoint about education. The study has deeply analyzed the educational background of Islamic Philosophy. It has conducted based on qualitative research approach. In Islamic Philosophy God is the ultimate reality and acquiring knowledge is obligatory on every person to know the truth and wisdom. One of the main aims of education in Islamic Philosophy is to produce a good man for humanity. It aims at the balanced development of a person's entire personality. To achieve this, a person's spirit, intellect, logical-self, sentiments, and bodily senses are all trained. It gives emphasis on both, physical and spiritual aspects of knowledge and promotes scientific knowledge. The article also discussed Islamic School of Philosophy from the viewpoints of branches of philosophy (metaphysics, epistemology, and axiology). Muslim civilisation was at its pinnacle of development in the 8th century, when metaphysics, epistemology, and empirical investigations of nature combined to produce an explosion of scientific spirit. Ultimately, it is regarded as an achievement in holistic development of knowledge. Islamic Philosophy gives a detailed description of the whole education system, and it has been supporting to achieving holistic Education.

Keywords: Islamic Philosophy, Holistic Education, Islam, Philosophy, Education.

INTRODUCTION

Islamic philosophy is a profound and varied intellectual tradition that has significantly contributed to the development of Islamic thought and culture. The tradition of Islamic Philosophy emerged in the early Islamic Period, when Muslim scholars began to engage with the ideas and concept of the holy book Quran. Over the centuries, Islamic Philosophy has evolved into a complex and prosperous tradition that has produced many influential thinkers and discussed the concept of education from diverse point of view.

The cardinal points of the Islamic Philosophy is the Quran which was described by Prophet Muhammad (PBUH) in his life time (AD 570-632) from his divine knowledge. Quran is the is the main source of Islamic Philosophy, which contains every principle of Islamic thought. The Quran shows itself to be both a manual for choosing the right path and an appeal for everlasting salvation. In Islamic Philosophy Quran is the main source of knowledge and acts as a complete manual for both the individual and society. Acquisition of knowledge (*ilm*) for each and every person is emphasized in Islamic Philosophy.



RESEARCH QUESTIONS

- What is the core concept of Islamic Philosophy?
- Is there any role of Islamic Philosophy on Education?
- Does Islamic Philosophical concept relevant for modern Education System?
- What is the concept of Holistic Education from the viewpoint of Islamic Philosophy?

METHODOLOGY

The research has carried out based on the method of document review in the direction of qualitative approach of research. Data for this paper has collect from primary and secondary sources such as, Quran, Hadith, various books, research articles, and electronic journals. Methods has used to collect information- document review, archival investigation, representative themes, that were found across collected documents, coded and analysed for presentation. In this study, Islamic system of education has been analysed deeply. The content of each document has reviewed in detail by the researchers.

OPERATIONAL DEFINITION

In this research paper, operational definitions are essential for clarifying the key concepts related to “Islamic Philosophical Thoughts Towards a Holistic Educational Approach.” By establishing precise and measurable definitions, this section ensures a common understanding of terms that has been used in the study.

Holistic Education: Holistic education is an educational movement that aims to engage every aspect of a learner, encompassing the mind, body, and spirit. This approach prioritizes the comprehensive development of the individual, addressing their intellectual, emotional, social, physical, and spiritual dimensions. It aims to provide students with a well-rounded education that goes beyond just academic knowledge and skills, it also helps individuals become well-rounded, enabling them to make positive contributions to society.

Holistic education focuses on creating learning experiences that are relevant and meaningful to students, and that encourage them to think critically, creatively, and independently. It emphasizes the importance of active learning, inquiry-based learning, and experiential learning, which allows students to learn through hands-on experiences and real-world application.

It also values the relationship between the student and teacher, and between the student and their community. It seeks to foster a sense of interconnectedness and empathy among students, and encourages them to develop a sense of responsibility and accountability for their actions.

So, we can divide Holistic education from main five aspect-

- *Cognitive development*
- *Spiritual development*
- *Social development*
- *Emotional development*
- *Physical development*

Islam: Islam is the world's biggest monotheistic Philosophy after Christianity. Arabic word Islam comes from the word “Salama” which means peace and Submission to God. Followers of Islam is called as Muslim. Fundamental belief of Islam is “there is only one God, and Prophet Muhammad (PBUH) is



the messenger of God.” The main source of Islamic Philosophy is two. First one is the Al-Qur'an, it contains 114 chapters which are called Surahs and Second one is Hadith.

Philosophy: The word philosophy comes from the Greek terms “Philo,” meaning love, and “Sophia,” meaning wisdom. Therefore, philosophy literally means “the love of wisdom.” It serves as a foundation of knowledge, exploring fundamental questions about existence, knowledge, values, reason, and the mind. Philosophy, as a discipline, aims to understand the nature of reality and human experience through systematic inquiry and critical thinking.

Concept of Islamic Philosophy:

The renowned physicist and Nobel Prize laureate, Albert Einstein, famously stated, “Science without religion is lame; religion without science is blind.” In Islamic philosophy, while the Qur'an is not a book of science, it contains over six thousand verses (Ayat), more than a thousand of which address fundamental scientific concepts. Islamic Philosophy is a branch of philosophy that is rooted in the intellectual tradition of Islam. It encompasses a broad range of philosophical disciplines, including metaphysics, epistemology, and axiology. Here is a brief overview of each of these areas-

❖ **Metaphysics:** From the perspective of the metaphysical thought in Islamic philosophy, the world is created by God (Allah), who is recognized as the supreme power and authority of the entire universe. God is considered the ultimate reality, the origin of all existence, and the Creator of everything, including all souls. Among these creations, humans are viewed as the most exalted and honoured. It is emphasized that God is free from all desire as human-like desires such as hunger, thirst, or sleep, as He is beyond the limitations of the material world. Islamic philosophy does not support the concept of rebirth; instead, it teaches that there is life after death.

❖ **Epistemology:** One of the central concepts in Islamic epistemology is the idea of “ilm” which means knowledge. Acquiring knowledge is obligatory on every person to know the truth and wisdom. The first word revealed by Allah to Prophet Muhammad (PBUH) was 'Iqra' meaning 'read' emphasizing the pursuit of knowledge. (Sultana, 2012) In Islamic Philosophy the main source of knowledge is Al-Quran and Hadith. The Quran is only one, it has no version. In the other hand there is several books of Hadith. The scholars of Hadith literature classified Hadith based on their authenticity and reliability as follows-

- *Sahih*: It is the genuine and authentic ones.
- *Moothaq*: It is almost like Sahih but the description is not as strong as Sahih.
- *Hassan*: It is use to describe Hadith whose authenticity is not as well-established as Sahih but sufficient for use as supporting evidence.
- *Dha'eef*: It is the weak narration which are not so reliable. (Hashim, 2023)

Types of knowledge:

- Enul-Yakeen (Knowledge by perception)
- Hakkul-Yakeen (Knowledge by experience)
- Ilmul-Yakeen (Knowledge by reasoning) (Pal, 2013)

Islamic Philosophy denotes knowledge into two forms; that is-

- Physical- (Knowledge of this universe).
- Spiritual- (Knowledge of Islam).



Axiology: Axiology is a branch of philosophy that focuses on the study of values and value judgments. Islamic Philosophy emphasis on ethics, purity, and service for humanity. There are four concepts in Islamic brunch of axiology-

- Farz (It is mandatory or compulsory to perform)
- Sunnah (It is recommended but not mandatory)
- Halal (It refers the action or things that are permissible or allowed)
- Haram (It refers to action or things that are extremely prohibited)

Islamic Philosophy and Holistic Education:

Islamic philosophy views education as a holistic process that nurtures the mind, body, and soul, balancing spiritual and intellectual development. It emphasizes the integration of worldly knowledge with religious understanding, aiming to create individuals who are intellectually capable, morally upright, and spiritually aware. In this context, holistic education aims to nurture well-rounded individuals who achieve academic excellence, uphold strong ethical values, and make positive contributions to society.

Concept of Education in Islam:

Muslim scholar defined Education from three different dimensions. First one is '*Tarbiyyah*' it is the process of education that emphasises a person's intellectual and physical growth. Second one is '*ta'dib*' which refers to educating, correcting, and rewarding excellent manners and behaviour. It gives emphasis on knowledge of faith and noble code of conduct. Third one is '*taleem*' it is the process of education that is emphasis on teaching and learning. (Yasin & Jani, 2013)

Islamic Educational Institution:

The medieval period in India, spanning approximately from the 10th century A.D. to the mid-18th century, was marked by the predominance of the Muslim education system. Islamic School of Philosophy has played an important role at that time. At this time Islamic educational institution was divided into two categories-

- Maktab (Primary Education)
- Madrasah (Higher education)

Maktab: It is the primary educational institution of Islamic Education. It attached to a Mosques and teaches by a teacher '*Maulavi*.' He read Ayat of the Quran and students repeat it for memorise. First, they taught the alphabet, correct pronunciation and memorization. The Maktab were generally run by public donations.

Key Feature:

- Maktab are attached to any mosque.
- Students attended these Maktab in early age and read the verses of the holy Quran.
- The mosque's maulavi handled the teacher's duties.
- Here education is totally free of cost.
- In some Maktab writing and arithmetic also taught. (Kumari, 2021)

Madrasah: It is the centre for higher education in Islamic education system. Madrasah derived from Arabic word '*Dars*' means '*lecture*.' After completing Maktab education students sent to Madrasah to receive higher education. These Madrasah worked as the international centre of learning.

Key Feature:

- The preservation and dissemination of religion and culture was the primary goal of the establishment of this Madrasah.
- Wealthy donor providing funds for their maintenance and development of Madrasah.
- The course should take 1012 years to complete.
- Lecture method, inductive method, analytical method, discussion method is use for teaching. (Kumari, 2021)



Aims of Education in Islamic Philosophy:

The first global conference on Muslim education, chaired by King Khaled and held in Makkah from March 31 to April 8, 1977, outlined key goals for Muslim education. The conference proclaimed that the fundamental goal of education should be the holistic development of the human personality, encompassing the nurturing of the spirit, intellect, rational self, emotions, and physical senses. Consequently, education should promote growth across diverse dimensions, such as spiritual, intellectual, imaginative, physical, scientific, and linguistic, motivating individuals to pursue goodness and strive for excellence.

Here are some quotes from well-known philosophers, educators, and intellectuals who have addressed the goals and objectives of Islamic education:

Qamruddin (1986): “Islamic system of education aims to create a society where there is harmony, equality and brotherhood, and where people are pious, God fearing and where social justice prevails, where based on maximum use of each person's ability for general social benefit.”

Syed Alt Ashraf (1982): “The primary aims of Islamic education is of course to knowing all aspects of Islam from the historical, social and global perspective.” (Siddiqui, 2012)

After analysing the Quran and Hadith and opinion of Islamic Scholar some important aim of education is observed from the viewpoint of Islamic Philosophy are below-

- The primary goal of Islamic education is to spread the light of knowledge among all the human beings.
- To provide the teachings of Holy Quran as the first step of education.
- To promote global brotherhood despite differences in people's backgrounds, professions, and social classes.
- To develop moral attributes that are universally seen as desirable by society.
- To produce a good man by all round development of an individual.
- To produce man who has as well as spiritual and scientific knowledge.
- Development of Knowledge.
- Ethical and moral development.

Curriculum in Islamic Philosophy:

Islamic Philosophy denotes curriculum in a wide range. Subject of curriculum in Islamic Philosophy is mainly divided into two parts, Spiritual Knowledge and Materialistic Knowledge.

- Spiritual Knowledge: It included the knowledge of Al-Quran and Hadith.
- Materialistic Knowledge: It included Language, math, science, history, agriculture, geography, law, and moral education.

Methods of Teaching in Islamic Philosophy:

A method of teaching is an organised series of steps taken to quickly accomplish the goals of the learning outcomes. “Teaching method is a strategy for achieving a learning objective through planned presentation delivery.” (Mok Soon Sang, 1992) It also means “moving towards a learning objective which has been planned and organized.” (Sharifah Alwiah, 1986). The student firstly expected to memorize the Quran and then as many hadiths as possible. To help the learner remember the Al-Quran, the teacher reads it aloud to them.

In short Islamic Philosophy describe the method of teaching like-

- ❖ Primary Education-
 - Oral and direct method
 - Memorization, rote learning



Aims of Education in Islamic Philosophy:

The first global conference on Muslim education, chaired by King Khaled and held in Makkah from March 31 to April 8, 1977, outlined key goals for Muslim education. The conference proclaimed that the fundamental goal of education should be the holistic development of the human personality, encompassing the nurturing of the spirit, intellect, rational self, emotions, and physical senses. Consequently, education should promote growth across diverse dimensions, such as spiritual, intellectual, imaginative, physical, scientific, and linguistic, motivating individuals to pursue goodness and strive for excellence.

Here are some quotes from well-known philosophers, educators, and intellectuals who have addressed the goals and objectives of Islamic education:

Qamruddin (1986): “Islamic system of education aims to create a society where there is harmony, equality and brotherhood, and where people are pious, God fearing and where social justice prevails, where based on maximum use of each person's ability for general social benefit.”

Syed Alt Ashraf (1982): “The primary aims of Islamic education is of course to knowing all aspects of Islam from the historical, social and global perspective.” (Siddiqui, 2012)

After analysing the Quran and Hadith and opinion of Islamic Scholar some important aim of education is observed from the viewpoint of Islamic Philosophy are below-

- The primary goal of Islamic education is to spread the light of knowledge among all the human beings.
- To provide the teachings of Holy Quran as the first step of education.
- To promote global brotherhood despite differences in people's backgrounds, professions, and social classes.
- To develop moral attributes that are universally seen as desirable by society.
- To produce a good man by all round development of an individual.
- To produce man who has as well as spiritual and scientific knowledge.
- Development of Knowledge.
- Ethical and moral development.

Curriculum in Islamic Philosophy:

Islamic Philosophy denotes curriculum in a wide range. Subject of curriculum in Islamic Philosophy is mainly divided into two parts, Spiritual Knowledge and Materialistic Knowledge.

- Spiritual Knowledge: It included the knowledge of Al-Quran and Hadith.
- Materialistic Knowledge: It included Language, math, science, history, agriculture, geography, law, and moral education.

Methods of Teaching in Islamic Philosophy:

A method of teaching is an organised series of steps taken to quickly accomplish the goals of the learning outcomes. “Teaching method is a strategy for achieving a learning objective through planned presentation delivery.” (Mok Soon Sang, 1992) It also means “moving towards a learning objective which has been planned and organized.” (Sharifah Alwiah, 1986). The student firstly expected to memorize the Quran and then as many hadiths as possible. To help the learner remember the Al-Quran, the teacher reads it aloud to them.



In short Islamic Philosophy describe the method of teaching like-

- ❖ Primary Education-
 - Oral and direct method
 - Memorization, rote learning
- ❖ Higher Education-
 - Lecture method
 - Monitorial method
 - Logical Method

Role of Teacher in Islamic Philosophy:

In Islamic School of thought teachers are the most honoured person. Teachers are commonly called a 'shaykh' would repeat the Al-Quran hadiths that the student can remember it. They are the most influential person of the society. If we see Al-Quran it says, “Are those who possess knowledge and those who lack it equal? (39:9) (The Quran, 2019) Here by asking question Al-Quran is emphasizing on knowledgeable person. Teacher holds high position in society. In Islamic Philosophy Prophet Muhammad (Peace be upon him) is the role model of a teacher. His teachings and speeches, and work is remarkable.

In Islam, various quotes emphasize that a teacher shapes an individual's personality, broadens their mind, and guides them on the right path; in essence, a teacher plays a crucial role in developing a person's character and overall personality.

Islamic School of Philosophy denotes some special characteristics of teacher, like-

- Teacher must have a high level of moral character.
- He will be a knowledgeable person.
- To have the abilities of imparting knowledge effectively.
- To obtain qualities such as tolerance, patience, hardworking, honesty, punctuality etc.

If we see the modern education system, all this character of a teacher is very important to build a strong nation. All this trait of a teacher helps to develop social, moral and spiritual development of a student.

Role of Students in Islamic Philosophy:

Students are the vital component of the entire education system. Islamic Philosophy says that students should not be harsh. They will be stay focused.

- To follow the basic values which have been prescribed in Islam.
- To obey their teacher.
- To be inquisitive in acquiring knowledge.
- Make Prophet Muhammad as their role model.

Concept of Discipline in Islamic Philosophy:

Discipline is given special importance in Islamic Philosophy. It promotes self-discipline. There are many verses in Al-Quran and in Hadith that talks about gentleness and to maintain discipline. Allah said about Lukman's words to his next son;

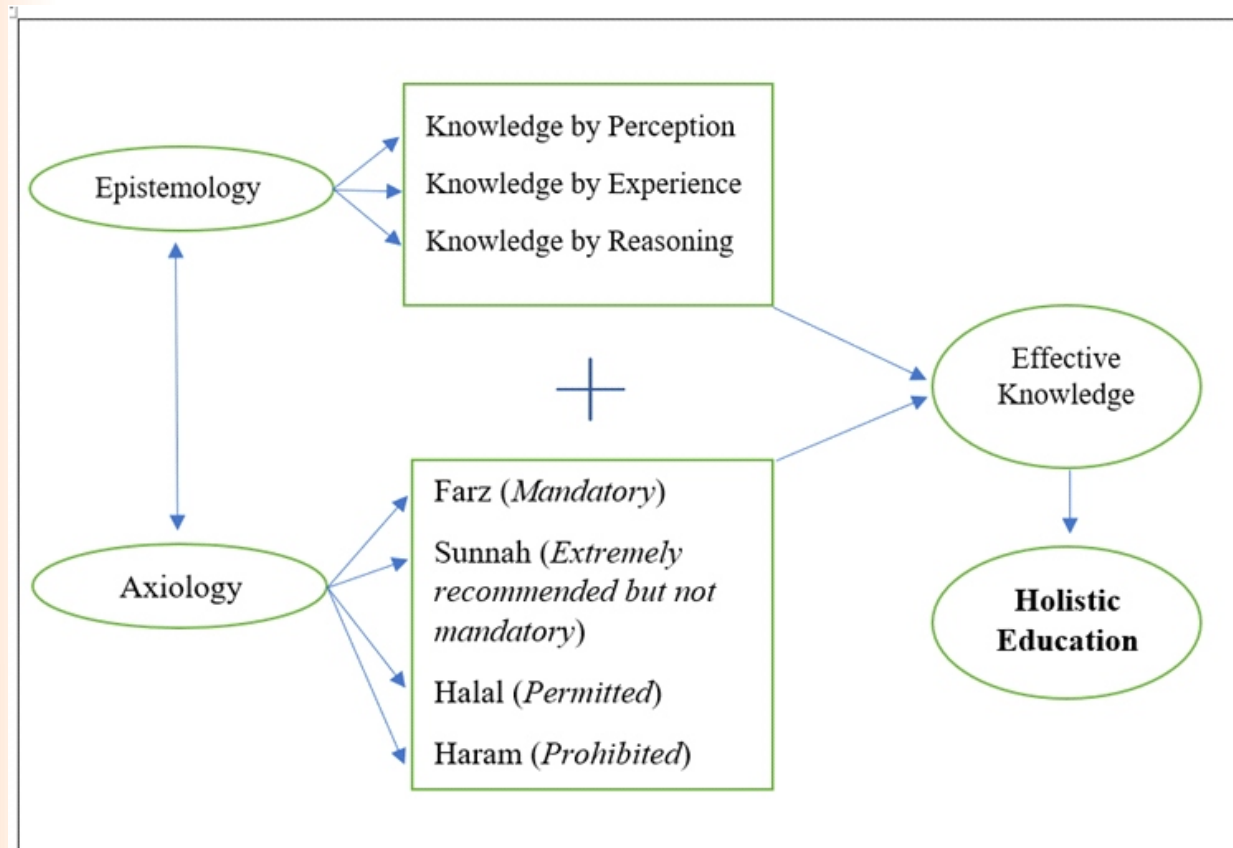
“O my son, *remember* the prayer, advocate righteousness, forbid wrong, and *show patience* over what has befallen you. *These qualities are* the most honourable traits.”- (31:17)(Quran, 2014)

“Do not treat people with arrogantly, nor walk proudly on earth. Allah does not love the arrogant people.”- (31:18).(Quran, 2014)

“Be moderate in your walking, and lower your voice. Verily, the harshest of all voice is the braying of the asses.”- (31:19).(The Noble Qur'an)

So, it is clear that in Islamic Philosophy promotes Self-discipline.

Holistic Model of Education in the light of Islamic Philosophy:



This model of Holistic Education of Indian Philosophy describes the epistemological aspect three types of knowledge Enul-Yakeen (knowledge by perception), Hakkul-Yakeen (knowledge by experience), Ilmul-Yakeen (knowledge by reasoning), when these all types of knowledge merge with Islamic axiological aspects- Farz, Sunnah, Halal, and stay away from Haram (prohibited) then the knowledge comes out that is considered as effective knowledge or true knowledge. Islamic Philosophy gives special emphasis in these aspects for holistic development of a person.

FINDINGS

Islamic Philosophy is deeply rooted in the Quran and Hadith, focusing on the unity of God, the transient nature of the physical world, and the pursuit of knowledge as a moral duty. It categorizes knowledge into physical and spiritual, emphasizing ethical and moral values.

Islamic Philosophy advocates a holistic educational system that balances intellectual, physical, and spiritual development. Historical Islamic educational institutions, like Maktabas and Madrasah, played a significant role in providing both religious and worldly education, with an emphasis on the moral and intellectual growth of both teachers and students.

The Holistic Educational model from an Islamic perspective integrates cognitive, spiritual, social, emotional, and physical development, promoting a balanced pursuit of knowledge and self-discipline. This approach remains relevant today, encouraging the comprehensive development of individuals in both spiritual and intellectual aspects.

DISCUSSION

The research paper on Islamic Philosophy and its impact on education explores the holistic nature of



education as envisioned by Islamic thought. The study emphasizes that Islamic Philosophy, deeply rooted in the Quran and Hadith, views education as a balanced development of an individual's spirit, intellect, and body. It promotes the idea that acquiring knowledge is obligatory for all, aiming to produce well-rounded individuals who are morally upright and intellectually capable. The findings suggest that this philosophy advocates for a harmonious blend of spiritual and material knowledge, contributing to holistic education. The study concludes that Islamic Philosophy's educational framework remains relevant, advocating for both spiritual and modern scientific education, fostering the overall development of individuals, which fully promote a "Holistic Approach of Education" that is mentioned in table number-1.

CONCLUSION

So, after detail study of the Islamic Philosophy it is clear that in Islamic Philosophy acquiring knowledge has been made necessary for all human being. Islamic Philosophy denotes education as a process of spiritual, physical, intellectual and scientific development. It gives special importance to the modern education system and simultaneously gives emphasis on spiritual as well as material education, and try to overall development of a person. Islamic Philosophy gives a detailed description of the whole education system, and it has been supporting to achieving holistic Education.

BIBLIOGRAPHY

- Abbas, S., & Jalaluddin, M. (2016). Ethics and Morality in Islam and Hinduism. *Journal of Islamic Studies in Indonesia and Southeast Asia*, 1(1), 37-42.
<https://journals.mindamas.com/index.php/insancita/article/view/28>
- Anjum, M. R., & Wani, B. A. (2017). Concept of Peace in Islam: A Study of Contributions of Maulana Wahiduddin Khan to Peaceful Coexistence. *International Journal of Scientific and Research Publications*, 7(6), 383-400. https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3870760
- Asharf, S., A. (1982). *Textbook Development : Problems and Remedies*, Muslim Education Quarterly, Vol. 1, No.2, pp. 43-58.
- Behera, H. (2020). The Importance of Value Education & Role of Teachers in the Present Society for the Auspicious and Prosperous Future. *International Journal of Research Culture Society*, (4)12, 1-5.
<https://ijrcs.org/wp-content/uploads/IJRCS202012001.pdf>
- Best, J. W., Kahn, J. V., & Arbind, J. K. (2018). *Research in Education* (Third ed.). Noida, Uttar Pradesh, India: Pearson.
- Bhattacharyya, D. (2023). *Philosophical Foundation of Education*, Course Material, Directorate of Open and Distance Learning, University of Kalyani.
- Biswas, A. K. (2016). Development of Education in India during Medieval Period: A Historical Approach. *International Journal of Research and Analytical Reviews*, 3(2), 260-266. Retrieved March 06, 2023, from <https://www.ijrar.org/papers/IJRAR19D1183.pdf>
- Choudhary, M. (1983). *A Model of Educational Planning and Development in Islamic Perspective*, Vol. 1, pp. 42-58.
- Creswell, J. W. (2018). *Educational Research* (Fourth ed.). Pearson.
- Dereliglu, A. (2019). An Islamic Approach to Peace Education Through Its Content and Different Approaches. *Beder University Journal of Educational Sciences*, 20(1), 87-94.
https://www.researchgate.net/publication/335741482_An_Islamic_Approach_to_Peace_Education_through_its_Content_and_Different_Approaches
- Dhungana, R. K. (2021). *Peace Education: A Hindu Perspective*, Presented in the 25th International Peace Research Association, 1-12.
https://www.researchgate.net/publication/349861388_PEACE_EDUCATION_A_HINDU_P



PERSPECTIVE

- Hadisaputra, P., Farhan, L. P., Kasim, T. A., & Yussuf, A. (2020). The Values of Peace Education in the Perspective of the Holy Quran. *Journal of Islamic Educational Research*, 5(2), 29-37.
https://www.researchgate.net/publication/353599927_the_values_of_peace_education_in_the_perspective_of_the_holy_qur%27an
- Hashim, A. S. (2023). Al-Hadith, Analysis an Overview. Retrieved February 20, 2023, from Al-Islam.Org: <https://www.al-islam.org/articles/al-hadith-analysis-and-overview-hashim>
- Huda, Q., Marshall, K. (2010). Peace Education in Muslim Societies and in Islamic Institutions. Research Gate, 69-83.
https://www.researchgate.net/publication/344193085_Peace_Education_in_Muslim_Societies_and_in_Islamic_Institutions/references
- Kapoor, A. (2023). Value and Peace Education. Isabella Thoburn College.
<https://itcollege.ac.in/itdc/wp-content/uploads/2020/10/Dr-Archana-Kapoor-2.pdf>
- Koul, L. (2009). *Methodology of Educational Research* (Fourth ed.). Noida, Uttar Pradesh, India: Vikas Publisher.
- Kumari, R. (2021). Muslim Education in india. Maulana Mazharul Haque Arabic and Persian University, Department of Education. Retrieved March 2023, from <https://mmhapu.ac.in/doc/eContent/Education/RinkiKumari/July2021/Aims%20of%20Muslim%20Education.pdf>
- Khan, M. W. (2021). Islam and Peace. Goodword Books. <https://cpsglobal.org/books/MWK-All-English-Books-and-Videos-Playlists.pdf>
- Khan, M. W. (2021). Non-Violence and Peace. Goodword Books. <https://cpsglobal.org/books/MWK-All-English-Books-and-Videos-Playlists.pdf>
- Khan, M. W. (2021). Non-Violence and Peace-Building in Islam. Goodword Books. <https://cpsglobal.org/books/MWK-All-English-Books-and-Videos-Playlists.pdf>
- Khan, M. W. (2021). Islam and World Peace. Goodword Books. <https://cpsglobal.org/books/MWK-All-English-Books-and-Videos-Playlists.pdf>
- Koylu, M. (2003). *Islam and its quest for Peace: Jihad, Justice and Education*. The Council for Research in Values and Philosophy.
<https://www.crvp.org/publications/Series-IIA/IIA-15-Contents.pdf>
- Mondal, M., & Ghanta, B. (2018). Theoretical Perspectives of Peace Education. *International Journal of Research and Analytical Reviews*, 5(3), 1842-1847.
http://ijrar.com/upload_issue/ijrar_issue_1555.pdf
- Seng, M., S. (1992). *Pedagogi 2: Strategi Pengajaran Pembelajaran Mikro*. Kuala Lumpur: Kumpulan Budiman.
- Sharifah, W. (1986). *Ilmu Pendidikan: Pedagogi*. Kuala Lumpur: Heineman Asia.
- Qamruddin. (1986). Islamic system of education aims to create a society where there is harmony, equality and brotherhood. <https://cpsglobal.org/books/MWK-All-English-Books-and-Videos-Playlists.pdf>
- Nursita, R. D., & Sahide A. (2019). The Concept of Peace in Islam and its Relevance to International Relations. *AlAlbab*, 8 (2), 211-224
https://www.researchgate.net/publication/342703901_The_Concept_of_Peace_in_Islam_and_Its_Relevance_to_International_Relations
- Pal (2013). *Philosophical and Sociological foundation of Education*. Daryaganj, New Delhi, India: Laxmi Publications Privet Limited.
https://ebooks.lpude.in/arts/ma_education/year_1/DEDU401_PHILOSOPHICAL_AND_SOCIOLOGICAL_FOUNDATIONS_OF_EDUCATION_ENGLISH.pdf
- Quran (Edition B ed.). (2014). (T. Itani, Trans.) Dallas, Beirut, Lebanon: Clear Quran Publitation. Retrieved February 02, 2023, from <https://m.clearquran.com/downloads/quran-english->



Journal of Educare (JoE)
(A Peer-Reviewed Biannual Journal)

ISSN: 3048-9652 (Online)

www.educare.aliah.ac.in

- Translation-clearquran-edition-allah.pdf
Quran (Edition B ed.). (2014). (T. Itani, Trans.) Dallas, Beirut, Lebanon: Clear Quran Publitation. Retrieved February 02, 2023, from <https://m.clearquran.com/downloads/quran-english-translation-clearquran-edition-allah.pdf>
- Siddiqui, M. H. (2012). Objective of Islamic Education in School Curriculum. International Global Research Analysis, 1(7), 44-46. Retrieved March 06, 2023, from https://www.worldwidejournals.com/global-journal-for-research-analysis-GJRA/recent_issues_pdf/2012/December/objectives-of-islamic-education-in-muslim-school-curriculum_December_2012_1599037829_17.pdf
- Sultana, Q. N. (2012). Philosophy of Education an Islamic Perspective. doi:<http://dx.doi.org/10.3329/pp.v5i1i1-2.17676>
- The Noble Qur'an. (n.d.). (M. T.-u.-D. Al-Hilali, & M. M. Khan, Trans.) Madinah. Retrieved February 03, 2023, from https://islamtomorrow.com/downloads/Quran_Khan.pdf
- The Quran (2nd ed., Vol. 1). (2019). (M. W. Khan, & F. Khanam, Trans.) New Delhi, Delhi, India: Good word Books. Retrieved February 02, 2023, from https://ia601909.us.archive.org/10/items/epq_20200630/English-Pocket-Quran.pdf
- Yasin, R. B., & Jani, M. S. (2013). Islamic Education: The Philosophy, Aim, and Main Features. International Journal of Education and Research, 1. Retrieved February 18, 2023, from <http://ijern.com/journal/October-2013/18.pdf>