The concept of education from the perspective of islamic values reviewed through the lens of peace-loving education: opportunities and challenges in education for humanity and peace

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Abstract. The values of Islamic peace play a crucial role in shaping a peaceful and tolerant society. However, challenges remain in the comprehensive application of these values within the education system. This study aims to explore the role of education in strengthening Islamic peace values that emphasize tolerance, compassion, and harmony through a qualitative descriptive approach using literature review techniques. Data sources include secondary sources such as academic journals, books, reports, and reputable internet sites. The findings indicate a gap in educational access, especially in rural or underdeveloped areas, which hinders the optimal implementation of Islamic peace values. Additionally, issues of school dropouts and challenges in religious moderation complicate efforts to build a society that values peace. This study asserts that improving access to quality education and incorporating religious moderation into curricula are essential for creating a peaceful society. Sustainable and inclusive education policies are urgently needed to achieve the Sustainable Development Goals (SDGs) related to quality education, peace, justice, and strong institutions.

Keywords: Islamic peace values, educational access disparity, school dropouts, religious moderation, SDGs

INTRODUCTION

In the context of global education, instilling Islamic peace values has immense relevance, particularly amid rising social challenges and intercultural conflicts. Islamic peace values such as tolerance, compassion, and harmony serve not only as religious principles but also as essential elements for building a harmonious and stable society (Murtadlo, 2021). Islamic education plays a significant role in shaping young people's character, enabling them to understand the concept of peace and implement it in their daily lives.

Aligned with Indonesia's Long-Term Development Plan (RPJPN) 2005- 2025 and Law Number 20 of 2003 on the National Education System, the Indonesian government emphasizes the importance of value-based education to achieve a vision of a well-charactered, fair society capable of facing global challenges. Islamic education is a vital component in creating a knowledgeable, morally upstanding, and tolerant generation. By imparting peace-based values, Islamic education contributes to the Sustainable Development Goals (SDGs), especially Goal 4, which supports quality education, and Goal 16, which underscores the importance of peace, justice, and strong institutions (Bappenas, 2018).

Islamic education with foundations like faith, Islam, and excellence offers guidance for a peaceful and moderate life aligned with the principle of rahmatan lil'alamin (Salmah & Wahyuni, 2022). However, implementing Islamic peace-based education faces significant challenges, particularly in developing countries like Indonesia. These challenges include severe educational access disparities, particularly in rural or underdeveloped areas. The Central Statistics Agency (2022) indicates that about a quarter of students in remote areas lack sufficient internet access, limiting equitable educational access.

Furthermore, the high dropout rates at higher education levels complicate the implementation of peaceful education. According to the National Socioeconomic Survey (Susenas) by the Central Statistics Agency (2023), dropout rates increase at higher educational levels, with the highest percentage at the senior high school level, at 1.03%. Other obstacles include public misunderstandings regarding religious moderation, often leading to misconceptions about Islam as a religion promoting peace. A lack of deep understanding of religious moderation can cause internal conflicts that disrupt social order and hinder the formation of peace-loving characters in the younger generation (Ministry of Religion, 2023).

Figure 1. SDGs Goal 4 and Goal 16 (source: SDGs Indonesia, 2016)

This research, therefore, aims to delve deeper into the role of education in strengthening Islamic peace values in society and exploring solutions to overcome challenges in its implementation. By focusing on education that instills Islamic peace values, this article is expected to provide new insights into peaceful education in an effort to create a more inclusive, peaceful, and fair society.

LITERATURE REVIEW

Education in Islam plays an essential role in instilling moral and ethical values that form the foundation for building a peaceful society. As stated by Jamaluddin (2021), Islamic education based on faith, Islam, and excellence aims to create individuals who are not only formally religious but also possess high moral integrity. This goal is vital in addressing the complex challenges of the modern world, where individuals are expected to possess ethical depth that fosters a harmonious social environment. In the educational context, Islam offers values that highlight the importance of peace, serving as pillars to shape students' character to respect humanity and avoid violence. Thus, Islam not only supports peace but also encourages the creation of an environment that honors diversity (Nurwanto & Habiby, 2020).

In Islam, education encompasses more than just the transmission of theoretical knowledge, it aims to shape character grounded in high moral values, emphasizing peace, tolerance, and compassion within society. As highlighted by Hayeesama-ae (2020), Islamic education underscores the importance of peace as the foundational basis for the entire learning process. Through this approach, students are equipped not only with intellectual skills but are also introduced to values that uphold social harmony. Hayeesama-ae stresses that these values are crucial in fostering individuals capable of bringing about positive change while steering clear of destructive actions that could disrupt social order.

This approach is even more relevant in a world increasingly dominated by materialistic values. In this context, Alkhiri (2022) argues that spirituality-based education in Islam offers a comprehensive solution, providing a holistic guide to life. Alkhiri states that Islamic education goes beyond the mere transfer of knowledge and emphasizes character building that upholds compassion, justice, and humanity. The instillation of these values serves as a guide for individuals to live a meaningful and balanced life, ultimately leading to genuine peace amid the complexities of modern life. By emphasizing these values, Islamic education seeks to balance material and spiritual needs, enabling learners to respond wisely and morally to global challenges.

Furthermore, Islamic education plays a vital role in shaping individuals committed to promoting peace within their communities. Muhammad (2017) emphasizes that Islamic education focuses on character development based on compassion, justice, and social responsibility. These values are not only essential for personal development but also foster a harmonious community, free from violence and extremism. Muhammad highlights that through this education, individuals are trained to become change agents who prioritize social harmony and bear responsibility for peace in their environments. By integrating these values, Islamic education strives to create a generation that serves as a role model within society and can create a conducive atmosphere for building a peaceful and supportive community.

According to Basma, Pambudi, and Chusniyah (2024), the concept of peace in Islam not only emphasizes tolerance but also encourages a deep understanding of inclusive humanitarian values. Peace education teaches young generations to value plurality and coexist harmoniously. The strengthening of peace education, especially in schools, involves the active role of teachers as role models capable of demonstrating tolerant and compassionate behavior. This underscores the importance of an exemplary approach in the teaching and learning process (Halim & Mislinawati, 2020). This approach is relevant in the context of an increasingly interconnected global society, where intercultural and interfaith cooperation is essential to achieving sustainable peace.

Peace education rooted in Islamic spiritual values brings a deeper human dimension, emphasizing compassion and respect for others. This approach focuses on fostering collective awareness of the importance of peaceful coexistence amid social and religious diversity. By prioritizing moderation and tolerance, this education not only

shapes individuals with empathy but also serves as a foundation for reducing social tension, strengthening solidarity, and consolidating unity within a pluralistic society (Muvid, 2022).

Islamic peace education is firmly grounded in values such as compassion, tolerance, and respect for humanity, which are reflected in the teachings of the Prophet Muhammad SAW and the principle of al-salam in the Asmaul Husna. Peace is not merely the absence of conflict but a means to strengthen relationships among individuals and society based on values of justice and social harmony (Saifuddin et al., 2022). Peace education plays a vital role in the overall process of conflict transformation and establishes long-term goals for sustaining peace. Moreover, peace education enables students to develop tolerant attitudes, respect differences, and live harmoniously (Suadi Zainal, Saifuddin Yunus, & Fadli, 2019).

The Quran states that Allah created humanity with the purpose of knowing one another, regardless of differences in nations or tribes, and that the most honorable in His sight is the most righteous (Ministry of Religion of the Republic of Indonesia, 2019, QS. Al-Hujurat: 13). Surah Al-Hujurat, verse 13, emphasizes the importance of diversity and tolerance as values in social interaction, reflecting the principle of respecting cultural, ethnic, and religious differences (Firmansyah et al., 2023). In the modern context, Islamic education is an essential element for internalizing humanitarian values through a continuous learning process. Education not only prepares individuals for social life but also shapes individuals who are spiritually and morally balanced, in line with Islamic values that support harmony in human relationships with God, fellow humans, and nature (Turmuzi, 2021).

On the other hand, the concept of Islamic education, which focuses on social justice and reconciliation, has also garnered special attention. Islam (2023) explains that peace in Islam encompasses social justice as a key element in achieving harmony in society. Islam teaches that peace is not merely the absence of conflict but an active process that requires every individual to contribute to creating social justice. Islamic education that applies this principle is expected to produce individuals who care about equality and are committed to justice. In this digital era, Islamic education plays a strategic role in nurturing a resilient generation, capable not only of adapting to technological advancements but also of addressing the moral challenges that fade in modern society (Hadiapurwa et al., 2021).

Utami and Citraningsih (2023) argue that Islamic education must be relevant to the demands of globalization to produce a generation capable of addressing differences with tolerance. This generation is expected to possess social skills that foster peaceful interaction within a multicultural society. Islamic education, which teaches these universal values, serves as an important tool in shaping individuals who not only possess religious insight but also strong social skills to build harmony amidst cultural diversity.

Mawarti (2023) asserts that Islamic education helps develop skills relevant to addressing social issues, which is crucial in creating a peaceful society. By integrating peace values into the curriculum, the younger generation has the opportunity to learn and understand the importance of tolerance, empathy, and compassion in daily life. This education lays the foundation for them to contribute positively to society. Karliani et al. (2021) emphasize that Islamic education promotes mutual respect through profound tolerance values.

Patoni (2022) describes that Islamic education plays a major role in developing a well-rounded personality characterized by strong faith, noble character, and openness to knowledge. In the context of globalization, Islamic education should be able to integrate modern scientific advancements with strong spiritual principles, enabling students to balance intellectual understanding with moral commitment to peace and harmony. Santoso and Khisbiyah (2021) add that value-based Islamic education is foundational for nurturing peace agents within society.

Furthermore, Fauzi (2024) highlights the importance of Islamic education as a means of creating an ideal person. This education aims to shape personalities based on Quranic and Sunnah values, enabling individuals to fulfill their role as khalifah (stewards) on Earth. Aris (2022) argues that Islamic education should provide a deep understanding of the concept of tawhid (oneness of God) and the social values embedded in Islamic teachings. Furthermore, the principles outlined in the Quran, such as justice, unity, and tolerance, serve as a foundation for building harmonious social relationships amid diversity (Rasool et al., 2023).

According to Johariyah (2020), the goal of Islamic education is to develop a character committed to peace, emphasizing good morals. This education creates a strong foundation for individuals to avoid destructive actions and support a harmonious social environment. This demonstrates that Islamic education not only serves as a means of knowledge transfer but also as a medium for character building, promoting the creation of a

peaceful society. Heri et al. (2022) argue that Islamic education should not focus solely on personal spiritual growth but also foster harmonious social coexistence.

From Haddade's (2019) perspective, Islamic education teaches the importance of respectful dialogue and tolerance as a means of achieving harmony within a diverse society. Through dialogue, students learn to appreciate differences and interact peacefully with individuals from various backgrounds. Education that emphasizes these values of dialogue plays a crucial role in shaping a generation prepared to coexist harmoniously in a multicultural environment.

The importance of value-based education in building characters that appreciate equality and justice is also highlighted by Azhar et al. (2020). According to them, education that integrates Islamic principles into the curriculum can create a generation with an appreciation for diversity and respect for others' rights. This education serves not only as a medium for transferring knowledge but also as an instrument for instilling social values that support the creation of a peaceful and inclusive society. In the context of Islamic education, peace education serves as the

foundation for developing understanding and attitudes of religious moderation, which in turn strengthens social integration and justice. With this approach, Islamic education can become a means to prevent conflicts and create lasting harmony in a pluralistic society (Chaer, 2016).

Islam, as a religion of rahmatan lil 'alamin, emphasizes the importance of peace and well-being for all humanity, regardless of differences in belief. These values are reflected in teachings on tolerance, brotherhood, and the prohibition of violence as a means of resolving disputes (Hidayat, 2017). In the context of Islamic education, the principles of rahmatan lil 'alamin require a tolerant and fair environment as a manifestation of love for peace, not only among Muslims but also for all humanity (Amin, 2022). According to Husna and Thohir (2020), Islamic education based on the values of rahmatan lil 'alamin aims to create a generation capable of living peacefully and harmoniously amidst diversity. This provides a moral foundation for students to coexist with others in a spirit of peace. This concept is highly relevant in today's world, often confronted with social conflicts, where rahmatan lil 'alamin values serve as a guide for achieving sustainable peace.

METHOD

This research employs a descriptive qualitative approach with literature review techniques to explore the role of education in strengthening Islamic peace values. This method was chosen as it allows the researcher to gain an in-depth understanding of the concept of Islamic education emphasizing peace-loving values through the analysis of relevant secondary data. This descriptive qualitative study is designed to identify and analyze elements of peaceful education from an Islamic perspective, as well as how these elements contribute to the formation of tolerant and peaceful character.

The study also aims to understand the challenges faced in the implementation of Islamic peace education in Indonesia, particularly in a socially and culturally diverse context. The literature review process involves several steps, including collecting data from library sources, reading, analyzing, and taking notes. The findings from this analysis are then synthesized into a conclusion that serves as the study's primary result. Another component of this literature review is the analytical technique of examining literature or records related to the problem at hand (Firmansyah et al., 2021). This analysis allows the researcher to interpret and comprehend perspectives in the literature on how Islamic education contributes to instilling peace-loving values. The results are outlined in a narrative format that summarizes views from various sources and links them to the context and implementation challenges in Indonesia.

RESULT AND DISCUSSION

This study reveals that Islamic education based on peace values faces several major challenges, particularly in terms of educational access. Inequitable access to education in remote areas poses a significant barrier to realizing peace-loving education. The lack of adequate educational facilities limits children in these areas from gaining relevant and moderate knowledge. Over time, this condition exacerbates social inequalities, as students in disadvantaged areas do not have equal opportunities to understand peace values. Thus, equalizing educational access that instills principles of moderation and tolerance is essential for building a more harmonious society.

The Sustainable Development Goals (SDGs) also target quality and inclusive education for all, with goals aimed at ensuring all boys and girls complete free, equitable, and quality primary and secondary education, which leads to relevant and effective learning outcomes (Alisjahbana & Murniningtyas, 2018). However, Seniwati et al. (2021) indicate that challenges in access and quality of education hinder achieving the SDG goals of quality education and peace. Seniwati et al. state the importance of improving access to quality education to provide opportunities for all children, especially in underserved areas, so they can understand and apply peace values in daily life.

The national educational goals in Indonesia, as stated in the National Education System Law, are to develop abilities, character, and the dignity of the nation to advance national intelligence. The goals are directed towards nurturing students to become individuals who believe and obey God Almighty, possess noble character, health, knowledge, skills, independence, and become democratic and responsible citizens (Yaneri, Vonika, & Suviani, 2022). This noble goal, in line with Islamic values, is threatened by various challenges, including high dropout rates in some areas. Dropping out of school not only harms individuals but also hinders the spread of peace values. Quality education plays an essential role in building character and awareness of the importance of peace, so school dropouts can prevent the realization of a peaceful and harmonious society.

In the context of globalization, where radicalism and extremism can easily spread, moderate Islamic education plays a crucial role as an effective shield. Subaidi (2020) emphasizes that moderate Islamic education can prevent radicalization and foster a harmonious society. By providing abalanced understanding between religious values and social responsibility, this education shapes a generation that values peace and respects diversity. In line with this view, Shehu et al. (2022) explain that religious moderation in Islamic education can resolve conflicts arising from differences in views. By emphasizing a tolerant and open attitude, Islamic education creates space for individuals to develop inclusive and respectful understandings. Through a moderate approach, Islamic education not only prevents extremism but also promotes peace and harmony in a pluralistic society.

The concept of peace in Islam carries a profound understanding, where it is not only aimed at achieving social harmony but also at attaining true inner balance. Islam teaches its followers to build strong and respectful relationships within society, upholding principles of justice and humanity. Therefore, peace in the Islamic perspective is not merely understood as a state free from conflict, but rather as an ongoing process to create a harmonious and balanced community, both individually and collectively. As Sulistiantono (2019) describes, peace in Islam is a path filled with noble values such as love, justice, and equality.

In this context, Islamic education plays a significant role. It does not solely focus on academic aspects but also encompasses spiritual and moral dimensions that are essential. This provides a more holistic approach in shaping individuals who are not only intellectually intelligent but also emotionally and socially mature. Tobroni (2023) explains that Islamic education, which integrates spiritual values, is able to build a character filled with empathy and concern for others, so that each individual becomes a positive agent of change in society. In this sense, education not only fosters intellectual intelligence but also nurtures awareness of the importance of social solidarity and peace.

Furthermore, Islamic education teaches the importance of inclusivity and respect for diversity. According to Apriliana et al. (2023), education that emphasizes the values of peace and unity helps students understand and appreciate differences, whether in terms of religion, culture, or social background. In an increasingly connected and plural world, such understanding becomes crucial. Islamic education with an inclusive approach not only equips students with knowledge but also social skills that enable them to live peacefully alongside differences.

In this dimension, Islamic education also functions to address global challenges, particularly in overcoming educational gaps that still exist in various parts of the world. Muhtarom et al. (2018) shows that Islamic education can open opportunities for young generations at risk of dropping out to still access quality education, which will ultimately create individuals who are aware of the importance of peace and justice in social life. Therefore, through education based on Islamic values, society is expected to develop into a more just, peaceful, and prosperous community.

In the Islamic perspective, education is not merely a process of knowledge transfer; it is also a powerful means for shaping individual character towards true peace. Beyond the realm of learning, Islamic education has a profound purpose: to cultivate individuals who wholly submit to God Almighty, the Creator of all existence. This devotion is realized through a commitment to living in alignment with His guidance,

making humans servants solely to the Creator, free from servitude to anything else. Consequently, justice and respect among humans as fellow creations of God form the foundation of harmonious social relationships (Qodim, 2023).

Mutholingah (2021) also emphasizes that Islamic education, which centers on a culture of nonviolence, plays a crucial role in strengthening tolerance within diverse communities. Through this education, the younger generation is equipped with the capacity to embrace diversity with an open heart and a high degree of tolerance, preparing them to thrive within a multicultural and dynamic society. This education instills noble values that steer individuals away from violent acts and fosters a deep understanding of the importance of mutual respect, especially amid differences.

Furthermore, the significance of education in building character with deep moral and ethical foundations is highlighted by Khasanah (2023), who argues that Islamic-based education greatly aids students in appreciating universal human values. Thus, they possess the groundwork for creating a peaceful and harmonious social life. This education goes beyond mere knowledge transfer; it inspires students to become agents of change in society, reinforcing universal values of peace and humanity.

A quality education has the potential to reveal the true essence of each individual. The ability of a teacher to shape the perspectives, knowledge, and character of their students plays an immensely crucial role. The success of education largely depends on the synergy between teachers and students, as well as the supportive school environment. Setiawan et al. (2024) assert that schools serve as a supportive pillar in education, fostering an atmosphere that encourages students to grow and understand their role in fostering peace within society.

Asroni (2019) notes that since the early development of Islam, key figures like Prophet Muhammad (PBUH) have consistently emphasized values of peace, respect, and appreciation for non-Muslim communities. This attitude reflects the core teachings of Islam, which uphold harmony and social justice as fundamental principles for building a harmonious and inclusive society. These values are not merely historical legacies but also ethical foundations for Muslims in addressing contemporary challenges, particularly in the field of education. In today's digital era, Islamic education faces new challenges in ensuring that these messages of peace and moderation continue to be understood and embraced by younger generations.

The importance of a religious moderation approach in the digital world is increasingly recognized as a key strategy for embedding values of peace within the Islamic education system. Through digital media, the inclusive and moderate values of Islam can be disseminated with wider and more effective reach. This approach not only strengthens awareness of the importance of interfaith harmony but also serves as a means to counteract the narratives of intolerance that often proliferate unchecked on social media. For instance, Mandala, Witro, & Juraidi (2024) emphasize that leveraging digital technology in education can reinforce peaceful and moderate narratives that promote social harmony, as digital media enables

quick and effective access to educational content that upholds values of respect for diversity and tolerance.

Thus, the future of peace-oriented Islamic education is highly dependent on the ability of institutions and educators to adapt to changing times without losing the essence of its fundamental values. The judicious and wise use of technology, supported by strengthening the capacity of educators, will be crucial in presenting Islamic education that is relevant and responsive to contemporary needs. The development of a curriculum that promotes moderation, tolerance, and respect for diversity will enable future generations to learn Islam as a religion that advocates for peace, both on national and global scales.

This vision opens a promising pathway toward realizing a more inclusive, just, and harmonious society in the future, where Islamic education can contribute to global peace. The implementation of this strategy not only reinforces a commitment to the values of Islamic peace but also strengthens Islam's position as a religion that has a real contribution to building global peace amid the increasingly complex dynamics of the digital age.

CONCLUSION

Education that emphasizes peace values, such as tolerance, compassion, and harmony towards diversity, plays a significant role in shaping the character of students capable of coexisting peacefully in a multicultural society. These peace values serve as a foundation for developing a generation that respects differences, can resolve conflicts nonviolently, and actively contributes to social harmony. However, this study also shows that implementing Islamic peace values in education in Indonesia still faces various challenges. Disparities in educational access, particularly in remote areas, pose a major obstacle that must be overcome to ensure that all students, regardless of social or geographic background, have equal opportunities for quality education. Additionally, uneven understanding of religious moderation can lead to misinterpretations that hinder the primary goals of peace education. For this reason, synergy between the government, educational institutions, and society is necessary to establish inclusive education oriented toward peace values.

Education emphasizing Islamic peace values also supports the achievement of Sustainable Development Goals (SDGs) in terms of quality education as well as peace, justice, and strong institutions. By preparing a peace-loving generation, Islamic education has immense potential in creating a peaceful, fair, and sustainable society. In the long term, this education is expected to become an effective solution in creating a more harmonious social environment capable of responding to global challenges with an open and inclusive attitude. As a recommendation, strengthening educational infrastructure in remote areas, improving teacher training on religious moderation, and implementing a curriculum that instills peace values more effectively are necessary steps. With these actions, Islamic education can function not only as a means of knowledge transfer but also as a tool for character development, reinforcing the foundations of peace and social well-being amid national diversity.

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