

Reconstructing Islamic Education in the Modern Era: A Systematic Literature Review on Philosophical Foundations and Curriculum Challenges

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Abstract: This study aims to examine the philosophical foundations of Islamic education and their role in shaping individuals who are intellectually competent, morally upright, and socially as well as spiritually responsible. Using a Systematic Literature Review (SLR) approach, this research systematically identifies and analyzes academic literature related to the fundamental concepts, scope, and influence of Islamic education philosophy on curriculum development and the Islamic education system. The results show that Islamic education philosophy emphasizes the balance between intellectual, spiritual, and moral aspects as a unified framework in the educational process. The study also identifies major challenges in applying Islamic educational philosophical principles in the modern era, including educational dualism, the impact of globalization, and the insufficient integration of Islamic values within existing curricula. These findings imply the urgent need for reconstructing the Islamic education system to ensure its relevance to contemporary developments while maintaining its essential values. The novelty of this study lies in its updated synthesis of recent literature, which provides a comprehensive mapping of current philosophical discourse in Islamic education. Meanwhile, its contribution is reflected in offering a structured analytical foundation that educators, policymakers, and curriculum developers can use to design integrative and adaptive Islamic education curricula.

Keywords: Curriculum Development, Educational Reconstruction, Philosophy of Islamic Education, Qur'an and Hadith, Systematic Literature Review

A. Introduction

Education in Islam is an obligation for every individual, both male and female, throughout their lifetime. Within Islamic teachings, education is viewed not only as the transmission of knowledge but also as a process of forming human beings who maintain harmonious relationships with God, fellow humans, and the natural environment. Education becomes a fundamental instrument in building an Islamic civilization grounded in divine values. The Philosophy of Islamic Education, therefore, emerges as a branch of science that examines concepts, theories, and educational practices from an Islamic worldview based on the Qur'an and Hadith, which are further enriched by the intellectual contributions of Muslim scholars (Mappasiara, 2017).

Various scholars explain that Islamic educational philosophy is not limited to the transfer of knowledge but also includes the formation of personality and character aligned with Islamic values. It seeks to understand human nature as beings capable of being nurtured and guided to embody the teachings of Islam holistically (Tolchah, 2015).

In its development, Islamic educational philosophy thinking is often associated with various schools of educational philosophy, such as Perennialism, Essentialism, Progressivism, Existentialism, and Reconstructionism. This study is important because it provides direction in the development of Islamic education curriculum, so that the education system implemented remains relevant to the needs of the times without losing its philosophical foundation (Tolchah, 2015). In contemporary discourse, Islamic educational philosophy is frequently associated with various classical and modern schools of educational thought such as Perennialism, Essentialism, Progressivism, Existentialism, and Reconstructionism reflecting its dynamic relationship with broader philosophical debates.

Along with the development of the times, the challenges in the world of education are increasingly complex. Therefore, Islamic educational philosophy thinking is needed to provide direction and solutions to various problems that arise. Education in Islam is not only aimed at making individuals intelligent, but also to form a personality that is noble and responsible for society.

Existing scholarship has extensively discussed the ontological, epistemological, and axiological foundations of Islamic education, its goals, and its implications for curriculum development (Nasution et al., 2022). However, while the philosophical principles have been widely established, a systematic synthesis of contemporary challenges in implementing these principles especially within 21st-century educational

systems and the Indonesian context is still limited. Previous studies tend to focus on conceptual and normative discussions but rarely integrate these perspectives into a comprehensive analysis of practical barriers such as educational dualism, globalization, curriculum fragmentation, and the rapid technological shifts influencing educational settings (Rumahorbo, 2024).

To address this research gap, this study seeks to provide a systematic and structured review of literature on Islamic educational philosophy and its relevance in responding to modern educational challenges. Specifically, this research aims to analyze the philosophical foundations of Islamic education based on Qur'anic and Prophetic teachings, explore its development across historical and socio-cultural contexts, and evaluate its relationship with major schools of educational philosophy. Furthermore, this study examines how these philosophical principles can inform curriculum development in Indonesia to remain relevant amid globalization, modernity, and digital transformation.

Based on these considerations, the research is guided by the following questions: 1) What core concepts and philosophical foundations of Islamic education are presented in existing literature?; 2) How does Islamic educational philosophy influence curriculum development in modern Islamic education?; 3) What challenges arise in the implementation of Islamic educational philosophical principles in the contemporary era, particularly in Indonesia?; 4) How can Islamic education be reconstructed to remain relevant to current developments while preserving its foundational Islamic values? This study therefore aims to offer a comprehensive understanding of Islamic educational philosophy and contribute to the development of a more integrative, adaptive, and value-oriented Islamic education system.

B. Methods

This study uses the Systematic Literature Review (SLR) approach to identify, evaluate, and analyze relevant literature on Islamic educational philosophy. The SLR method was chosen because it is able to provide a comprehensive and systematic overview of a particular topic and helps in organizing findings in an illustrative and structured manner (Kitchenham, 2004). In this study, SLR is used to gain an in-depth understanding of Islamic educational philosophy. This research process is carried out through several stages, as follows:

1. Identify and determine keywords that aim to understand the concept of Islamic educational philosophy.
2. Implementing a search strategy by searching various academic sources, such as Google Scholar, using keywords such as "Islamic educational philosophy", "Islamic educational philosophy in student character", and other related terms.

3. Conducting a selection process by filtering relevant literature through title and abstract analysis, before finally examining the contents in more depth.
4. Extracting data by collecting primary information from selected studies, including methodology, key findings, and their contribution to understanding the concept of Islamic educational philosophy.
5. Conduct qualitative data analysis and synthesis to identify key themes, trends and gaps in the existing literature.
6. Prepare a structured report of the results to provide a clear picture of the research findings, implications, and recommendations for further research.

C. Results and Discussion

The concept of philosophy in Islamic education is rooted in the integration of reason (‘aql) and revelation (naql), which serves as a foundation for understanding the aims, methods, and values within the educational process. Philosophy of Islamic education not only seeks the essence of knowledge, but also provides a framework to align intellectual development with spiritual and moral growth. Several scholars define the philosophy of Islamic education as a systematic effort to construct theories of education based on Islamic worldview and epistemology. In order to map and analyze the development of thought in this field, the researcher conducted a systematic review of 15 journals that met the inclusion criteria. The summary of the analysis results is presented in the following table.

Table 1. Results of Review of Mapping of Journal Article Data with Related Research

No	Title	Writer	Research purposes	Research methods	Research result	Conclusion
1	Implementation of Islamic Education Philosophy in Developing Islamic Education Curriculum	Romli et al., (2023)	Analyzing the views of Islamic educational philosophy on the Islamic education curriculum.	Literature Study	The Islamic education curriculum must continue to be updated to be relevant to current developments.	The Islamic curriculum must be based on Islamic values and continuously evaluated and developed.
2	The Role of Islamic Philosophy in Building Education	The Greatest Showman (2023)	Knowing the role of Islamic philosophy in building education.	Literature review	Islamic education must be visionary, integrative-interconnective, and able to answer contemporary issues.	Islamic education must be based on a philosophy that is rational, analytical and systematic.
3	Curriculum in the Perspective of Islamic Educational Philosophy	Salim (2023)	Examines how the curriculum in Islamic educational philosophy is designed to shape character and skills.	Literature Study	The Islamic curriculum must be based on revelation and aims to form knowledgeable and moral human beings.	Islamic education is not only about mastering knowledge but also practicing knowledge.
4	Islamic Educational Philosophy View: Understanding the	Nursim et al., (2024)	Understanding the relationship between Islamic educational philosophy and	Literature Study	Islamic education plays a role in forming an ideal Muslim society.	Islamic education and society are interrelated in achieving harmony.

5	Essence of Society The Relationship between Philosophy and Islamic Education and Culture	Nabilah et al., (2024)	societal responsibility. Characterizing the interactions between philosophy, Islamic education, and culture.	Literature Study	The philosophy of Islamic education is influenced by the culture and values of society.	The cultural diversity of a nation influences the development of Islamic education.
6	The Role of Islamic Educational Philosophy in the Development of Education in the Era of the Industrial Revolution 4.0	Nasution et al., (2022)	Analyzing the role of Islamic educational philosophy in facing the challenges of the Industrial Revolution 4.0.	Literature Study	Islamic educational philosophy must be the basis for analyzing education in the digital era.	Islamic education must adapt to technological developments without losing its basic values.
7	Philosophy of Islamic Education (Review of the Thoughts of Muhammad Quraish Shihab)	The Last Supper (2019)	Examining Quraish Shihab's thoughts on the philosophy of Islamic education.	Literature Study	Education must be based on the Koran and Hadith and adapt to current developments.	The concept of Islamic education must be dynamic and relevant to societal conditions.
8	Philosophy of Education in Islamic Perspective	Ya'kub et al., (2023)	Describe the concept of educational philosophy from an Islamic perspective.	Literature Study	The philosophy of Islamic education integrates spiritual, moral, intellectual and social aspects.	The philosophy of Islamic education must include ontology, epistemology, and axiology.
9	Material in Islamic Education Philosophy	Servant (2018)	Analyzing the sources of Islamic educational philosophy.	Literature Study	The philosophy of Islamic education comes from normative sources (the Qur'an and Hadith) as well as historical sources.	Islamic education must be able to adopt external thinking that is in accordance with Islamic teachings.
10	The Role of Islamic Philosophy in Education	The Greatest Showman (2023)	Examining the role of philosophy in Islamic education.	Literature review	Islamic education must be able to face contemporary challenges with a philosophical approach.	Islamic education must be visionary and inclusive to face the challenges of the times.
11	Problem of the Relationship between	(Nasriah et al., 2023)	Analyzing the differences and similarities between	Literature Study	The philosophy of Islamic education is theocentric,	Islamic and general educational philosophy

	Islamic and General Philosophy of Education		Islamic educational philosophy and general educational philosophy.		while the philosophy of general education is more anthropocentric.	have common ground in educational theories such as Nativism, Empiricism, and Convergence.
12	Philosophy of Islamic Education: Study of the Epistemology of Science	Mustafa (2009)	Examining the philosophy of Islamic education from the perspective of the epistemology of science.	Literature Study	Islamic educational philosophy has three main aspects: ontology, epistemology, and axiology.	Islamic education must integrate scientific principles with Islamic values in order to have a strong philosophical foundation.
13	Education in the Perspective of Islamic Philosophy	Sidik et al., (2022)	Examining the basis of Islamic education from the perspective of Islamic philosophy.	Literature Study	Islamic education is rooted in the Qur'an, Hadith, and ijtimah' of scholars and is influenced by Islamic philosophical concepts.	Islamic education must be in line with Islamic values and oriented towards character development and knowledge.
14	Problems of Islamic Education in the Study of Islamic Educational Philosophy	Putri et al., (2024)	Identifying challenges in Islamic education based on Islamic educational philosophy.	Literature Study	Islamic education faces challenges such as low public trust, dichotomy of knowledge, and lack of professionalism among educators.	Islamic education needs to be reconstructed to be more adaptive to developments in the era and remain based on Islamic values.
15	Philosophy of Islamic Education	Mappasiyara (2017)	Examining the nature of Islamic educational philosophy and its scope and development.	Literature Study	The philosophy of Islamic education is derived from the Qur'an and Hadith and is influenced by the thoughts of Muslim philosophers.	Islamic education has ontological, epistemological, and axiological dimensions that must continue to be developed.

The results of the research that the author has conducted, namely reviewing 15 journals that have met the characteristics that the author has applied, show that Islamic educational philosophy is a branch of philosophy that discusses the basic principles of education based on Islamic values derived from the Qur'an and Hadith. This philosophy not only aims to transmit knowledge but also to shape the personality and character of students to be in accordance with Islamic values (Ya'kub et al., 2023).

The philosophy of Islamic education aims to produce individuals who are not only intellectually intelligent but also have personalities based on Islamic values. The main objectives of Islamic education can be categorized into three aspects: 1) Individual Aspects: Building pious people with noble morals; 2) Social Aspects: To form a harmonious and civilized society based on Islamic teachings; 3) Scientific Aspects: Developing critical thinking and knowledge within the framework of Islamic values (Nasution et al., 2022).

The curriculum in Islamic education does not only contain academic subjects but also includes moral and spiritual aspects. The philosophy of Islamic education aims to form individuals who have intellectual, moral and spiritual intelligence. (Nuthpaturahman, 2023). More specifically, the objectives of Islamic educational philosophy can be categorized as follows: 1) Individual Aspects: Building a pious, knowledgeable and noble Muslim personality (Putri et al., 2024); 2) Social Aspects: Forming a harmonious and civilized society based on Islamic values (Mappasiara, 2017); 3) Scientific Aspects: Developing critical thinking and knowledge within the framework of Islamic values (Sri Mulyani et al., 2024).

The curriculum in Islamic education must reflect a balance between worldly and Islamic knowledge. The curriculum based on Islamic educational philosophy is designed by considering three main aspects (Darmanto et al., 2017): 1) **Based on Revelation**: The curriculum must be based on the teachings of the Qur'an and Hadith as the main sources of knowledge. (Nuryamin et al., 2021); 2) **Comprehensive**: Covers spiritual, intellectual, social and emotional aspects (Fithriani, 2016); and 3) **Adaptive**: Must be able to adapt to the development of the times without losing the essence of Islam (Nuthpaturahman, 2023).

D. Conclusion

The findings of this study show that the philosophy of Islamic education emphasizes the integration of intellectual, spiritual, and moral dimensions as the foundation for developing an education system aligned with Qur'anic and Prophetic values. This review answers the research questions by identifying the core concepts of Islamic

educational philosophy, its influence on curriculum development, and the contemporary challenges that hinder its implementation, particularly educational dualism, globalization, and the limited integration of Islamic values in curriculum design. Theoretically, this study contributes to strengthening the discourse on Islamic educational philosophy by providing a systematic synthesis of recent scholarly works and by highlighting the need for an integrative philosophical framework in modern Islamic education. Practically, the results offer guidance for curriculum developers, teacher education institutions, and policymakers to reconstruct Islamic education so that it remains adaptive to current developments while maintaining its foundational values. This study has several limitations, including reliance on literature from selected databases, the dominance of Indonesian and English sources, and the limited focus on the Indonesian context, which may restrict generalization. Future research is recommended to conduct empirical studies evaluating the effectiveness of integrative curriculum models, qualitative studies exploring teachers' philosophical understanding in classroom practice, and comparative analyses of Islamic education systems across different Muslim-majority countries.

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