



## Reconstruction The Concept of Islamic Education in the Hadith: Integration of Morals, Knowledge, and Human Nature

Muhamad Wijaksono<sup>1</sup>, Endad Musaddad<sup>2</sup> Aas Siti Sholichah<sup>3</sup>

<sup>12</sup>UIN Sultan Maulana Hasanuddin Banten, <sup>3</sup>Universitas PTIQ Jakarta, Indonesia

Email : 252701230.wijaksono@uinbanten.ac.id

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### ABSTRACT

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#### \*Corresponding Author

Education is a fundamental aspect of human life that shapes a person's character, potential, and path. However, in many modern education systems, moral development is often neglected in favor of academic achievement. This study aims to integrate the intellectual, moral, and spiritual dimensions in Islamic education, highlighting the teachings of the Prophet Muhammad (PBUH) on education that prioritizes the development of noble character. The method used is a qualitative, literature-based research, focusing on the Prophet's Hadith related to education. The results show that education in Islam focuses not only on knowledge, but also on the formation of strong moral and spiritual values. This study suggests that modern education systems, especially in Muslim-majority countries, need to adopt a holistic approach that encompasses cognitive, moral, and spiritual learning. The contribution of this study lies in offering a more comprehensive and relevant educational model to the challenges of the times, as well as providing a theoretical and practical foundation for holistic Islamic values-based education.

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## INTRODUCTION

Education is a fundamental aspect of human life that shapes a person's personality, potential, and the path to their ideal life (Hamdullaevna, 2024). It is not only a means of transmitting knowledge but also a process of developing high moral values and ideal human nature (Hossain, 2023; Beery et al., 2023). Islam emphasizes the importance of education, as it is seen as a tool for shaping individuals to lead a righteous life. The Prophet Muhammad (peace be upon him) highlighted the significance of education, both for men and women, as part of a holistic development process that includes cognitive, moral, and spiritual growth (Ullah et al., 2025; Aiyetoro, 2025). The Hadith provides a comprehensive basis for education, emphasizing that acquiring knowledge is an obligation for every Muslim. This research is important because it aligns Islamic teachings with

modern educational needs, offering a framework to create individuals who are not only intellectually capable but also morally responsible and spiritually aware. It is essential for today's society to understand how Islamic education can contribute to addressing modern challenges.

The primary issue society faces today is the disconnect between intellectual development and moral formation in educational systems. Modern education often emphasizes academic achievement while neglecting the nurturing of moral values, empathy, and social responsibility (Jia et al., 2025). This has led to a rise in unethical behaviors, materialism, and individualism, especially among the younger generation. In many Muslim majority societies, education has not fully integrated the teachings of Islam that balance intellectual and moral growth (Srinio et al., 2025). As a result, students may excel academically but lack the character and ethical grounding needed to make positive contributions to society (Sanjani, 2024). The challenge is to create an educational system that addresses both intellectual knowledge and moral formation, as emphasized in the Hadith of the Prophet Muhammad (peace be upon him), ensuring that the next generation is well-rounded and capable of facing the complexities of the modern world with strong ethical values.

The phenomenon of moral decline in educational settings is evident across various regions. Many students in Muslim majority countries excel in academics but struggle with moral issues such as a lack of empathy, integrity, and social awareness (Shah et al., 2024). The rise of digital technology and social media has also exacerbated these issues, promoting materialism and fostering social isolation. In educational institutions, there is often a lack of focus on character development, leading to individuals who may have academic knowledge but lack the virtues necessary for responsible and compassionate social engagement (Iksal et al., 2024). The gap between cognitive intelligence and moral wisdom is contributing to a broader societal crisis, where students are disconnected from Islamic values that prioritize both knowledge and moral character. The need for an educational paradigm that integrates intellectual, moral, and spiritual growth is more pressing than ever, and it is essential for educators to address these challenges by incorporating Islamic principles into the curriculum (Moslimany, 2024).

Previous research on Islamic education has largely focused on the intellectual aspects of learning, with many studies emphasizing cognitive development and academic performance. Scholars have recognized the importance of knowledge in Islam, citing Hadiths such as "طَلَبُ الْعِلْمِ فَرِيضَةٌ عَلَى كُلِّ مُسْلِمٍ" ("Seeking knowledge is an obligation upon every Muslim") as a fundamental teaching (Haq, 2023; Pajala, 2024). However, less attention has been given to how Islamic education can also foster moral and spiritual growth, which is equally

essential. For example, previous studies have explored the cognitive benefits of Islamic education, but few have examined how moral education, as taught by the Prophet Muhammad (peace be upon him), plays a crucial role in forming virtuous individuals. This gap in the research is significant, as a comprehensive approach to education must address both the intellectual and moral development of students to produce well-rounded, responsible individuals.

While there is a growing body of research on Islamic education, much of it still falls short of integrating the moral, social, and spiritual dimensions alongside cognitive development. Scholars such as al-Ghazali and Ibn Khaldun have highlighted the importance of a holistic approach to education, yet these principles are not consistently applied in modern educational settings. Recent studies in Islamic schools reveal a lack of emphasis on the development of moral character and social responsibility, focusing primarily on academic subjects. The research gap lies in the lack of a structured framework that fully integrates the teachings of the Prophet Muhammad (peace be upon him) on morality, knowledge, and human nature. This study seeks to bridge this gap by providing a comprehensive approach that incorporates these three dimensions, offering a balanced and complete educational framework.

The innovation of this study lies in its approach to integrating the moral, intellectual, and spiritual aspects of education from an Islamic perspective. While much research has focused on either intellectual or moral development, this study seeks to combine both, drawing on the Hadith of the Prophet Muhammad (peace be upon him) as a foundational source (Akhtar, 2024; Faraz et al., 2024). By incorporating the teachings of the Prophet Muhammad (peace be upon him), such as the Hadith "إِنَّمَا بُعِثْتُ لِأَتَمِّمَ مَكَارِمَ الْأَخْلَاقِ" ("I was sent to perfect noble character"), this research aims to develop an educational paradigm that not only enhances cognitive abilities but also nurtures moral and spiritual growth (Supriatin et al., 2025; Ilhamsyah et al., 2024). This holistic approach is essential for producing individuals who are intellectually capable, morally responsible, and spiritually grounded, addressing the challenges of modern education by fostering a more complete human development.

The primary research question of this study is how the teachings of the Prophet Muhammad (peace be upon him) can be applied to create an educational framework that integrates moral, intellectual, and spiritual development. The argument put forward is that education, as envisioned in the Hadith, must not only focus on cognitive development but also on the cultivation of moral character and spiritual awareness. This study argues that by integrating these three dimensions, an Islamic education system can produce individuals who are not only knowledgeable but also empathetic, morally upright, and socially responsible. The contribution of this research lies in offering a practical and

theoretical framework for educators and policymakers to incorporate these aspects into modern educational practices, ensuring that the next generation is well-prepared to address the complexities of the modern world with both knowledge and virtue.

This research contributes to the ongoing discourse on Islamic education by offering a comprehensive framework that integrates cognitive, moral, and spiritual development. It provides a nuanced understanding of how the teachings of the Prophet Muhammad (peace be upon him) can inform a modern educational paradigm that is relevant to today's challenges. By addressing both the intellectual and moral dimensions of education, this study aims to fill a critical gap in the literature, offering valuable insights for educators, policymakers, and religious leaders. The goal is to create an educational system that not only imparts knowledge but also cultivates a generation that is morally responsible, socially engaged, and spiritually aware, contributing to the overall development of society in alignment with Islamic principles.

## RESEARCH METHOD

This study employs a qualitative research method in the form of library research. The rationale for choosing this method lies in the research's focus on the study of written works, particularly the Hadiths of Prophet Muhammad (peace be upon him) concerning education. Library research was selected because it allows the researchers to deeply explore and understand these Hadiths, providing an opportunity to analyze and interpret the meaning of education from the perspective of Prophet Muhammad (peace be upon him). This approach enables the authors to focus on literature discussing education in Islam, covering dimensions such as knowledge, morality, and human nature, to comprehensively understand how education should be implemented according to Islamic teachings.

This research is library-based and does not require a physical research location. The primary data sources are from key Hadith books, including Sahih al-Bukhari, Sahih Muslim, Sunan Abu Dawud, and Sunan Tirmidhi, which contain Hadiths related to education, morality, knowledge, and human nature. Additionally, secondary sources include books, scholarly articles, and academic works on Islamic education, Hadith interpretation, and contemporary studies on Islamic values-based education. These sources were chosen for their authority and credibility in explaining the concept of education within Islamic teachings.

The data collection technique involved a thorough literature search. The authors identified relevant Hadiths related to education through the themes of morality, knowledge, and human nature. The data was recorded, classified, and organized based on the predetermined research categories. To enrich the analysis and provide a more contextualized perspective, the literature search also

included supporting literature, such as books and articles discussing Islamic education in general and Hadith interpretation. This approach ensures a comprehensive and well-rounded collection of data from both primary and secondary sources, strengthening the study's analysis.

## RESULT AND DISCUSSION

### Definition of Education in Hadith Expert Studies

The findings of this research align with the views of hadith scholars who emphasize that education in Islam is not limited to the acquisition of knowledge, but encompasses moral and spiritual development (Ibrahim et al., 2024; Hendawi et al., 2024). The research supports the understanding of education as a holistic process that includes intellectual, moral, and spiritual growth, as highlighted by scholars like al-Nawawi, Ibn Hajar al-Asqalani, and Al-Ghazali. Al-Nawawi's interpretation of knowledge as a means to draw closer to Allah is reflected in this study, which emphasizes that Islamic education is not only about cognitive development but also about instilling spiritual values and enhancing one's connection with Allah (Hendawi et al., 2024; Surbakti et al., 2024). The comparison with the literature reveals that this study contributes to understanding education in hadith as a broad and profound concept, encompassing knowledge, morals, and worship.

While the study confirms the importance of knowledge and morals in the hadith, as stressed by Ibn Hajar al-Asqalani (1959) and Al-Ghazali (2000), it also highlights a more integrated view of education that aligns both cognitive and spiritual aspects. This is consistent with Al-Ghazali's notion of education as a process of *tazkiyatun nafs*, or purification of the soul, which includes acquiring knowledge but also emphasizes character development (Anwar et al., 2025; Mahdany et al., 2025). The finding that hadith education should focus on cultivating both the intellect and the soul is in agreement with contemporary views on holistic education. However, the study expands on this by pointing out that the purpose of education, according to the hadith, is to produce individuals who are not only knowledgeable but also morally upright and spiritually aware.

In contrast to the existing literature, particularly Al-Khatib al-Baghdadi's (1983) emphasis on the importance of *adab* (etiquette) over knowledge, the study further explores how the cultivation of good character and morality is equally emphasized in hadith education (Fauzan et al., 2025). The hadiths demonstrate that *adab*, or moral conduct, is central to the educational process, confirming that personal development in terms of ethical behavior is just as important as intellectual achievement. The research findings highlight that morality is seen as a foundational element of education in Islam, an aspect that is often underemphasized in conventional educational systems. This aspect of education

in hadith may have significant implications for modern educational systems, especially in a context where ethical and moral development is sometimes overlooked in favor of academic performance.

The research also finds agreement with Al-Suyuthi's (2002) compilation of hadiths in *Jami'al-Saghir*, particularly the idea that education is a lifelong process and a shared responsibility between institutions and parents. The study emphasizes that the role of parents in the educational process, as outlined in the hadith, is crucial. Parents are seen as the first educators of their children, responsible for instilling both knowledge and morals from birth (Nurhuda, 2023). This aligns with the broader educational framework in Islam, where the responsibility for education extends beyond formal institutions. The implications of this finding are practical, suggesting that a partnership between educators and parents is essential for fostering an environment where children can grow intellectually, morally, and spiritually (Sari, 2023; Abiddin et al., 2024).

The theoretical implications of this research are substantial, offering a comprehensive model of education that integrates knowledge, morality, and spirituality. This model, based on the hadith, challenges modern educational paradigms that often separate intellectual development from moral and spiritual growth. Practically, the study calls for a more integrated approach to education that includes not only academic subjects but also character-building and spiritual development. It suggests that educators and policymakers should consider incorporating these elements into contemporary educational systems, fostering a generation that is not only academically proficient but also ethically grounded and spiritually aware. Thus, the findings of this research contribute to both the theoretical understanding of Islamic education and its practical application in modern educational contexts.

### **Education as A Character Builder**

The findings of this research align closely with existing literature on Islamic education, particularly regarding its role in building moral character. The concept that education in Islam is primarily focused on cultivating noble morals is well-supported by scholars like Al-Ghazali and Ibn Hajar al-Asqalani. As mentioned in the Hadith, the Prophet Muhammad (peace be upon him) was sent to perfect human morals, which underscores the foundational role of moral education in Islam. This study confirms that Islamic education is not merely about the transmission of knowledge but is a holistic process that shapes individuals' characters, guiding them toward ethical behavior and spiritual growth (Jamil, 2024; Surbakti et al., 2024). Al-Ghazali's emphasis on *tazkiyah al-nafs* (purification of the soul) resonates with the research's findings that true education integrates both intellectual and moral development (Fathan et al., 2025;

Anam, 2024). This approach aligns with the hadiths that call for moral excellence, stating that "those with the best faith also have the best morals" (Sahih Muslim), indicating that the success of education should be measured not only by intellectual achievements but by the moral integrity of the learner.

The research also aligns with Ibn Hajar al-Asqalani's view that moral development is a result of regular repetition of good deeds, which eventually become habits. This study emphasizes the importance of consistency in moral education, starting from an early age. This finding echoes the work of scholars such as Al-Khatib al-Baghdadi, who argued that moral education should begin with the family and extend to the community (Ghadhban et al., 2025). This study expands on this idea by highlighting the role of schools and communities in fostering moral development. While Ibn Hajar emphasized habitual behavior, this research suggests that moral education must also incorporate understanding, reflection, and dialogue, ensuring that students grasp the rationale behind moral teachings. This addition of moral dialogue in education enriches the process, making it more than just a mechanical practice, but a deeply reflective experience.

A comparison with contemporary educational systems reveals a significant difference between Islamic education as presented in the hadiths and modern schooling. In many modern educational frameworks, intellectual achievement often overshadows moral development. This research highlights that an Islamic educational framework, which integrates both knowledge and morality, addresses a gap in current systems, which frequently separate cognitive learning from character-building. The study underscores that education in Islam is deeply intertwined with spirituality and that learning should not only aim at acquiring information but also at cultivating an individual's character and moral standing. This approach is supported by scholars like Al-Suyuthi, who compiled numerous hadiths emphasizing the lifelong duty of learning and moral responsibility (Maheran,, 2024). The research findings suggest that integrating moral education with academic knowledge is key to producing individuals who contribute positively to society.

The theoretical implications of this study are profound, providing a comprehensive framework that redefines the purpose of education in Islam. This framework is not just about knowledge acquisition but also about character building, which is essential for creating a morally responsible and spiritually aware society. The study's findings contribute to a more holistic understanding of Islamic education by emphasizing the unity between intellectual, moral, and spiritual education. The practical implication is that modern educational systems, especially in Muslim-majority societies, can benefit from revisiting the traditional

Islamic model of education that prioritizes moral development alongside cognitive learning. Schools, educators, and parents must work collaboratively to create an environment that fosters both intellectual growth and moral integrity, based on the teachings of the Prophet Muhammad (peace be upon him).

In conclusion, this research offers valuable insights into the nature of Islamic education, affirming that it is an integrated process aimed at developing individuals who are not only knowledgeable but also morally upright and spiritually grounded. The study emphasizes that the true success of education lies in the cultivation of noble character, which is consistent with the teachings found in the Hadiths of the Prophet Muhammad (peace be upon him). By comparing the findings with existing literature, the research highlights the importance of moral education and proposes a more integrated approach to education that combines knowledge, character, and spirituality. This study contributes both theoretically and practically to the development of a more holistic educational paradigm that can help address the moral and spiritual challenges faced by contemporary societies.

### **Education as The Strengtheners of Knowledge**

The findings of this research align closely with existing literature on the role of education in strengthening knowledge, particularly within the Islamic educational framework. Scholars such as Al-Ghazali and Ibn Khaldun emphasize that education in Islam is not only a means of imparting knowledge but also a tool for fostering moral and intellectual growth (Amin et al., 2023; Rasyidi et al., 2025). Al-Ghazali, for instance, argued that knowledge should be coupled with moral integrity and spiritual development to be truly valuable (Syaiful et al., 2024; Poya et al., 2023). This study reinforces the idea that when education is guided by the right processes, knowledge transcends theoretical information, transforming into practical attitudes and actions that benefit society (Zhao et al., 2024; Zalli, 2024).

The research supports the views of Al-Farabi and Ibn Khaldun, who believed that education should enhance both intellectual and spiritual abilities (Elyati, 2024; Karim et al., 2024). The study highlights the role of education in developing critical, systematic, and scientific thinking, essential for addressing contemporary societal challenges. It underscores that education helps individuals interpret the world through principles of truth and value, reflecting the Quranic verse, "Allah will exalt those who believe among you and those who are given knowledge by degrees" (Quran 58:11), which emphasizes the elevation of human dignity through knowledge.

A key distinction in this study is its focus on the integrative nature of modern education, where religious and general knowledge are combined to foster both intellectual and moral development. Traditional Islamic education systems such as *kuttabs* and *madrasas* focused primarily on religious education, but the research highlights the contemporary need for a curriculum that blends religious teachings with general knowledge. This integrated approach aligns with the views of Al-Ghazali, who advocated for the development of both the intellect and the soul to address the challenges of modern society.

The theoretical and practical implications of this research are significant. It presents a holistic model of Islamic education that nurtures not only intellectual development but also moral and spiritual growth. The study argues that knowledge without morality can lead to arrogance and misuse, echoing Al-Ghazali's concept of *tazkiyah al-nafs* (purification of the soul). This comprehensive model is vital for developing well-rounded individuals who can positively contribute to society. The research also stresses the importance of rethinking modern educational systems, especially in Muslim-majority societies, to ensure that education remains ethically grounded and practically beneficial for societal advancement.

### **Education as The Foundation of Human Nature**

The most important finding from this research is the understanding that education, from the perspective of hadith, is a holistic process aimed at nurturing human potential in all its dimensions moral, intellectual, spiritual, and social (Surbakti et al., 2024). The hadiths of the Prophet Muhammad (peace be upon him) emphasize the development of noble character, the pursuit of knowledge, and the preservation of the pure nature that Allah SWT has endowed upon humanity (Akhtar, 2024). Education, in this framework, goes beyond the mere transmission of knowledge; it is designed to cultivate virtues, enhance faith, and ensure that individuals remain aligned with divine values throughout their lives (Juthi, 2025). This research reinforces the idea that education should be a tool for both intellectual growth and moral refinement, preparing individuals to lead lives that are both righteous and knowledgeable. It contributes significantly to the academic discourse by offering a comprehensive interpretation of hadith based education, demonstrating how Islamic educational principles can provide a balanced approach to human development, integrating spiritual and moral education alongside intellectual learning. This approach is crucial, especially in a time when education is often narrowly focused on material and practical outcomes, highlighting the importance of maintaining a strong ethical foundation within educational systems.

While this research provides valuable insights into the role of hadith in shaping Islamic education, it is limited in its scope, focusing primarily on theoretical interpretations and foundational principles. Future research could explore empirical studies to assess how these principles are practically applied in various educational settings across the Muslim world (Utari, 2025). Additionally, further studies could investigate the effectiveness of hadith-based educational models in fostering moral and spiritual growth in contemporary students, particularly in secular or multicultural contexts. Another area for future research could involve exploring how Islamic educational values, as outlined in the hadith, can be integrated into modern curricula in ways that balance both the intellectual and ethical development of students (Moslimany et al., 2024).

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## CONCLUSION

The most important finding from this research is the understanding that education, from the perspective of hadith, is a holistic process aimed at nurturing human potential in all its dimensions moral, intellectual, spiritual, and social. The hadiths of the Prophet Muhammad (peace be upon him) emphasize the development of noble character, the pursuit of knowledge, and the preservation of the pure nature that Allah SWT has endowed upon humanity. Education, in this framework, goes beyond the mere transmission of knowledge; it is designed to cultivate virtues, enhance faith, and ensure that individuals remain aligned with divine values throughout their lives. This research reinforces the idea that education should be a tool for both intellectual growth and moral refinement, preparing individuals to lead lives that are both righteous and knowledgeable. It contributes significantly to the academic discourse by offering a comprehensive interpretation of hadith-based education, demonstrating how Islamic educational principles can provide a balanced approach to human development, integrating spiritual and moral education alongside intellectual learning. This approach is crucial, especially in a time when education is often narrowly focused on material and practical outcomes, highlighting the importance of maintaining a strong ethical foundation within educational systems.

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