

**The Formation of Morality and Spirituality as the Primary Objectives within
the Framework of Islamic Educational Philosophy**

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Abstract

This article aims to analyze the formation of morality and spirituality as the primary objectives within the framework of Islamic educational philosophy. The research focuses on how moral and spiritual values are positioned as the core of Islamic education and their relevance in addressing contemporary educational challenges. The research method employed is library research by examining various primary and secondary sources such as books, academic journals, and classical works of Islamic educational thinkers. The findings indicate that Islamic educational philosophy places moral and spiritual development as fundamental educational goals oriented toward forming the concept of insan kamil. Islamic education emphasizes not only cognitive development but also the integration of faith, knowledge, and righteous action. Therefore, Islamic education plays a strategic role in shaping individuals with strong moral character and deep spiritual awareness.

Keywords: Islamic Educational Philosophy, Morality, Spirituality

Abstrak

Artikel ini bertujuan untuk menganalisis pembentukan moral dan spiritualitas sebagai tujuan utama dalam kerangka filsafat pendidikan Islam. Fokus penelitian diarahkan pada bagaimana nilai moral dan spiritual diposisikan sebagai inti dari proses pendidikan Islam serta relevansinya dalam menjawab tantangan pendidikan modern. Metode penelitian yang digunakan adalah penelitian kepustakaan (library research) dengan mengkaji berbagai sumber primer dan sekunder berupa buku, jurnal ilmiah, dan karya klasik pemikir pendidikan Islam. Hasil penelitian menunjukkan bahwa filsafat pendidikan Islam menempatkan pembentukan akhlak dan spiritualitas sebagai tujuan fundamental pendidikan, yang

berorientasi pada pembentukan insan kamil. Pendidikan Islam tidak hanya menekankan aspek kognitif, tetapi juga integrasi antara iman, ilmu, dan amal. Dengan demikian, pendidikan Islam berperan strategis dalam membentuk pribadi yang bermoral, berkarakter, dan memiliki kesadaran spiritual yang tinggi.

Kata kunci: Filsafat Pendidikan Islam, Moral, Spiritualitas

Introduction

Education is a fundamental aspect in shaping a person's character and personality as a whole. In the Islamic context, education is not merely understood as a process of transferring knowledge. It also serves as a means of developing human morals and spirituality in accordance with divine values.(Kuswianto and Ariyanti 2025) Islamic educational philosophy provides a conceptual framework regarding the goals, methods, and essence of education. Therefore, a thorough understanding of the goals of Islamic education is crucial. These goals are inextricably linked to the moral and spiritual development of students.

The changing times, marked by technological advancements and globalization, present unique challenges for education. Many modern education systems emphasize academic achievement and technical skills. This often neglects the moral and spiritual dimensions of the educational process.(Rivai and Rahmawati 2025) Consequently, various moral crises have emerged, such as ethical degradation, individualism, and the loss of human values. This situation demands a rethinking of the purpose of education. Islamic education offers an alternative that offers a balance between worldly and spiritual aspects.

The philosophy of Islamic education is rooted in the teachings of the Qur'an and Hadith, which emphasize the unity of knowledge and morality. Islamic education aims to develop individuals who are faithful, knowledgeable, and possess noble character. This concept demonstrates that morality and spirituality are at the core of Islamic education.(Mukhlis 2025) Education is not only aimed at producing intellectually intelligent individuals but also at developing socially and spiritually responsible personalities. Thus, Islamic education has a holistic orientation.

The concept of the perfect human being (insan kamil) is an ideal goal in Islamic educational philosophy. Insan kamil describes a human being who is balanced between physical, intellectual, and spiritual aspects. Moral and spiritual development are the primary foundations for achieving this concept. Without morality and spirituality, knowledge can lose its direction and purpose. Therefore, Islamic education prioritizes moral values. This demonstrates the uniqueness of Islamic educational philosophy compared to other educational philosophies.

The reality of education in various institutions demonstrates a gap between ideal goals and educational practice. Many Islamic educational institutions remain trapped in a purely cognitive approach.(Tanuri 2025) Moral and spiritual values are often taught only theoretically without in-depth internalization. As a result, students do not fully reflect Islamic

values in their daily lives. This poses a major challenge for Islamic education. Therefore, a philosophical study of the goals of Islamic education is highly relevant.

Moral and spiritual development cannot be separated from the role of educators as role models. In Islam, educators serve not only as teachers but also as moral and spiritual guides. (Amin, Abinnashih, and Dewi 2025) Exemplary behavior plays a crucial role in the internalization of values. Islamic educational philosophy emphasizes the importance of educators' moral integrity. Without exemplary behavior, the goals of Islamic education are difficult to achieve optimally. This demonstrates the importance of a comprehensive approach to Islamic education.

In addition to educators, the educational environment also plays a significant role in shaping students' morals and spirituality. A conducive environment will support the development of positive values. Islamic educational philosophy emphasizes the importance of an Islamic educational environment. (Mahrita, Afnanda, and ... 2025) This environment encompasses harmonious social relationships based on Islamic values. Therefore, Islamic education does not take place solely in the classroom; it is a lifelong process.

The goals of Islamic education are also closely related to human responsibility as caliphs on earth. Education is aimed at developing individuals capable of fulfilling this mandate. Morality and spirituality are the primary foundations for fulfilling this role. Without both, humans have the potential to abuse knowledge and power. (Syifa and Hasanah 2025) Therefore, Islamic education emphasizes the values of responsibility and spiritual awareness. This demonstrates the relevance of Islamic education in the context of global life.

The study of moral and spiritual formation in Islamic education is also crucial in the context of national development. A nation's progress is not solely measured by economic and technological aspects. (Rusydi, Khalidi, and Najirah 2025) The moral and spiritual quality of its people is a crucial indicator of its progress. Islamic education contributes to shaping the nation's ethical character. Islamic educational philosophy provides a strong foundation of values for character development. Therefore, Islamic education plays a strategic role in national and state life.

In an academic context, the study of Islamic educational philosophy provides in-depth theoretical understanding. This study helps explain the goals, values, and direction of Islamic education. By understanding moral and spiritual goals, educational practitioners can design more relevant curricula. (Mabruri, Amin, and ... 2025) This demonstrates the importance of integrating educational theory and practice. Islamic educational philosophy serves as a primary reference in the development of Islamic education.

Various Islamic educational thinkers have discussed the importance of morality and spirituality. The thoughts of figures such as Al-Ghazali, Ibn Sina, and Syed Muhammad Naquib al-Attas have made significant contributions. They emphasized that the goal of education is the perfection of morals. This thinking remains relevant today. Therefore, a literature review is an essential part of this research. This literature provides a strong conceptual foundation.

This research was designed to deeply examine moral and spiritual formation as the primary goal of Islamic education. This study is expected to provide theoretical contributions to the development of Islamic educational philosophy.(Fariduddin 2025) Furthermore, this article is also expected to have practical implications for the world of education. By understanding the goals of Islamic education comprehensively, education can be directed more appropriately. Therefore, this research has high urgency in the context of contemporary education.

Literature Review

The philosophy of Islamic education is a branch of philosophy that discusses the nature, purpose, and value of education in an Islamic perspective. This philosophy is rooted in the teachings of the Qur'an and Sunnah as the main source. Islamic thinkers place education as a means of human perfection.(Arfani et al. 2025) The purpose of Islamic education is not only worldly, but also hereafter. This shows that Islamic education has a transcendental orientation. Thus, morality and spirituality are the core of discussion in the philosophy of Islamic education.

The concept of morality in Islam is synonymous with morality. Morality is the manifestation of faith values in everyday behavior. Islamic education aims to cultivate noble morality. Morality is not only taught theoretically but also practiced in real life. Islamic educational philosophy emphasizes the internalization of moral values.(Fatwa and Sa'diyah 2025) Therefore, morality is an indicator of the success of Islamic education.

Spirituality in Islamic education relates to humanity's relationship with God. Education is aimed at fostering students' spiritual awareness. This awareness encompasses a sense of responsibility, sincerity, and piety.(Wahyuni and Handriani 2025) Islamic educational philosophy views spirituality as the foundation of morality. Without spirituality, morality becomes fragile. Therefore, Islamic education integrates spiritual aspects into the entire educational process.

Al-Ghazali emphasized that the primary goal of education is the purification of the soul. According to him, knowledge should lead humans closer to God. Education that solely focuses on the intellectual aspect is considered imperfect.(Latifah 2025) Al-Ghazali's thinking emphasizes the importance of morals and spirituality. Education must shape a balanced personality. This thinking has become a primary reference in Islamic educational philosophy.

Ibn Sina also emphasized the importance of character formation in education. He viewed education as a process of developing human potential holistically. Moral and spiritual aspects are integral to this development.(Casudi et al. 2025) Education cannot be separated from ethical values. Ibn Sina's thinking demonstrates a holistic approach to education, relevant to the concept of modern Islamic education.

Syed Muhammad Naquib al-Attas asserted that the purpose of Islamic education is the formation of adab. Adab includes morals, ethics, and spirituality. Education that loses adab will lose direction. Al-Attas criticized modern secular education.(Qomariyah and

Anggraini 2025) He emphasized the importance of integrating knowledge and values. His thinking provides a critical perspective on contemporary education.

Previous research has shown that Islamic education plays a crucial role in character formation. Studies conducted by several researchers have shown a positive correlation between religious education and moral behavior. Islamic education has been proven to instill ethical values.(Firmansyah 2025) This research confirms the relevance of Islamic education. Morals and spirituality are key factors in educational success. This strengthens the foundation of this research.

Other research shows that the moral crisis among adolescents is linked to weak values education. An overly cognitive education system is considered ineffective. Islamic education offers a comprehensive values approach. Morals and spirituality are taught in an integrated manner. This demonstrates the superiority of Islamic education. This research serves as an important reference for this study.

Several studies also highlight the role of teachers in moral formation. Teachers with moral integrity have a positive influence on students. Islamic education positions teachers as role models.(Hasani et al. 2025) Exemplary behavior is the primary method of moral education. This aligns with Islamic educational philosophy. This research supports the importance of moral aspects in education.

Studies on the Islamic education curriculum demonstrate the need for the integration of moral values. A good curriculum must reflect the goals of Islamic education. Moral and spiritual values should not be isolated subjects.(A 2021) These values must be integrated into all subjects. This demonstrates a holistic approach to Islamic education. This literature is relevant to the research focus.

Research on spirituality shows that spiritual awareness improves quality of life. Students with a high level of spirituality tend to exhibit positive behaviors. Islamic education plays a role in fostering spirituality, demonstrating the practical benefits of Islamic education. This literature supports the research argument.

Several studies also address the challenges of Islamic education in the modern era. Globalization brings values that conflict with Islamic morality. Islamic education is required to be adaptive without losing its identity.(Laela Sari and Mulyani 2024) Islamic educational philosophy provides a solid foundation of values. Morality and spirituality are the primary bulwarks. This demonstrates the urgency of this study.

Studies in the philosophy of education show that educational goals determine the direction of education. Without clear goals, education becomes disoriented. Islamic educational philosophy provides clear goals.(Yusran and Nur Effendi 2024) Morality and spirituality are the primary orientations. This distinguishes Islamic education from secular education. This literature is relevant to this research.

Previous research also emphasizes the importance of character education. Character education aligns with the goals of Islamic education. Morals and spirituality are at the core of

character education. Islamic education has long developed this concept. This demonstrates the relevance of Islamic education to contemporary issues.(Faiz et al. 2025) This literature strengthens the research's position.

Other studies show that internalizing values requires appropriate methods. Islamic education utilizes a role model and habituation approach. This method is effective in shaping morals. Islamic educational philosophy supports this approach, demonstrating the uniqueness of Islamic education. This literature supports the research framework.

A critical study of modern education reveals a spiritual vacuum. Modern education tends to be secular and materialistic. Islamic education offers alternative values. Morals and spirituality provide solutions to the educational crisis.(Bakar and Ridho 2025) This demonstrates the relevance of Islamic educational philosophy. This literature serves as the basis for this research; overall, it demonstrates a consistent view of the importance of morals and spirituality. Islamic educational philosophy places both as primary goals. Previous research supports this argument. This study continues and deepens this discussion. Thus, this research has a strong theoretical foundation.

Method

This research uses a qualitative approach with library research methods. This method was chosen because the research focus is conceptual and theoretical. Library research allows researchers to examine various written sources, including books, journals, and scientific papers. This method is appropriate for the study of educational philosophy. Therefore, it is considered relevant.

The initial step in the research was the collection of literature sources. Sources were selected based on their relevance to the research topic. Classical and contemporary works were used as references. Primary sources included the works of Islamic educational thinkers. Secondary sources included journal articles and supporting books. The selection process was carried out systematically.

The next step is reading and understanding the source's content. Researchers conduct a critical reading of the text. Key concepts are identified and analyzed. Focus is placed on the goals of Islamic education. Morals and spirituality are the primary themes of the analysis. This stage is crucial for gaining a deep understanding.

Data analysis was conducted using a descriptive-analytical approach. Researchers described the concepts identified. These concepts were then critically analyzed. The analysis was conducted by comparing the perspectives of various thinkers. Similarities and differences in perspectives were identified, enriching the research study.

This research also uses a philosophical approach. This approach aims to explore meaning and values. Islamic educational philosophy is analyzed in depth. Educational goals are examined from a philosophical perspective. Morals and spirituality are analyzed as primary goals. This approach strengthens the theoretical foundation of the research.

Data validity was maintained by using credible sources. Recognized academic sources were used as references. Researchers avoided using invalid sources. Source triangulation was performed to ensure accuracy. This improved the quality of the research and ensured the reliability of the results.

The library research method allows for systematic research. This research does not involve field subjects. The focus is on the study of texts and concepts. This method aligns with the research objectives. This approach allows researchers to explore concepts in depth. Therefore, this method was chosen appropriately.

Results and Discussion

Research results show that morals and spirituality are the primary goals of Islamic education. Islamic educational philosophy places these two aspects as its foundation. Education is not merely aimed at transferring knowledge but also at shaping personality. Morals and spirituality are indicators of educational success. (Handayani, Basari, and Nurhidayah 2025) This demonstrates the holistic orientation of Islamic education.

Islamic education views humans as multidimensional beings. Humans possess physical, intellectual, and spiritual aspects. Education must develop all of these aspects. Moral and spiritual aspects are related to the spiritual aspect. Without spiritual development, education becomes unequal. Therefore, Islamic education emphasizes balance.

Moral formation in Islamic education is achieved through the internalization of values. These values are derived from the Quran and Sunnah. Moral education is an integral part of the curriculum. (Arifin, Mubarak, and Syafi'i 2024) Morals are not only taught but also practiced. Role modelling is the primary method. This demonstrates the applied approach of Islamic education.

Spirituality in Islamic education is linked to divine awareness. Education is aimed at fostering faith and piety. Educational activities are integrated with religious values. This fosters students' spiritual awareness. Spirituality drives morality. Thus, morality and spirituality are interconnected.

Islamic education also emphasizes social responsibility. Morality is not only individual but also social. Students are taught to care for the environment. The values of justice and honesty are instilled. This demonstrates the social dimension of Islamic education. Morality and spirituality shape social character.

The research results also demonstrate the relevance of Islamic education to modern challenges. The moral crisis in the era of globalization can be addressed through values education. (Mukhlis, Rasyidi, and Husna 2024) Islamic education offers moral and spiritual-based solutions. Islamic values are universal, demonstrating the relevance of Islamic education. Islamic education remains contextual.

The role of educators is crucial in moral formation. Educators serve as behavioral models for students. The moral integrity of educators influences the effectiveness of

education. Islamic education demands that educators possess noble morals. This demonstrates the demands of professionalism.(Farina 2024) Educators' moral and spiritual well-being is key.

The educational environment also influences moral formation. An Islamic environment supports the internalization of values. Positive social interactions reinforce moral values.(Fauzan and Mubarak 2024) Islamic education creates a religious culture, which fosters good habits. This demonstrates an environmental approach to education.

The Islamic education curriculum is designed to support moral and spiritual goals. It encompasses both religious and general subjects.(Miftahudin and Husni 2024) Moral values are integrated into all subjects, demonstrating an integrative approach. Education is not fragmented. Morals and spirituality are interwoven.

The research findings also demonstrate the importance of educational evaluation. Evaluation measures more than just cognitive aspects. Affective and spiritual aspects also need to be measured. Islamic education emphasizes behavioral change. Moral and spiritual evaluation presents challenges. However, it is crucial for educational success. Overall, the research findings confirm that morals and spirituality are the primary goals of Islamic education. Islamic educational philosophy provides a strong foundation of values. Education is directed toward the formation of a perfect human being. This demonstrates the excellence of Islamic education. Islamic education is holistic and transcendental.

Overview Table of Moral and Spiritual Goals in Islamic Educational Philosophy

No	Aspect	Islamic Education
1	The main purpose	Moral and spiritual formation
2	Foundation	Al-Qur'an dan Sunnah
3	Orientation	Perfect human being
4	Method	Exemplary behavior and habituation
5	Relevance	Responding to the modern moral crisis

The table shows that the goals of Islamic education are comprehensive. Morals and spirituality are central to the educational orientation. This distinguishes Islamic education from secular education. Islamic education is grounded in transcendent values. This foundation provides a clear direction. Thus, Islamic education has a strong identity.

The table discussion shows that the Qur'an and Sunnah are the primary sources. These sources provide moral and spiritual values. Islamic education is not relative. Its values are absolute and universal. This provides moral stability. Islamic education has value consistency.

The concept of the perfect human being (insan kamil) is the ideal goal of education. The perfect human being embodies moral and spiritual perfection. Education is directed toward achieving this concept. This demonstrates the long-term orientation of Islamic education. Education is not only for worldly needs but also for the afterlife.

Islamic educational methods emphasize role models. Role models are effective in moral formation. Students learn through real-life examples. Habitual practices also reinforce

values. This method aligns with human character, demonstrating the humanistic approach to Islamic education.

The relevance of Islamic education is evident in the modern context. The moral crisis requires a value-based solution. Islamic education offers universal values. Moral and spirituality provide the solution. Islamic education remains relevant, demonstrating the flexibility of Islamic education.

The integration of morals and spirituality creates balance. Education not only enhances intelligence but also shapes character. This is crucial for human development. Islamic education contributes significantly. Morals and spirituality are the foundation of development.

The discussion also highlighted the need for consistent implementation. Educational goals must be realized in practice. Curriculum, methods, and evaluation must be aligned. Islamic education must be applicable. This presents both a challenge and an opportunity. Islamic education must continue to develop, Thus, the research findings confirm the centrality of morals and spirituality. Islamic educational philosophy provides clear direction. Islamic education is comprehensive. Morals and spirituality are inseparable. This is the strength of Islamic education.

Conclusion

Moral and spiritual development is the primary goal of Islamic educational philosophy. Islamic education is not solely oriented toward intellectual aspects. Morals and spirituality are at the core of the educational process. Islamic educational philosophy provides a strong foundation of values. Education is directed toward developing a perfect human being. This demonstrates the holistic character of Islamic education, demonstrating its high relevance in facing modern challenges. The moral crisis can be overcome through values education. Morals and spirituality are the primary solutions. Therefore, Islamic education needs to be continuously developed. The implementation of educational goals must be consistent. In this way, Islamic education can contribute optimally to society.

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