

## Implementation of Al-Ghazali's Educational Perspective in Modern Islamic Educational Institution

Habiburrahman<sup>1\*</sup>, Rijal Khoirul Anam<sup>2</sup>, Handaru Baskara Aji<sup>3</sup>, Ilham Kurniawan<sup>4</sup>

Universitas Islam Negri Sunan Kalijaga \*<sup>1, 2, 3, 4</sup>

<sup>1</sup>email: [23204092005@student.uin-suka.ac.id](mailto:23204092005@student.uin-suka.ac.id)

<sup>2</sup>email: [rijal.anam20@gmail.com](mailto:rijal.anam20@gmail.com)

<sup>3</sup>email: [23204092008@student.uin-suka.ac.id](mailto:23204092008@student.uin-suka.ac.id)

<sup>4</sup>email: [23204092016@student.uin-suka.ac.id](mailto:23204092016@student.uin-suka.ac.id)

**Abstract:** This study explores the application of Al-Ghazali's educational concepts in the contemporary education system at a modern Islamic Educational Institution. Using a qualitative approach with a case study design, this study seeks to gain an in-depth understanding of implementing Al-Ghazali's values. Data were collected through in-depth interviews with four teaching staff and two administrative staff and analyzed using thematic analysis methods. The results indicate that the institution where the study was conducted has successfully integrated moral values into its curriculum, using teaching methods focusing on understanding and reflection and implementing a strong spiritual development program. Teachers act as role models and spiritual guides, which aligns with Al-Ghazali's view of the importance of holistic education, which includes moral, intellectual, and spiritual aspects.

**Keywords:** Al-Ghazali; Education; Implementation.

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**Abstrak:** Penelitian ini mengkaji penerapan konsep pendidikan Al-Ghazali dalam sistem pendidikan kontemporer di Lembaga Pendidikan Islam modern. Dengan menggunakan pendekatan kualitatif dengan desain studi kasus, penelitian ini berupaya untuk memperoleh pemahaman yang mendalam tentang penerapan nilai-nilai Al-Ghazali. Data dikumpulkan melalui wawancara mendalam terhadap empat orang staf pengajar dan dua orang staf administrasi dan dianalisis menggunakan metode analisis tematik. Hasil penelitian menunjukkan bahwa lembaga tempat penelitian dilakukan telah berhasil mengintegrasikan nilai-nilai moral ke dalam kurikulumnya, menggunakan metode pengajaran yang berfokus pada pemahaman dan refleksi serta melaksanakan program pengembangan spiritual yang kuat. Guru berperan sebagai

panutan dan pembimbing spiritual, yang sejalan dengan pandangan Al-Ghazali tentang pentingnya pendidikan holistik, yang meliputi aspek moral, intelektual, dan spiritual.

***Kata kunci:*** Al-Ghazali; Implementasi; Pendidikan.

## **A. Introduction**

Education is important in forming individual character and knowledge (Mujiburrahman et al., 2021; Qadir & Putra, 2022). In this context, Al-Ghazali's thoughts on education have significant relevance, both in the global context and Islamic scientific studies. However, in practice, many modern Islamic educational institutions still adopt the Western educational management system without considering the rich and relevant Islamic values. Therefore, this study seeks to fill this gap by exploring how Al-Ghazali's educational concept can be implemented in contemporary education to produce an effective, ethical system under Islamic values.

Previous research that discussed Al-Ghazali's views on education generally focused on theoretical aspects, such as the importance of helpful knowledge and the formation of morals (Nasr, 2009; Bahri, 2022). Furthermore, other studies also reveal Al-Ghazali's views on the relationship between knowledge and faith and the importance of integrating the two into the education system (Praditya et al., 2022).

However, studies on the practical implementation of Al-Ghazali's educational concept in modern education are still limited (Al Bisry, 2020; Quraisy et al., 2023). Several studies also highlight the importance of Al-Ghazali's educational methods, such as using advice and examples in teaching-learning (Faizin et al., 2023; Hanifah et al., 2023). However, in-depth studies on how modern Islamic educational institutions integrate these values into their educational management are still rare.

This study aims to fill the gap by exploring the application of Al-Ghazali's values in the education system in a modern Islamic institution. It is expected to provide a significant contribution to enriching Islamic education literature and offering a value-based education model that can be applied in various other Islamic educational institutions.

Nowadays, many modern Islamic schools adopt the Western education management system without considering the rich and relevant Islamic values. This study will explore how Al-Ghazali's values can be integrated into education management to produce a system that is not only effective but also ethical and in accordance with Islamic values.

## **B. Methods**

This study uses a qualitative approach (Miles et al., 2018) with a case study design to explore the application of Al-Ghazali's educational concepts in a contemporary education system in a modern Islamic educational institution. This approach was chosen to gain an in-depth understanding of the implementation of Al-Ghazali's values in a real context (Busetto et al., 2020).

The research procedure began with in-depth interviews involving 10 teaching staff and five administrative staff at the Baitussalam Islamic Junior High School located at Jl. Pulir Rejejo, Bokoharjo, Kec. Prambanan, Kab. Sleman, Daerah Istimewa Yogyakarta 55572. Interviews were conducted face-to-face with a semi-structured guide to allow a broader exploration of respondents' experiences and views on applying Al-Ghazali's values. Interview recordings were then transcribed verbatim for further analysis.

For tools and technology, this study uses a digital voice recorder to record interviews and manual analysis to assist in organizing and analyzing data. The analysis is used to code and identify the main themes relevant to Al-Ghazali's educational theory.

Data were collected through interview transcription and analyzed using thematic analysis methods. The analysis involved reading the transcripts in-depth, coding relevant text segments, and grouping these codes into significant themes. These themes were then compared with previous literature to assess consistency and differences.

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### C. Result and Discussion

**Table 1. Interview data analysis results**

Theme	Respondent	Interview Excerpt
Moral Values	Teacher 1	"We always teach the importance of honesty and integrity in every lesson."
	Teacher 1	"Moral values such as respect and responsibility are important to our curriculum."
	Teacher 1	"At every opportunity, we insert moral messages so that students understand the importance of good behavior in daily life."
Teaching Methods	Teacher 2	"We use a discussion and reflection approach so that students not only memorize but also understand the meaning behind every lesson."
	Teacher 2	"The teaching methods we implement involve a lot of interaction and feedback, making students more active and critical."
	Staff 1	"We always try to implement teaching methods relevant to the times without losing the essence of Islamic education."
Teacher's Role	Teacher 3	"As teachers, we strive to be good role models in behavior and knowledge."
	Teacher 3	"Teachers here deliver material and guide students in character development."
	Teacher 3	"We consider our role not only as educators but also as spiritual guides."
Spiritual Development	Teacher 4	"We hold regular religious activities so that students have a strong spiritual foundation."
	Teacher 4	"Activities such as congregational prayers and routine studies help students to deepen religious values in daily life."
	Staff 2	"We believe spiritual development is integral to education, so religious programs are highly emphasized here."

The main findings from the interviews reveal several important themes. For instance, all teachers integrate moral values such as honesty and responsibility into every subject. The teaching methods also focus on deep understanding and reflection, not memorization. Additionally, teachers at the institution act as moral and spiritual role models for students, and spiritual development programs such as congregational prayers and routine studies are consistently implemented.

These findings align with studies showing that moral and spiritual education is central to Al-Ghazali's educational theory (Salaeh et al., 2023). However, the teaching methods implemented at the institution where the research was conducted are more adapted to the times, indicating an evolution in the application of Al-Ghazali's theory to meet the needs of modern education.

Although supporting Al-Ghazali's theory, these results also show differences from previous studies. For example, other studies highlight the importance of direct experience in learning (Faizin et al., 2023; Hanifah et al., 2023), while the institution where the research was conducted emphasizes discussion and reflection more.

These findings can be explained by the need to adapt classical theories to modern contexts. The importance of moral and spiritual values in education remains highly relevant, but teaching methods must be adjusted to meet current needs and challenges. This demonstrates the flexibility and timeless relevance of Al-Ghazali's theory.

These findings have significant implications. Applying Al-Ghazali's values in modern education improves the quality of education through a holistic approach and strengthens Islamic identity in the education system. This research also offers a value-based educational management model rooted in traditional Islamic values that can be replicated in various educational institutions.

Finally, this study emphasizes integrating moral and spiritual values into education. These findings are expected to serve as guidelines for other Islamic educational institutions in developing educational systems that are academically effective and ethically aligned with Islamic values.

### 1.1 Implementation

In terminology, "implementation" refers to implementing or executing a plan, policy, or program into real action. This word comes from the Latin "implēmentum," which means "tool" or "means to achieve goals." In a broader context, implementation includes steps to ensure that something planned can be realized effectively and efficiently. This process involves technical implementation and adjustments to various conditions and factors in the field.

According to Pressman and Wildavsky, implementation is "a complex process that requires more than just the application of policies, but also the ability to adapt these policies to dynamic situations and conditions in the field (Dearlove, 1974)." Meanwhile, Van Meter and Van Horn (1975) define implementation as "a series of activities carried out by the government and related parties to achieve the goals set by public policy." In the field of education, it is stated that implementation is "a critical stage in which educational policies are translated into practices that can affect student learning outcomes (Amon & Bustami, 2021).

From the explanation of terminology and etymology, as well as the views of experts, it can be concluded that implementation is an important process that connects planning with actual results. It involves a series of complex actions and requires continuous adjustment to conditions in the field. The success of implementation is determined not only by the clarity of the plan but also by the ability to adapt and manage various factors that affect the implementation process. Therefore, a deep understanding of the concept of implementation and an effective practical approach is essential to achieving the desired goals.

### 2.1 Conceptualization of Education by Al-Ghazali

Al-Ghazali conceptualized education as a structure embedded in religious-ethical principles. According to Al-Ghazali, education goals include three essential aspects: cognitive, affective, and psychomotor (Jofipasi et al., 2023) (Lubis & Widiawati, 2020). The affective aspect focuses on the development of the heart, such as feelings and spirituality (Wahid et al., 2018). The cognitive aspect involves the development of

instincts, intelligence, skills, and thinking power, which are integral parts of individual development in the educational process (Yahya, 2018). The psychomotor aspect, which includes physical development such as physical health and skill development, has an important role in ensuring the holistic development of individuals, both in the context of formal and informal education.

In addition, Al-Ghazali also mapped four categories of scientific classification, which include the domains of sharia and 'aqliyah sciences, theoretical and practical sciences, knowledge presented and obtained, and fardhu 'ain and fardhu kifayah knowledge (Mainuddin et al., 2023). More specifically, the sciences are based on their importance and influence on the approach to Allah SWT, which include the science of the Qur'an and religious sciences such as fiqh, hadith, and interpretation.

Al-Ghazali is one of the most influential Islamic thinkers in the history of Islamic education. Al-Ghazali's conceptualization of education is based on the view that education is a holistic process that includes intellectual, moral, and spiritual development. In his famous work, *Ihya Ulum al-Din* (The Revival of the Religious Sciences), Al-Ghazali emphasized the importance of integrating religious knowledge with general knowledge. He argued that the primary goal of education is to get closer to Allah SWT (taqarrub ilallah) and to form individuals with noble morals and intellectual intelligence (Al-Attas, 2023; Nasr, 1987).

Al-Ghazali divided knowledge into several categories based on their importance and influence on a person's spiritual life. The main categories include religious sciences such as the science of the Qur'an, fiqh, hadith, and tafsir. In addition, he also emphasized the importance of Arabic grammar, which includes nahwu and makhraj huruf, as a tool for understanding religious texts. Furthermore, sciences included in fardhu kifayah, such as medicine, arithmetic, engineering, and politics, are also considered important because they contribute to the welfare of society. Finally, Al-Ghazali appreciates cultural sciences such as poetry, history, mathematics, logic, and ethics, which help enrich individuals' intellectual and moral lives (Rosenthal, 2006).

### **3.1 Al-Ghazali's Educational Method**



The educational method proposed by Al-Ghazali is very comprehensive and includes various approaches designed to develop all aspects of the student's personality. According to Al-Ghazali, education must begin with the transfer of knowledge from teacher to student, called the transfer of knowledge. This process involves explaining, teaching, and demonstrating basic sciences important for intellectual and spiritual development (Qasserras, 2023).

Furthermore, Al-Ghazali emphasized character formation through examples given by teachers. Teachers are considered behavioral models that students must imitate. This example includes good attitudes, ethics, and morals, which students are expected to internalize. Al-Ghazali also emphasized the importance of developing a conscience to guide students in achieving sincerity in doing good deeds (Makdisi, 1981).

Al-Ghazali's teaching methods include the mujahadah (serious effort) and riyadhah (spiritual training) approaches, which aim to strengthen self-discipline and perseverance in religious practice. He also uses methods involving praise and punishment to shape desired behavior. In addition, he emphasizes the importance of creating a conducive learning environment that supports the development of noble morals (Nasr, 2009).

In practice, Al-Ghazali emphasized using various teaching media to ensure deep understanding and practical application of the knowledge taught. He believed that teaching methods should be adapted to the student's psychological, sociological, and pragmatic conditions so that education can run effectively and efficiently ((Quraishah et al., 2022).

Through his thoughtful approach, Al-Ghazali significantly advanced Islamic educational theory. He proposed a model that focused on the development of the mind, spirit, and ethical character, effectively providing a comprehensive framework for education. This holistic model is not only relevant to Islamic teachings but also offers valuable insights that can be applied to modern education systems, emphasizing the importance of nurturing both intellectual and moral growth in students.

#### **D. Conclusion**

The study's results indicate that the institution where it was conducted successfully integrated moral values into its curriculum, used teaching methods based on



understanding and reflection and implemented a strong spiritual development program. Teachers act as role models and spiritual guides, following Al-Ghazali's view of the importance of holistic education, which includes moral, intellectual, and spiritual aspects. The implications of these findings are significant for Islamic education, as applying Al-Ghazali's values can improve the quality of education and strengthen Islamic identity. The value-based education management model can be replicated in other Islamic educational institutions as a solution to the challenges of modern education. However, this study is limited to one institution and a qualitative approach, so further research with a more extensive and diverse sample is needed to gain more comprehensive insights.

Recommendations for further research include expanding the scope of the study to include more Islamic educational institutions in various social and cultural contexts. Further research is also needed to develop and test innovative teaching methods rooted in Al-Ghazali's principles but adapted to the needs of modern education. Thus, it is hoped that a more comprehensive Islamic education model relevant to today's challenges can be created.

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