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TENTANG

**PENGANGKATAN PANITIA, PENGUJI, DAN PESERTA
UJIAN SKRIPSI/TUGAS AKHIR BERBASIS PUBLIKASI ILMIAH STRATA SATU (S-1)
FAKULTAS AGAMA ISLAM
UNIVERSITAS MUHAMMADIYAH PROF. DR. HAMKA
SEMESTER GENAP TAHUN AKADEMIK 2024-2025**

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**COMPARISON BETWEEN ISLAMIC EDUCATIONAL
PHILOSOPHY AND SECULAR WESTERN EDUCATIONAL
PHILOSOPHY AHMAD TAFSIR PERSPECTIVE**



Uhamka

ARTIKEL

**Disusun untuk Melengkapi Syarat-syarat Guna Memperoleh
Gelara Sarjana Pendidikan (S.Pd.)**

Oleh:

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Jakarta, 16 Desember 2024



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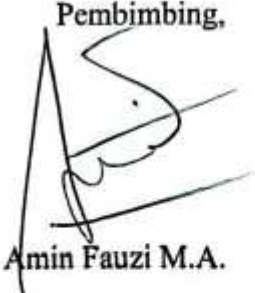
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Jakarta, 16 Desember 2024

A handwritten signature in black ink, appearing to be 'Ummu Habibah Refrinur', written in a cursive style.

Ummu Habibah Refrinur

ABSTRAK

Ummu Habibah Refrinur, *Comparison between Islamic educational philosophy and secular western educational philosophy Ahmad tafsir perspective.*
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Education is an important aspect in shaping human character and intelligence. However, the modern education system often experiences a separation between science and moral values, which has an impact on identity crises as well as spiritual damage. Islamic philosophy of education is based on the values of revelation and reason, while secular Western philosophy of education emphasizes more on rationality in the absence of spiritual values. This study aims to compare in depth the two educational philosophies based on Ahmad Tafsir's thoughts. This research uses a qualitative method with a library research approach, which is sourced from the works of Ahmad Tafsir and other supporting literature. The results of the study show that Ahmad Tafsir emphasizes the importance of integration between science and the value of faith in the education system. He considers that the failure of the Western secular education system in shaping the entire human race is due to the loss of the spiritual dimension. In conclusion, Ahmad Tafsir's thinking offers a relevant alternative educational paradigm, namely by making revelation the main foundation and without ruling out reason. The balance between revelation and reason is the ultimate foundation in shaping man intellectually, morally, and spiritually.

Keywords: Ahmad Tafsir, Educational Islamic philosophy, Educational Secular Western Philosophy

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Comparison between Islamic educational philosophy and secular western educational philosophy Ahmad tafsir perspective

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ABSTRACT

Education is an important aspect in shaping human character and intelligence. However, the modern education system often experiences a separation between science and moral values, which has an impact on identity crises as well as spiritual damage. Islamic philosophy of education is based on the values of revelation and reason, while secular Western philosophy of education emphasizes more on rationality in the absence of spiritual values. This study aims to compare in depth the two educational philosophies based on Ahmad Tafsir's thoughts. This research uses a qualitative method with a library research approach, which is sourced from the works of Ahmad Tafsir and other supporting literature. The results of the study show that Ahmad Tafsir emphasizes the importance of integration between science and the value of faith in the education system. He considers that the failure of the Western secular education system in shaping the entire human race is due to the loss of the spiritual dimension. In conclusion, Ahmad Tafsir's thinking offers a relevant alternative educational paradigm, namely by making revelation the main foundation and without ruling out reason. The balance between revelation and reason is the ultimate foundation in shaping man intellectually, morally, and spiritually.

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1. INTRODUCTION

Education is one of the main pillars in the formation of individual character and intellect. In the midst of the rapid development of the times, the education system has largely separated science from moral values, which often results in identity and moral crises. The discussion of education is also inseparable from the discussion of human nature. According to Plato, human nature consists of three, namely spirit, passion, and ratio. Plato argued that man is dominated by ratio, and that his main desire is to attain knowledge (Nuthpaturahman, 2023). Education is an effort to help humans become human. To become a human being, there are two rules, namely rules to govern humans and rules to govern nature. To determine the direction of education needed, the philosophy of education is the main key to education. In the world of education, we are dealing with secular and Islamic Western Philosophy of Education and what has been prevailing in the world is the secular Western Philosophy of Education (Tafsir, 2020).

Secular Western philosophies of education tend to separate religion from life. In this paradigm, education focuses on the development of rationality, individual freedom, and the ability to adapt to rapid social change. Like the educational method that is taught, it prioritizes student behavior that can be observed and measured without associating education with religious values. Its main goal is to prepare individuals to be part of a modern society, which places more emphasis on aspects of productivity, efficiency, and technological advancement. Although the

secular Western philosophy of education succeeded in creating societies skilled in various technical and scientific fields, it often failed to form individuals with solid moral integrity, as well as a deep spiritual consciousness. This results in social problems such as corrupt officials, increased violent crimes, suicides, increased alcoholism, drug abuse, juvenile delinquency etc., reflecting a complex moral and humanitarian crisis (Hidayat, 2021; Utami et al., 2024).

The failure of the secular western philosophy of education in education creates and necessitates a new paradigm that is more holistic and inclusive. As well as those that integrate science and moral values that are considered more capable of forming balanced, ethical, and ready individuals to face global challenges. Failure to understand in the education system is the main issue that occurs in the world of education as many individuals have lost morals due to the absence of faith education in the education system (Aslamiah & Fauzi, 2025). A thinker of Islamic education in Indonesia, Ahmad Tafsir, proposed that there must be a new paradigm to redesign world culture, namely a paradigm derived from Islam. Islamic education as a process of human formation based on Islamic values. According to the interpretation of Islamic education philosophy, it is a conscious effort to guide students to become idealized Muslim figures based on the teachings of the Qur'an and Sunnah. The philosophy of Islamic Education has been proven to be able to form a society or a nation, such as the state of Medina in the time of the Prophet, Abu Bakr, and Umar, which later emerged again in the time of Umar bin Abdul Aziz, and in the time of Maknun in Baghdad (Tafsir, 2011, 2020).

Ahmad Tafsir is an influential thinker and academic in the field of education, especially Islamic education. He developed a thought about education based on Islamic values. His work often deals with character development, social responsibility and the role of education that can be dedicated to many educators and policymakers. Ahmad Tafsir observes that the philosophical approach of secular western education often ignores important aspects of character development. Ahmad Tafsir argues that education should not only be oriented towards academic achievement, but also should shape students' character and ethical values. Ahmad Tafsir believes that by integrating spiritual values, education can be more effective in forming a whole individual. Therefore, it is necessary to carry out an evaluation in the national education system according to Ahmad Tafsir, such as Islamic education which emphasizes between science and religious values (Rahman, 2017; Tafsir, 1995).

The content analysis in this study is with the method used to research and evaluate in research to compare Islamic educational philosophy with secular Western educational philosophy, referring to Ahmad Tafsir's thought. This study uses the library research method with a qualitative approach. Primary data is in the form of Ahmad Tafsir's works, such as the Book of Education in Islamic Perspective in 1992, Philosophy of Science in 1990, Philosophy of Islamic Education in 2006, and Methodology of Islamic Religious Teaching in 1995. Secondary data includes books, journals, and scientific articles relevant to the research topic. The data collected were analyzed thematically and comparatively to find differences between the two educational philosophies. This study uses Ahmad Tafsir's perspective as an analytical framework to understand how he thinks about Islamic Philosophy of Education and Secular Western Philosophy of Education (Sutamo et al., 2023).

This fundamental difference between Islamic philosophy of education and secular Western philosophy of education is a very important issue in academic discussions, especially in the search for a relevant and applicable model of education in the Islamic world in this modern era. Like the previous research conducted by M Arif entitled Comparative Study of the Philosophy of Islamic and Western Education. The results of this study show that advances in science encourage thinking about the value of truth, but differences in perspectives result in ambiguity in the definition of Philosophy of Education, which distinguishes Islamic and Western educational thought. The research was conducted by Nur Hidayat with the title Comparative Philosophy of Western Education and Islamic Education. The result of this study is that the typology of Islamic education philosophy refers to cognitive, affective and psychomotor aspects while Western Philosophy of Education is only cognitive aspects. The research conducted by Nuthaturahman entitled Comparison of Islamic Philosophy of Education and Western Philosophy of Education. The result of this research is that the philosophy of Islamic education is a study based on the Qur'an and Hadith, while western philosophy is only for worldly success.

The novelty of the previous research with this research is to emphasize Ahmad's perspective on the philosophy of Islamic education and the philosophy of secular western education, which in the national education system must be balanced between faith and rational education. Thus, the researcher examines the comparative title of Islamic Philosophy of Education and Secular Western Philosophy of Education in order to be useful and contribute to education.

2. DISCUSSION

2.1 Secular Western Philosophy of Education

Secular Western education, as a product of the tradition of rationalism and empiricism, has flourished since the Enlightenment era in the 17th and 18th centuries. Secularism refers to the separation between religious institutions and worldly affairs, including education. In this context, secular Western education emphasizes rationality, science, and uniformity in human values, without associating them with any particular religion or

