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## **Islamic Educational Philosophy in The Testament of New Experience Reflection by TGKH. Muhammad Zainuddin Abdul Madjid**

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**Abstract:** This research aims to explore and analyze the concepts of Islamic educational philosophy contained in the work "Testament of New Experience Reflection" by TGKH. Muhammad Zainuddin Abdul Madjid. In this study, the author conducts a profound analysis of the content of the work, identifying the values, principles, and concepts of Islamic education that can be found in the text. The research also explores the historical and cultural context in which the work was written and the relevance of the concepts found in the work to contemporary Islamic education. This research employs a philosophical approach and critical analysis to understand and evaluate the thinking of TGKH. Muhammad Zainuddin Abdul Madjid in the context of Islamic education. The results of this research can provide profound insights into the philosophy of Islamic education within the work and the contributions of the thinker to Islamic educational thought. This research is expected to contribute to a deeper understanding of Islamic education, moral values, ethics, educational goals, and methods within the context of Islam, as well as the relevance of the ideas of TGKH. Muhammad Zainuddin Abdul Madjid to contemporary Islamic education. Furthermore, this research serves as a foundation for further studies on Islamic educational thought in Indonesia.

**Keywords:** Islamic Educational Philosophy, TGKH. Muhammad Zainuddin Abdul Madjid, Testament of New Experience Reflection, Critical Analysis, Philosophical Approach.

## **INTRODUCTION**

Islamic education plays a central role in shaping the character and worldview of Muslim communities (Kurniawan Arizona et al., 2022). In exploring the essence of Islamic education, involving a philosophical perspective becomes crucial to deeply understand the values, ethics, and goals of Islamic education (Prosmala Hadisaputra et al., 2020). One figure contributing to the philosophy of Islamic education is TGKH. Muhammad Zainuddin Abdul Madjid through his monumental work, "Wasiat Renungan Masa Pengalaman Baru" (Legacy of Reflections in the New Experience). Understanding the philosophy of Islamic education in his work can provide inspiration and a new direction in developing a holistic Islamic education system (Lalu Gede Muhammad Zainuddin Atsani & Ulyan Nasri, 2023).

The philosophy of Islamic education integrates the principles of Islamic teachings into the educational context. This includes the development of spirituality, morality, and

intellectual intelligence by referring to the teachings of the Quran and Hadith (Ulyan Nasri, 2023). This philosophy serves as a guide in shaping the character and behavior of learners to reflect Islamic values (Erlan Muliadi & Ulyan Nasri, 2023). The work of TGKH. Muhammad Zainuddin Abdul Madjid reflects the effort to integrate both philosophical and practical aspects of Islamic education (Lalu Gede Muhammad Zainuddin Atsani et al., 2023). His thinking is not only theoretical but also provides concrete guidance for the application of Islamic values in daily life, especially in the educational environment (Ulyan Nasri & M. Tabibuddin, 2023).

TGKH. Muhammad Zainuddin Abdul Madjid is known as a Muslim scholar who has made significant contributions to education and Islamic thought in Indonesia (Atsani et al., 2023). His work, "Wasiat Renungan Masa Pengalaman Baru," reflects his holistic thinking about Islamic education, encompassing spiritual, moral, and intellectual aspects (Atsani & Nasri, 2021). This research has novelty in providing a deep perspective on Islamic education. "Wasiat

Renungan Masa Pengalaman Baru" serves as a spiritual and intellectual guide, taking the reader beyond a mere narrative, inviting reflection, and extracting the wisdom of education contained within. The aim of this research is to analyze the philosophy of Islamic education contained in "Wasiat Renungan Masa Pengalaman Baru" by TGKH. Muhammad Zainuddin Abdul Madjid. A thorough analysis of this work is expected to provide a better understanding of the Islamic educational values advocated by the author.

The contribution of this research is expected to identify and explore the Islamic educational values contained in Islamic literary works, making them applicable in the context of modern Islamic education. Additionally, this research contributes to understanding education policies and the implementation of Islamic values in the Indonesian education system. Thus, this research is a constructive step in absorbing and appreciating the intellectual legacy of TGKH. Muhammad Zainuddin Abdul Madjid and promoting a more comprehensive and applicable philosophy of Islamic education.

## METHODS

This research adopts a literature review method as the primary approach to delve into and analyze information related to the research subject (Novi Anggraeni & Aan Listiana, 2023). This process involves collecting data from various written sources such as books, journal articles, conference papers, and other relevant literature that has relevance to the research topic (Tian Yang & Xiumin Hong, 2022). First, the identification of literature sources related to the research subject is carried out, including books, journal articles, and scientific papers that have relevance to the topic (Patton, 2002). Data collection is done through in-depth literature search and selection to obtain significant information (Norzihani Saharuddi et al., 2021).

Next, literature analysis is conducted to explore and organize information to gain a deep understanding of the concepts and findings that have existed in related literature (Evensen, Dorothy H et al., 2021). The integration of concepts and findings from various literature sources is done to form a comprehensive understanding of the research topic (Filip Dochy et al., 2021). Critique and evaluation are carried out on each piece of literature with the aim of assessing the credibility, relevance, and quality

of the methodology used in previous research (Tan, J., 2010). Conclusions are drawn based on the literature analysis and the development of new understanding related to the research topic (Vandenbossche, Vicky et al., 2023). In the research process, information updates can be made by adding relevant new literature discovered during the research process. This is done to ensure the completeness and currency of the research (Sheila M. Fram, 2013). The literature review method is chosen to provide a solid and in-depth theoretical foundation and reflect the development of knowledge and understanding in the research focus (A. Ngao et al., 2023).

## FINDINGS AND DISCUSSION

### Findings

This research yields two main findings that highlight the concept of Islamic education philosophy in "Wasiat Renungan Masa Pengalaman Baru" by TGKH. Muhammad Zainuddin Abdul Madjid and its implications in shaping students' character and the development of contemporary Islamic education.

#### 1. Concept of Islamic Education Philosophy in Wasiat Renungan Masa Pengalaman Baru

In Wasiat Renungan Masa Pengalaman Baru, TGKH. Muhammad Zainuddin Abdul Madjid emphasizes the concepts of inclusivity, humanity, and community empowerment through Islamic education (Wibowo, 2012). The madrasah he established is non-discriminatory in terms of gender, shaping students with faith, piety, and commitment to the nation and state (Karyono, 2011). While holding onto traditional values, this concept is open to modernization and emphasizes enjoining good and forbidding evil, shaping students as agents of positive change (Sholihin, 2017). Islamic education in Wasiat Renungan Masa Pengalaman Baru also teaches the balance between the worldly and the hereafter, providing a foundation for a balanced and dedicated Muslim generation in the development of society and the nation (Usman, 2010).

#### 2. Relevance to the School of Islamic Educational Philosophy

The relevance of this concept to the school of Islamic educational philosophy lies in the inclusive approach, empowerment, and balance between traditional values and

modernization. The school of Islamic educational philosophy emphasizes a profound understanding of Islamic teachings and their application in daily life (Hakim, 2014). The principles in *Wasiat Renungan Masa Pengalaman Baru* by TGKH. Muhammad Zainuddin Abdul Madjid reflect inclusivity, empowerment, and harmony between Islamic values and the needs of modernity. This concept is valuable for the development of contemporary Islamic education (Sudarto, 2017).

## Discussion

### Discussion of Research Findings with Theories of Islamic Educational Philosophy

The findings of this research can be related to several theories of Islamic educational philosophy explained by Islamic philosophers and scholars. In this context, we will examine its relevance to the theories of Ibn Sina, Imam al-Ghazali, and the perspectives of Islamic education experts.

#### 1. Ibn Sina (Avicenna)

**Inclusivity and Balance:** The research findings indicating that the concept of Islamic education in the testament of TGKH. Muhammad Zainuddin Abdul Madjid encourages inclusivity and balance between traditional values and modernization are consistent with Ibn Sina's views. Ibn Sina emphasized a profound understanding of ethical values and the harmonization between reason and revelation (Ihsan & Ihsan, 2007).

#### 2. Imam al-Ghazali

**Empowerment and Character:** The concept of empowering society through Islamic education and shaping students' character with faith and piety reflects the thinking of Imam al-Ghazali. Al-Ghazali emphasized the importance of morality and spirituality in education, which aligns with the research findings (Widyastini, 2019). The research findings can be associated with the approaches of Islamic education experts highlighting character development as the primary goal of education (Mulkhan, 2019). The concepts of inclusivity and empowerment in the testament align with the perspectives of experts on education involving the formation of students' character (Muliadi & Zainul Fahmi, 2021).

## Philosophical Implications

The findings of this research have significant philosophical implications regarding

the understanding and application of Islamic values in education. The philosophy of inclusivity, harmony between tradition and modernity, and empowerment forms the foundation for shaping a generation of Muslims who are faithful, pious, and committed to community development (Peters, 1966). In synthesis, these research findings provide a profound insight into how the concept of Islamic educational philosophy in the testament of TGKH. Muhammad Zainuddin Abdul Madjid is relevant to theories of Islamic educational philosophy (Siti Maryah et al., 2021). Thus, this contribution provides a better understanding of the influence of the thoughts of TGKH. Muhammad Zainuddin Abdul Madjid on the development of Islamic education.

## CONCLUSION

This research provides a profound understanding of the concept of Islamic Educational Philosophy in "*Wasiat Renungan Masa Pengalaman Baru*" by TGKH. Muhammad Zainuddin Abdul Madjid. The research findings indicate that this testament emphasizes inclusivity, humanity, and community empowerment. The establishment of a madrasah without gender discrimination creates students with faith, piety, and commitment to the development of the nation and the state. This concept reflects an appreciation for diversity by providing space for Islamic education for women while maintaining traditional values. Additionally, the testament is open to modernization and emphasizes the importance of enjoining good and forbidding evil, shaping students as agents of positive change. Islamic education in the testament also teaches the balance between the worldly and the hereafter, equipping students for a balanced life.

## Recommendations

**Development of Educational Materials:** Encourage the development of more in-depth Islamic education materials on ethical values, morality, and character education. Integrating these materials into school curricula and teacher training programs can enhance the quality of religious education.

**Teacher Training:** Provide useful guidance for teacher training and Islamic educators in integrating the philosophical concepts found in the works of TGKH. Muhammad Zainuddin

Abdul Madjid into everyday educational practices. Development of Education Policies: Promote the development of education policies that focus more on character formation, ethics, and morality in Islamic education. These policies can help improve the quality of religious education in various educational institutions. Further Research: Encourage further research on Islamic education thinking in Indonesia and the influence of TGKH. Muhammad Zainuddin Abdul Madjid's thoughts on Islamic education thinking. This research can provide deeper insights into the application of philosophical concepts in the context of modern education. These recommendations are expected to contribute positively to the development of contemporary Islamic education that is inclusive, empowering, and balanced between traditional values and contemporary demands.

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