

Examining the Impact of Violence in the Name of Islam on the Stability of Islamic Education Worldwide

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Abstract: Violence in the name of religion, particularly Islam, has drawn significant global attention in recent decades. This study aims to examine the impact of violence committed in the name of Islam on the stability of Islamic education worldwide. Using a qualitative literature-based approach, the research finds that such violence disrupts educational systems, diminishes public trust in Islamic educational institutions, and fosters negative stigma against Muslims. The findings highlight the importance of strengthening inclusive and tolerant Islamic education to address these challenges.

Keywords: Violence; Islam; Islamic Education; Stability; Tolerance.

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Abstrak: Kekerasan atas nama agama, khususnya Islam, telah menjadi perhatian global dalam beberapa dekade terakhir. Penelitian ini bertujuan untuk menelaah dampak kekerasan yang mengatasnamakan Islam terhadap stabilitas pendidikan Islam di dunia. Dengan pendekatan kualitatif berbasis studi literatur, penelitian ini menemukan bahwa kekerasan tersebut berdampak pada disrupsi sistem pendidikan, pengurangan kepercayaan masyarakat terhadap lembaga pendidikan Islam, serta stigma negatif terhadap umat Islam. Hasil penelitian ini menunjukkan pentingnya penguatan pendidikan Islam yang inklusif dan toleran guna menghadapi tantangan ini.

Kata Kunci: Kekerasan, Islam; Pendidikan Islam; Stabilitas; Toleransi.

A. Introduction

In recent decades, the issue of violence committed in the name of Islam has become an international spotlight, sparking profound discussions about its impact on

various aspects of life, including education. This violence is often linked to extreme interpretations of religious teachings used to legitimise destructive actions (Abdillah, 2017). According to (Rubin, 2002), such violence in the name of religion frequently stems from the manipulation of ideology and political interests by specific groups. In this context, Islam often becomes the primary target, either as a victim of stigmatisation or as a subject of exploitation by radical actors.

The impact of such violence is not only felt in political and social stability but also extends to the education sector, particularly Islamic education. Islamic education, as a system that fosters moral, spiritual, and intellectual values, faces significant challenges in maintaining its legitimacy and effectiveness amid the pressures of a globalised world (Pewangi, 2017). According to (Wan Yusoff et al., 2018), Islamic education plays a central role in shaping a generation characterised by noble morals, tolerance, and the ability to adapt to the changes of the times. However, disruptions caused by violence and conflict, as noted by (UNESCO, 2016), have led to the closure of schools, the loss of educators, and interruptions in the learning process, especially in conflict-affected areas.

The stigmatisation of Islamic education also poses a serious challenge. Many Islamic educational institutions are often suspected of being centres of radicalism, even though the majority of these institutions teach universal values that promote peace and tolerance (Esposito, 2011). This situation is exacerbated by the global lack of understanding of the true concept of Islamic education, as highlighted by (Nasr, 2002), who emphasises that Islamic education integrates spiritual values with modern scientific knowledge.

This study aims to gain an in-depth understanding of how violence committed in the name of Islam affects the stability of Islamic education. The primary focus is to identify the impact on educational systems, explore the challenges faced by Islamic educational institutions, and propose strategic solutions to strengthen the role of Islamic education in fostering a peaceful and just society. Through this approach, it is expected that the study can make a meaningful contribution to addressing the challenges faced by Islamic education in the modern era.

B. Methods

This study employs a qualitative approach based on a literature review. This approach was chosen as it allows researchers to examine various perspectives and findings from relevant secondary sources. Data were collected through document analysis, including journal articles, books, international reports, and official documents discussing violence in the name of religion and its impact on Islamic education (Sukardi, 2004). The research stages include:

1. Data Collection

Researchers identified relevant sources from academic literature, international reports, and related publications. These sources include previous studies addressing violence in the name of religion, Islamic education, and the impact of violence on the education sector (Sukmadinata, 2011).

2. Data Analysis

The analysis was conducted using a descriptive-analytical method. This method enables researchers to describe observed phenomena and analyse the relationships between violence in the name of Islam and the stability of Islamic education (Sugiyono, 2009).

3. Data Validation

Validation was carried out by comparing findings from various sources to ensure consistency and reliability of the information (Sugiyono, 2009).

4. Synthesis of Findings

The analysis's results were synthesised to provide a comprehensive understanding of violence's impact on Islamic education and identify potential solutions that can be implemented (Sukardi, 2004).

Using this method, the study offers an in-depth perspective on the complexities of violence in the name of religion and its impact on Islamic education, as well as strategic recommendations to address these challenges.

C. Results and Discussion

Violence perpetrated in the name of religion is a complex phenomenon that often involves extreme textual interpretations (Muttaqien, 2012). (Rubin, 2002) explains that such acts of violence typically stem from literal interpretations of sacred texts employed by certain groups to legitimise their actions. In the context of Islam, (Esposito, 2011) highlights that minority groups with political or ideological agendas frequently exploit religious teachings to justify acts of violence. This not only tarnishes Islam's image globally but also generates social tensions within various communities.

Historically, violence in the name of religion is not a new phenomenon. However, in recent decades, its intensity and impact have escalated, amplified by media and globalisation. For instance, conflicts in the Middle East involving groups like ISIS have drawn global attention and exacerbated the stigma against Islam as a religion purportedly endorsing violence, even though Islamic teachings fundamentally emphasise peace and justice (Esposito, 2011).

Islamic education plays a vital role in shaping a generation that comprehends religious teachings and can navigate the challenges of the modern world (Nur Laila, 2023). (Nasr, 2002) asserts that Islamic education aims to integrate spiritual values with contemporary knowledge, fostering harmony between religion and science. However, challenges such as globalisation, modernisation, and stigma against Islam have significantly influenced global perceptions of Islamic education.

According to (Wan Yusoff et al., 2018), one of the primary challenges for Islamic education lies in balancing the need to preserve Islamic identity with the demands of adapting to global changes. In many countries, Islamic education is often perceived as a breeding ground for radicalisation, even though most Islamic educational institutions focus on imparting universal values like tolerance, justice, and peace. In this context, it is crucial for Islamic educational institutions to continually enhance their curriculum and teaching methods to align with contemporary needs.

Violence has far-reaching consequences for the education sector (Lusiana, 2024). (Davies, 2003) notes that violence can disrupt education systems in various ways, including physical damage to educational facilities, interruptions to teaching and

learning processes, and psychological impacts on students and teachers. In the context of Islamic education, these challenges are compounded by the global stigma that often associates Islamic education with radicalism.

For example, prolonged conflicts in countries such as Syria, Yemen, and Iraq have led to the destruction or closure of thousands of schools, depriving millions of students of access to education. Furthermore, teachers and educational staff are often targeted in violent acts, creating fear and reducing the effectiveness of the educational process (UNESCO, 2016). Psychological impacts, such as trauma and emotional instability among students, further hinder their learning progress. A comprehensive approach is needed to address these challenges, including rebuilding educational infrastructure, providing psychosocial support, and promoting peace education. Additionally, international collaboration is essential to eliminating the stigma against Islamic education and supporting Islamic educational institutions in creating a safe and inclusive environment.

1. Disruption of the Education System

Violence occurring in various regions, particularly in conflict zones, has significantly disrupted the education system. Damage to educational facilities, such as school buildings destroyed by armed conflict, has directly hindered the teaching and learning process. Additionally, the forced migration of students and educators exacerbates the situation, creating voids in the educational ecosystem. For example, conflicts in the Middle East have led to the closure of thousands of schools, ultimately depriving children of their right to quality education (UNESCO, 2016).

2. The Stigmatisation of Islamic Education

One indirect consequence of violence in the name of Islam is the stigmatisation of Islamic education. Islamic educational institutions are often labelled as centres of radicalisation, even though the majority of these institutions are committed to teaching universal values such as tolerance, peace, and justice (Esposito, 2011). This stigma not only damages the reputation of Islamic

educational institutions globally but also reduces international support for the development of Islamic education.

3. Psychological Impact

Violence has a profound impact on the mental health of students and teachers. Fear resulting from threats of violence, trauma from conflict experiences, and displacement create an environment that is not conducive to learning. (Davies, 2003) noted that psychological trauma can hinder the cognitive and emotional development of students, which in turn affects their overall academic performance. Strategies for Strengthening Islamic Education include:

a. Enhancing Curriculum Quality

The Islamic education curriculum should promote tolerance, peace, and openness to diversity. This approach is essential for building a generation that understands religious teachings and lives harmoniously in diverse societies.

b. International Collaboration

Islamic educational institutions must establish partnerships with international organisations to eliminate negative stigmas. This can be achieved through student exchange programs, collaborative research, and global campaigns highlighting Islamic education's contributions to world peace.

c. Integration of Peace Education

Peace education should be incorporated into Islamic education systems to teach students conflict resolution skills, empathy, and tolerance. This strategy can help prevent radicalisation and create a more inclusive educational environment.

D. Conclusion

Violence in the name of Islam has profoundly disrupted the stability of Islamic education, manifesting in physical destruction, social upheaval, and psychological challenges. These disruptions undermine the core mission of Islamic education to nurture values of morality, spirituality, and intellectual development. Addressing these

issues requires a proactive approach to reshaping Islamic education into an inclusive and tolerance-driven system. Islamic education can overcome these challenges by fostering curricula emphasising peace, understanding, and coexistence and contributing to a more positive and constructive global perception of Islam. This transformation is pivotal for ensuring the sustainability and relevance of Islamic education in a rapidly changing world.

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