

HARMONY BETWEEN SCIENCE AND SPIRITUALITY: A STUDY OF AL-GHAZALI'S PHILOSOPHY OF EDUCATION

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ABSTRACT

The great Islamic philosopher Al-Ghazali believed that knowledge is not only about facts, but also about moral and spiritual values. This article discusses how Al-Ghazali saw the relationship between science and spirituality in education. The purpose of this article is to analyze and understand how Al-Ghazali combines science and spirituality in teaching. The writing of this article uses qualitative analysis of several articles and experts' views on Al-Ghazali and Education. The analysis shows that Al-Ghazali emphasized the importance of balance between scientific knowledge and moral values in Education. He classified knowledge into various categories, including religious and rational sciences, and emphasized the role of the teacher as a crucial moral guide in shaping students' characters. The findings suggest that the application of Al-Ghazali's principles in modern education can help create a well-rounded individual, who is not only intellectually intelligent but also has high moral and spiritual awareness.

Keywords: Al-Ghazali, Science, Spirituality, Education, Holistic Learning

ABSTRAK

Filsuf besar Islam, Al-Ghazali, percaya bahwa pengetahuan bukan hanya tentang fakta, tetapi juga tentang nilai-nilai moral dan spiritual. Artikel ini membahas bagaimana Al-Ghazali melihat hubungan antara ilmu pengetahuan dan spiritualitas dalam pendidikan. Tujuan dari artikel ini adalah untuk menganalisis dan memahami bagaimana Al-Ghazali menggabungkan ilmu pengetahuan dan spiritualitas dalam pengajaran. Penulisan artikel ini menggunakan analisis kualitatif terhadap beberapa artikel dan pandangan para ahli tentang Al-Ghazali dan Pendidikan. Hasil analisis menunjukkan bahwa Al-Ghazali menekankan pentingnya keseimbangan antara pengetahuan ilmiah dan nilai-nilai moral dalam Pendidikan. Dia mengklasifikasikan pengetahuan ke dalam berbagai kategori, termasuk ilmu agama dan ilmu rasional, dan menekankan peran guru sebagai pemandu moral yang penting dalam membentuk karakter siswa. Temuan ini menunjukkan bahwa penerapan prinsip-prinsip Al-Ghazali dalam pendidikan modern dapat membantu menciptakan individu yang menyeluruh, yang tidak hanya cerdas secara intelektual tetapi juga memiliki moral dan spiritual yang tinggi.

Kata Kunci: Al-Ghazali, Ilmu Pengetahuan, Spiritualitas, Pendidikan, Pembelajaran Holistik

A. INTRODUCTION

Modern education often finds itself at a crossroads, grappling with the balance between science and

spiritual understanding. In this context, Al-Ghazali's thoughts become very relevant. Al-Ghazali, an 11th century Islamic scholar, offers a

holistic view of education that integrates science with moral and spiritual values. Amidst the challenges of globalization and secularization that often neglect the spiritual aspect of education, Al-Ghazali's principles provide valuable guidance to create individuals who are not only intellectually intelligent but also have good character.

Al-Ghazali emphasized the importance of moral and ethical education, which is indispensable in dealing with the various social and moral problems faced by the younger generation today. By teaching that knowledge should be directed towards understanding truth and devotion to God, Al-Ghazali encouraged students to not only pursue academic achievement, but also to develop good morals. This approach is crucial in creating a balanced society, where individuals can contribute positively in both social and spiritual aspects. Therefore, Al-Ghazali's thoughts are not only relevant, but also very important for Education today, as it can help educate a generation that is not only intelligent, but also ethical and responsible.

The relentless pursuit of scientific knowledge, while crucial for societal and technological advancement, sometimes overshadows the significance of spiritual growth in shaping well-rounded individuals. Zuhri et al. (2024) emphasized the acquisition of knowledge not merely understanding the physical world but also understanding God's creation and our place within it. In other words, science and religion complete each other in fostering ethical individuals who can navigate the complexities of the modern world. Sufratman, et al (2022) added that the imbalance between science and religion which is considered irreconcilable can trigger a moral crisis, leading to experience doubts about beliefs, both from a spiritual and ethical perspective.

Al-Ghazali, a towering figure in Islamic philosophy, addressed this very issue centuries ago. His philosophy of education stressed the pursuit of knowledge ('ilm) not just as a means to understand the physical world but as a path towards spiritual enlightenment and closeness to God (Arifin, 2018). It suggests that al-Ghazali's educational philosophy, rooted in both intellectual and spiritual

development, is valuable for educational systems. According to (Izza et al., 2024), Al-Ghazali also argued that neglecting spiritual development could lead to societal imbalances and a lack of moral grounding. This Align with (Lubis, 2020), mentioned that Al-Ghazali approached science with deep curiosity and doubt, emphasizing that true understanding comes from asking questions and seeking answers, not taking knowledge for granted.

Several studies have explored the different facets of Al-Ghazali's educational philosophy. For instance, (Gilani & Tazul Islam, 2018) studies about Al-Ghazali's views on the integration of knowledge and spirituality. They believed that spirituality and science maintain their respective identities, but science complements Islamic knowledge as a supporting tool. Others have examined the practical implications of his ideas in contemporary educational settings, such as (Muflihini & Madrah, 2019), (Chusyairi, 2024), (purbiyanto eko, 2023). These studies focus on the application of Al-Ghazali's ideas in modern education. They all agree that education should not focus solely

on intellectual achievement but also include moral and ethical development.

This article delves into Al-Ghazali's philosophy, examining its relevance to contemporary education. It aims to address the question: How can Al-Ghazali's thoughts about harmony between science and spirituality be applied in today's education? By exploring his views on the interconnected nature of knowledge and spirituality, this study aims to shed light on the importance of nurturing both aspects within modern educational frameworks.

B. RESEARCH METHODOLOGY

The method used in this research is descriptive qualitative. The method uses descriptive means to describe the results of research that is as accurate as possible (Furidha, 2023). According to (Oranga & Matere, 2023), qualitative studies collect non-numerical data about how people live, think, and respond to various situations. The data in this study are drawn from literature such as books and journals written by scholars who focus on Al-Ghazali's thoughts in education. In terms of data collection, researchers

used document analysis. According to Morgan (2022), document analysis is widely used as a research method, where it involves systematic research of various types of documents such as books, newspaper articles, academic journal articles.

In this study, the method used was document analysis with the following steps:

- Document Selection: Searching and selecting relevant documents such as books and articles that discuss Al-Ghazali's thoughts on Education.
- Data Collection: Collecting important information from the selected documents, including quotations and main ideas.
- Content Analysis: Reading the documents carefully to understand the context and noting key points related to Education and morals.
- Categorization: Grouping information into categories such as "purpose of education" and "role of teachers" to see patterns and relationships.
- Synthesis: Reorganizing the ideas that have been grouped into a clear conclusion, relating

Al-Ghazali's thoughts to the modern educational context.

These steps are expected to provide a better understanding of how Al-Ghazali's thoughts can be applied in education today.

C. RESULT DISCUSSION

Al-Ghazali's Philosophy of Education

Al-Ghazali's philosophy of education emphasizes the importance of the heart and focuses on character development (Fadli, 2020). He saw education as an orderly way to change human behavior for the better, with the aim of creating perfect humans who are close to God (Suban, 2020). Al-Ghazali's concept of education involves aspects of thinking, feeling, and skills (Tambak, 2017) and is very compatible with the current education system in Indonesia, especially in character education (Royani et al., 2023).

This approach prioritizes the development of intelligence, moral and spiritual (Royani et al., 2023). Al-Ghazali divided knowledge into various categories, such as religious and rational sciences, theoretical and practical knowledge, and compulsory

and optional lessons (Tambak, 2017). He also emphasized the importance of good teaching methods and dialogue in learning (Tambak, 2017), and described specific criteria for successful students (Suban, 2020).

Balance of World and Hereafter

Al-Ghazali's socioeconomic philosophy emphasizes the importance of social welfare according to Islamic teachings (Maslahah). The main goal is to balance the needs of life in the world and spiritual needs with five basic goals: religion, life, family, wealth and intellectuality (Kusjuniati, 2019). The balance between worldly and spiritual activities is very important in Islamic education because this education sees humans as the center of change in society (Ningsih, 2020).

Al-Ghazali's approach to knowledge is comprehensive. He rejected the separation between religious and secular sciences. Al-Ghazali believed that knowledge should lead to an understanding of the truth and devotion to Allah (Yamani, 2023). In Education, Al-Ghazali emphasized the importance of developing morals, respecting teachers, and adjusting the curriculum to the needs of students.

Al-Ghazali's philosophy of education is seen in modern Islamic educational institutions that incorporate religious practices into their curriculum, such as congregational prayer and recitation of the Qur'an (Putra, 2022).

Science and Akhlaq

Al-Ghazali was a very influential Islamic scholar. He made major contributions in the fields of education, ethics, and knowledge in Islam. Al-Ghazali emphasized the importance of moral education and encouraged students to respect teachers and stay away from bad influences (Putra, 2022). Al-Ghazali's views on ethics are based on the Quran and hadith. He believed that to achieve moral excellence, one needs to be disciplined, do introspection, and keep practicing (Mz, 2018). In terms of knowledge, Al-Ghazali rejected the separation between religious and secular sciences. He said that all knowledge comes from God. He proposed three ways to gain knowledge: through the Senses, the intellect, and the heart (GHAZALI, 2001).

Contrary to what many people think, Al-Ghazali's criticism of philosophy in his work "Tahafut al-Falasifah" was not to destroy

philosophy, but to unite it with Islamic theology. This work was very important in incorporating philosophical concepts into Islamic thought (Assyabani, 2020).

Harmony of Science and Spirituality

Based on the statement (Muhaya, 2015) Al-Ghazali has a concept of the unity of knowledge that emphasizes the importance of combining three things: ontology (origin), epistemology (how to get knowledge), and axiology (the values that exist in it). According to him, all knowledge comes from God and is basically good (Muhaya, 2015). Al-Ghazali's spiritual development is divided into three stages: before, during and after he secluded himself for worship (Sari & Marhaban, 2022). Al-Ghazali saw science and religion as complementary, not contradictory (Sari & Marhaban, 2022).

Al-Ghazali also believed that knowledge should include intellectual, emotional, and spiritual intelligence (Ahsanul Anam, 2022). Knowledge can be obtained through reason, revelation or inspiration, and its quality depends on the method and source used (Muhaya, 2015). To realize the unity of science, we need

to treat scientific and religious knowledge equally and encourage dialogue, integration, and an era relationship between the two (Muhaya, 2015). This approach aims to create a better civilization, overcoming problems such as poverty and dehumanization (Muhaya, 2015).

1). Education that balances both aspects:

Al-Ghazali's view of Islamic education emphasizes the importance of religious and moral education to form a complete human being (Agus, 2018; Suriadi, 2022). His educational philosophy is based on an approach that combines religious and ethical teachings, with the aim of achieving human perfection and getting closer to Allah (Azahra, 2022; Tambak, 2017). In the curriculum Al-Ghazali designed, he combined religious teachings and practical knowledge, covering various aspects such as faith, morality, intelligence, social skills and physical development (Agus, 2018). He also emphasized the importance of the role of the teacher who must be intelligent and have praiseworthy traits, as well as the role of the

student, who must show a humble and clean attitude (Suriadi, 2022).

Al-Ghazali's educational goals include the development of intelligence, emotions and skills (Tambak, 2017). He classified knowledge into several categories, such as religious and rational sciences, theoretical and practical knowledge, and obligatory and optional lessons (Tambak, 2017).

2). The Role of Teachers in Education:

Imam Al-Ghazali strongly emphasized the role of the teacher in education, especially in helping the moral and spiritual development of students. According to him, the teacher is not only in charge of teaching knowledge, but also as a moral guide whose role is to shape the character and intelligence of students. This approach is still very relevant in today's world of Education, where the goal is to form a complete individual. The following are some of the highlights of Al-Ghazali's view on the role of the teacher.

(a). Teacher Competence

- **Compassion and care:**
Al-Ghazali emphasized that teachers should have compassion for

their students. This is important to create a comfortable learning atmosphere (Luthfi & Purnama, 2022).

- **Moral Exemplification:**
Successful character education occurs when teachers provide real examples in demonstrating values such as religion, honesty, discipline, responsibility and love for the country (Rifki et al., 2023).

(b). Educational Objectives

- **Holistic Development:**
According to Al-Ghazali, education aims to develop students' intellectual and moral character (Royani et al., 2023).
- **Spiritual growth:**
Education should also bring students closer to God, bringing happiness in this world and the hereafter (Azahra, 2022).

(c.) Teaching Strategy

- **Interactive Learning:** According to Al-Ghazali, effective learning requires good relationships and harmonious interactions between teachers and students (Anhar, 2013).
 - **Systematic Approach:** He also supported an organized and gradual education system to develop students' potential (Royani et al., 2023).
- Al-Ghazali encouraged education that sharpens the mind and soul, with the aim of achieving happiness in this world and the hereafter (Chusyairi, 2024). His approach integrates ethical values into the curriculum, so that students can achieve a balance between intellectual achievement and moral integrity (Ariani & Ritonga, 2024).

Al-Ghazali believed that education should include intellectual, emotional and spiritual development. In schools today, this can be applied by integrating academic lessons with activities that support character development, such as art programs, sports and social activities. For example, schools can organize social service activities where students learn about empathy and caring for others.

2). Character Development

The concept of “*insan kamil*” (perfect human) is central to Al-Ghazali's philosophy, which emphasizes the importance of strong faith and high morals (Ariani & Ritonga, 2024). The teachings on “*tazkiyatun nafs*” (purification of the soul) provide a complete guide to moral Education, which is essential to counter the moral decline that often

The Relevance of Al-Ghazali's Views in Modern Education

Al-Ghazali's philosophy of education is still very relevant in modern education, especially in encouraging all-round development, which combines intellectual and moral growth. His views on the importance of character development, ethical education, and the quest for knowledge for spiritual happiness provide a framework that can address the challenges of education today. Here are some of the main points of his thought that are still relevant to the world of Education today:

1). Holistic Education

occurs in today's younger generation (Bayhaqi et al., 2024).

Schools can implement this by holding character education classes that teach values such as honesty, responsibility and cooperation. For example, schools could hold group discussions on ethical situations that students may face and how to deal with them properly.

3). Teaching Method

Al-Ghazali's teaching methods emphasize the importance of learning through direct experience and the role of the teacher in shaping students' character and morals (Waseso et al., 2024). Al-Ghazali suggested using various teaching methods according to the child's developmental stage, such as memorization, understanding, habituation and practice (Rahmawati, 2019).

Although Al-Ghazali's views offer a strong framework for modern education, some may argue that the rapid development of technology and secularization of the education system present challenges in applying Al-Ghazali's moral and ethical teachings. However, his views still provide a valuable perspective for

dealing with current dilemmas in education.

E. CONCLUSION

This article discusses Al-Ghazali's thoughts on Education and how his principles are still relevant for use in modern schools. Al-Ghazali taught that Education is not only about knowledge, but also about character and moral development. He believed that teachers should be good role models and help students grow holistically, intellectually, emotionally and spiritually.

Al-Ghazali's principles, such as the importance of a well-rounded education and character development, can be applied in schools today. For example, schools can organize social activities to teach empathy, character education classes to discuss moral values, and interactive teaching methods to get students more involved in learning.

By applying Al-Ghazali's teachings, we can create a better learning environment, where students are not only academically smart, but also have good morals and are ready to face the challenges of life.

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