

## DETERMINANT FACTORS IN ISLAMIC EDUCATION: A PHILOSOPHICAL PERSPECTIVE

Sri Mulyani<sup>1\*</sup>, Andi Marjuni<sup>2</sup>, Andi Achruh<sup>3</sup>

<sup>1</sup>Institut Parahikma Indonesia, Universitas Islam Negeri Alauddin Makassar

\*Email: [srymulyani@parahikma.ac.id](mailto:srymulyani@parahikma.ac.id)

<sup>2</sup>Universitas Islam Negeri Alauddin Makassar

Email: [marjuni@uin-alauddin.ac.id](mailto:marjuni@uin-alauddin.ac.id)

<sup>3</sup>Universitas Islam Negeri Alauddin Makassar

Email: [andiachruh@uin-alauddin.ac.id](mailto:andiachruh@uin-alauddin.ac.id)

### ABSTRACT

Pendidikan Islam merupakan komponen penting dalam sistem pendidikan yang bertujuan untuk membentuk individu Muslim yang berakhlak baik dan berpengetahuan. Dari perspektif filsafat, ada beberapa faktor yang memengaruhi pelaksanaan pendidikan Islam dan memberikan dasar filosofis yang kokoh untuk pembinaannya. Penelitian ini bertujuan untuk mengidentifikasi faktor-faktor yang menentukan pendidikan Islam dalam kajian filsafat. Metode yang digunakan dalam penelitian ini adalah kajian pustaka yang berfokus pada penelitian yang membahas faktor-faktor determinan pendidikan Islam dari perspektif filsafat. Data penelitian diperoleh dari studi-studi yang telah dilakukan dan dipublikasikan dalam buku referensi serta jurnal nasional dan internasional. Hasil penelitian menunjukkan bahwa faktor-faktor penentu dalam pendidikan Islam meliputi pendidik, peserta didik, tujuan pendidikan, alat pendidikan, dan lingkungan. Penelitian ini memberikan pemahaman yang komprehensif tentang faktor-faktor yang memengaruhi pendidikan Islam dalam kajian filsafat, serta kaitannya dalam membentuk karakter dan kepribadian Muslim. Implikasi filosofis dari faktor-faktor ini dapat membantu pendidik, lembaga pendidikan, dan pembuat kebijakan untuk menerapkan pendekatan yang menyeluruh dalam merancang sistem pendidikan, yang tidak hanya berfokus pada aspek akademis, tetapi juga mencakup dimensi spiritual, moral, dan sosial, sesuai dengan visi pendidikan Islam yang holistik.

**Keyword:** *Pendidikan Islam, Filsafat Pendidikan, Faktor Determinan.*

### ABSTRAK

*Islamic education is a crucial component of the education system, aiming to shape Muslim individuals who are both morally upright and knowledgeable. From a philosophical perspective, several factors influence the implementation of Islamic education and provide a strong philosophical foundation for its development. This study aims to identify the determinant factors of Islamic education within the framework of philosophy. This study is a library research, focusing on studies that discuss the determinant factors of Islamic education from a philosophical standpoint. The data for this study were obtained from research conducted and published in reference books as well as national and international journals.*

*The findings indicate that the determining factors in Islamic education include educators, learners, educational objectives, educational tools, and the environment. This research provides a comprehensive understanding of the factors that influence Islamic education within the context of philosophy, as well as their relevance in shaping the character and personality of Muslims. The philosophical implications of these factors can assist educators, educational institutions, and policymakers in applying a holistic approach to designing an education system that not only focuses on academic aspects but also encompasses spiritual, moral, and social dimensions, in line with the vision of holistic Islamic education.*

**Kata Kunci:** *Islamic Education, Philosophy of Education, Determinant Factors.*

## **1. INTRODUCTION**

Education, in general, can be defined as a learning process aimed at enhancing an individual's potential, knowledge, skills, and character, enabling them to contribute actively to society. Education not only includes formal teaching in educational institutions such as schools and universities but also various forms of learning experiences that occur throughout life. UNESCO (2016) stated that education is a process aimed at enhancing an individual's abilities and preparing them to play roles in both personal and social life. This means that education is not limited to the transfer of knowledge; it also encompasses the development of attitudes, skills, and values necessary to live in society. In other words, education is a process intended to prepare individuals to adapt to the changes occurring in society.

Muhmidayeli (2013) emphasizes that education is an effort to develop the human potential within students, aimed at shaping a balanced, integrated, organized, and dynamic personality so that they can achieve the purpose of life as humans through the foundation of educational philosophy. Educational philosophy itself is a branch of philosophy applied to the study of various issues related to education. Education is closely related to noble human activities, with the primary goal of supporting the development of human quality, enabling each individual to become a person of noble character following the ideal expectations of humanity. This is crucial because humans possess potential at the level of human dignity, with self-awareness that drives them to realize their various potentials. Thus, humans can develop optimally towards self-actualization, which determines their ideal identity, enabling them to contribute and be beneficial in life, both as individuals and as members of society (Marjuni, 2021).

The Republic of Indonesia Law No. 20 of 2003 on the National Education System (*Sisdiknas*) serves as the primary foundation for the implementation of education in Indonesia. Although it is national in scope and does not specifically refer to any particular religion, there are implicit touches of Islamic educational values in several articles and provisions within it. These touches reflect the universal values of Islam, which are in line with the goals of national education, namely to shape Indonesians who are faithful, devout, of noble character, and possess adequate knowledge and skills (Kementerian Pendidikan dan Kebudayaan RI, 2003).

Islamic education plays a fundamental role in shaping the character of individuals and society, based on strong religious and moral values. Its primary

goal is to build *insan kamil* (the perfect human), who is not only intellectually excellent but also possesses superior character and noble morals. According to Al-Attas (1979), the purpose of Islamic education is to educate individuals to recognize and serve Allah, as well as to cultivate noble character. This concept portrays education as an integral process that encompasses not only intellectual development but also spiritual and ethical understanding.

Islamic education is not only focused on knowledge but also on philosophical and spiritual values that are closely tied to revelation and the tradition of the Prophet. This education is based on Islamic epistemology, which emphasizes a balance between *ilm naqli* (revealed knowledge) and *ilm aqli* (rational knowledge). This aligns with the perspective expressed by Hashim (2005), who stated that education in Islam is an effort that involves the physical, intellectual, and spiritual aspects to achieve a balanced life in both this world and the hereafter. In other words, Islamic education seeks to balance the worldly and the spiritual aspects, thereby creating individuals with high integrity and morality.

Adequate Islamic education helps individuals achieve a good quality of life in accordance with its objectives. The important role of Islamic education in all aspects of life needs to be optimized so that its goals can be achieved and its benefits felt by society. From the perspective of Islamic philosophy of education, there are determining factors that influence Islamic education and provide a strong philosophical foundation for its development (Nasir et al., 2024). Examining the determinant factors in education, such as educators, students, educational objectives, educational tools, and the environment, is a crucial step in understanding and developing an effective education system. A comprehensive analysis of these factors not only deepens the understanding of the educational process but also creates a strong foundation for continuous improvement in educational practices.

Using a philosophical approach, this study explores the importance of a deep understanding of the determinant factors in education, as well as how these factors can establish a moral and ethical foundation for Muslim individuals. The findings of this research are expected to provide a more comprehensive understanding of the determinant factors of Islamic education from a philosophical perspective, as well as their relevance in shaping the character and personality of students. The implications of these factors can serve as an important guide for the development of holistic and sustainable Islamic education. Therefore, the central question in this paper is about the position and function of the determinant factors in Islamic education within the framework of philosophy.

## 2. METHODOLOGY

This research uses the library research method. The library research method is an approach that focuses on collecting data and information through written sources, such as books, articles, journals, official documents, and other relevant bibliographic sources related to the research topic. Several scholars have defined and explained the importance of the library research method, particularly in the context of social and humanities research.

Library research is an important approach in educational research because it allows researchers to examine relevant theories and findings from previous sources. Sukmadinata (2009) emphasizes the importance of this method in understanding the theoretical background and developing clear concepts in

research. Library research is not merely about collecting written data but also involves critical interpretation of relevant literature. This type of research requires contextual analysis and a deep understanding of the sources used. This is because library research is essentially a process of understanding, organizing, and managing existing information to build a solid argument (Moleong, 2011).

The methods and techniques for data collection in this study utilize online sources, such as books and articles indexed in SINTA, Garuda, Moraref, and Google Scholar. The qualitative data analysis employs an interactive model, which includes: (1) Data Condensation, (2) Data Presentation, and (3) Drawing and Verification of Conclusions (Miles et al., 2014).

### **3. RESULTS AND DISCUSSION**

The term ‘determinant factors’ refers to factors that play a crucial and final role in a cause-and-effect relationship. Determinants can be organic, meaning they are factors originating from within the individual or self. Additionally, determinant factors can also stem from the environment (environmental) or be situational, where these factors serve as initial conditions that influence the formation of certain behaviors (Saat, 2015). This study discuss the determinant factors in the implementation of Islamic education, including educators, students, educational goals, educational tools, and the educational environment.

#### **3.1 Educators**

Educators play a crucial role in the context of education, as they act as guides, facilitators, and leaders in the learning process. The definition of an educator may vary according to experts, but generally, an educator is an individual responsible for developing students’ potential through various methods, strategies, and learning approaches.

Ki Hajar Dewantara, a prominent figure in Indonesian education, defined educators as ‘guides’ who teach and direct students in the learning process. According to him, educators must adhere to the principle of “*ing ngarsa sung tulada, ing madya mangun karsa, tut wuri handayani,*” which means that an educator should set an example in front, build willpower in the middle, and provide encouragement from behind (Sari et al., 2023). This philosophy reflects the holistic role of educators in influencing the development of students in their entirety.

The definition of an educator, as stated in Law No. 20 of 2003 concerning the National Education System, specifically in Chapter XI, Article 39, which regulates Educators and Educational Personnel, is a professional who is responsible for planning and implementing the learning process, assessing learning outcomes, providing guidance and training, as well as conducting research and community service, particularly for educators in higher education institutions (Saat, 2015).

In the perspective of Islamic education, an educator is an individual responsible for the development of students by striving to maximize all their potential, including affective (emotions), cognitive (thoughts), and psychomotor (actions) potentials (Nasir et al., 2024). Educators are known by several terms

such as *Murabbi*, *Mu'allim*, *Muadadib*, *Mudarris*, *Muzakki*, and *Ustadz*. The term *Murabbi* comes from the root word *raba*, *yarbu*, which means to increase and grow. Secondly, the term *Murabbi* originates from the word *rabiya*, *yarba*, which signifies growing and becoming great. Thirdly, it is derived from the word *rabba*, *yarubbu*, which means to improve, master, lead, maintain, and preserve (Sada, 2015). The word *Rabba* is mentioned in the Qur'an in Surah Al-Isra, verse 24.

The term *Murabbi* as an educator encompasses the primary duties of nurturing and safeguarding the innate nature (*fitrah*) of students until they reach maturity, developing all their potentials toward perfection, and guiding each aspect of their nature to achieve optimal results through a gradual educational process (Ramayulis, 2009). From the various definitions above, it can be concluded that an educator is an individual who plays a crucial role in guiding and supporting the holistic development of students. In addition to focusing on teaching and the transfer of knowledge, educators are also responsible for shaping character, ethics, and social skills that are essential for students in their societal lives.

Educators can be categorized into two types: natural educators (parents) and professional educators (teachers in schools) (Nasir et al., 2024). Natural educators and professional educators have complementary roles and responsibilities in the development of students. Natural educators, i.e., parents, are the first and primary educators, bearing the natural responsibility from the moment a child is born. Parents provide the most fundamental education, including instilling moral values, ethics, and everyday habits. This role cannot be replaced, as parents are the primary source of early character formation, and the close emotional bond with parents creates a foundation for the child's psychological and social development. On the other hand, professional educators, such as teachers in schools, continue the educational role by imparting academic knowledge, skills, and guidance in a more formal setting. Teachers also teach socialization skills in a broader environment and provide structured instruction in line with the curriculum. Furthermore, teachers play an essential role in developing critical, analytical, and problem-solving abilities, which students need to navigate the increasingly complex world. Both roles have unique positions: parents instill the foundations of life and character, while teachers direct and develop the intellectual and social potentials necessary for success in the broader society. The balance between the roles of natural and professional educators is crucial to creating individuals who are balanced in emotional, social, and intellectual aspects.

According to Abd Al-Rahman Al-Nahlawi, the duties of an educator include: first, purifying, which involves acting as a purifier, guardian, and developer of the human *fitrah* (nature); second, internalizing and transforming knowledge and religious values to students (Sada, 2015). The functions and responsibilities of an educator in education can be summarized into three main aspects: as a teacher (instructional), as an educator (educator), and as a leader (managerial) (Nasir et al., 2024). The core values in Islamic educational leadership serve as behavioral guidelines for a leader to practice leadership according to Islamic principles. These values are rooted in Islamic revelation found in the Qur'an and Hadith, and are based on the exemplary conduct demonstrated by Prophet Muhammad (peace be upon him). These values include:

intelligence (*fathonah*), honesty (*shidiq*), foresight, initiative, sincerity in sacrifice, responsibility (*amanah*), self-confidence, positive thinking, responsiveness, empathy, innovation, tolerance, role-modeling, discipline, as well as openness and communication skills (Marjuni, 2021).

In the context of the teacher's role in the school environment or formal settings, particularly in the learning process, teachers have several important roles, including: understanding the individual differences of students; identifying their strengths and weaknesses; grouping students in class based on the level of issues that need to be addressed; collaborating with parents and other professionals to achieve optimal learning outcomes; preparing appropriate materials, strategies, and media for the students' needs; providing enrichment models for students with high learning speed and remedial services for those who need more time; evaluating not only academic aspects but also non-academic aspects; and providing feedback on students' achievements to the principal and parents (Marjuni, 2019).

In addition to natural educators such as parents and professional educators such as teachers, the community also plays a significant role in the educational process. The community, which encompasses the social and cultural environment around the students, contributes to the formation of values, norms, and individual behaviors. This role includes various aspects such as providing role models in social life, fulfilling social needs, and providing an environment that supports the overall growth and development of students. Through social interactions within the community, students gain experiences that enhance their social skills, empathy, and social responsibility.

The explanation above indicates that besides teachers in schools who play the role of both instructors and educators, parents and the community (including community leaders) also have responsibilities for the success of education. Thus, parents, teachers, and the community collectively have roles and responsibilities as educators. All these educational elements should serve as good role models to shape noble character in students as the goal of education, which can only be achieved if educators themselves embody noble character (Marjuni, 2020).

### **3.2 Learners**

Learners are individuals involved in the learning process, whether in formal or non-formal settings. In the context of formal education, learners may refer to students, college students, or individuals engaging in learning at various educational institutions. The definition of learners encompasses various characteristics, such as age, background, and educational level, which influence how they learn and interact with learning materials. Learners are a crucial component in education, playing a central role, as they are the primary focus that must be directed toward specific objectives. Therefore, to develop learners in alignment with desired educational goals, the educational process must be tailored to their circumstances, abilities, characteristics, interests, and other factors. This is why students are considered the subject of education, following the teacher or educator (Sardiman, 2019). According to the National Education System Law (Law No. 20/2003), learners are members of society who strive to develop their potential through learning available in specific educational pathways, levels, and types (Peraturan Pemerintah RI, 2003).

In Islamic education, learners are individuals undergoing growth and development in physical, psychological, social, and religious aspects, both for life

in this world and the hereafter. In the learning process, learners need to understand several key points: first, learning is a process that involves the soul; second, learning requires concentration; third, humility should form the foundation of learning; fourth, discussions should be conducted after a strong basic understanding has been established; fifth, it is important to comprehend the values and objectives of the knowledge being studied; sixth, learning should be done gradually; and seventh, the goal of learning is to develop good character (Rusn & Kamdani, 2009).

According to Al-Ghazali in Islamic education, learners have several responsibilities, including: first, purifying themselves from despicable morals and traits; second, being sincere as students in seeking knowledge from their teacher; third, being responsible for learning with concentration and seriousness; fourth, refraining from arrogance toward the teacher or the knowledge being learned; fifth, studying knowledge gradually, starting from the easy to the more difficult; and sixth, understanding the role of each discipline in achieving educational goals, thus not prioritizing less important knowledge over more essential subjects (Al-Ghazali, 1995).

There are three main categories of student characteristics that need to be considered, namely (1) Physiological characteristics, which include aspects such as gender, physical condition, age, sensory perception, maturity levels, and others; (2) Psychological characteristics, which encompass talents, interests, motivation, intelligence, learning styles, emotions, and so on; (3) Environmental characteristics, which include ethnicity, socio-economic conditions, culture, and other factors (Estari, 2020). Each of these categories plays a significant role in supporting an effective learning process for students. The role of the teacher is crucial in understanding and accommodating the various characteristics of students, as this diversity significantly impacts the teaching and learning process and educational success. Each characteristic, whether physiological, psychological, or environmental, requires special attention from the teacher to create an inclusive and effective learning environment.

### **3.3 Educational Objectives**

Goal functions as the endpoint of an effort, a direction for the effort, a starting point to achieve other goals, and a benchmark to evaluate whether the effort has been successful or not (Nasir et al., 2024). When applied in the context of education, educational goals serve as a measure to determine the achievement of expected outcomes. These goals also guide the entire educational process to ensure it stays on track. Goals must be set in stages to facilitate periodic measurement, and at the end of the educational process, an evaluation is conducted to assess whether the education has succeeded in achieving its set objectives (Nasir et al., 2024). According to Law No. 20 of 2003 on the National Education System, Article 3, the purpose of education is to develop students' potential to become individuals who are devout and faithful to God, morally upright, characterized, healthy, knowledgeable, capable, creative, independent, and democratic citizens with a sense of responsibility (Government Regulation of the Republic of Indonesia, 2003). This aligns with Fadhil Al Jamaly's view on the purpose of Islamic education, which is to develop, encourage, and guide individuals to progress based on noble values and dignified life, with the aim of forming a complete and integrated personality (Kasiono et al., 2023).

Yusuf Al Qardawi also stated that Islamic education encompasses all aspects of human life such as mind, heart, soul, body, morals, and skills. Its goal is to prepare individuals for life in its entirety, both in fulfilling their societal roles and in dealing with various situations, whether good or bad, joyful or sorrowful. The objectives of Islamic education are based on three fundamental elements of human nature; body, soul, and intellect; each of which must be nurtured and developed (Nasir et al., 2024). Therefore, the objectives of Islamic education can be divided into four main categories:

**a. Physical Education Objectives (*ahdaf al-jismiyyah*)**

The Prophet Muhammad (PBUH) said, “A strong believer is better and more beloved to Allah than a weak believer” (HR. Imam Muslim, 2664). Imam Nawawi interpreted the strength mentioned in this hadith as strength of faith supported by a healthy physical constitution. Hence, Islamic education should emphasize the importance of developing the physical skills required to form a healthy and strong body. With a healthy and strong body, individuals will be better equipped to fulfill their roles in everyday life, both in worship and social activities, and be able to maximize the potential of their faith.

**b. Spiritual Education Objectives (*ahdaf al-ruhaniyyah*)**

A person who fully adheres to the teachings of Islam will hold fast to the ideal values taught in the Qur'an. A sincere devotion to Allah and the application of Islamic morality, exemplified by Prophet Muhammad (PBUH), form the foundation of Islamic education focused on spiritual development. Islamic education aims not only to develop the intellectual aspect of students but also to shape their character and personality in accordance with religious teachings, where morality, piety, and righteousness are integral parts of the learning process. Thus, Islamic education plays an important role in shaping individuals who are not only academically intelligent but also strong in faith and morals, ultimately contributing positively to society and humanity.

**c. Intellectual Education Objectives (*al-ahdaf al-aqliyyah*)**

This objective focuses on the development of intellectual capacities that enable individuals to gain a deep understanding of truth, emphasizing the enhancement of intelligence and critical thinking in accordance with Islamic teachings. Islamic education is not solely oriented toward the achievement of academic results but also aims to shape a way of thinking that is intelligent, rational, and aligned with religious values. The process of intellectual sharpening in Islamic education involves learning that focuses on the understanding of the Qur'an and Hadith, as well as the application of Islamic principles in daily life. Therefore, the goal of Islamic education is to produce individuals who are not only skilled in knowledge but also capable of recognizing and following the truth based on Divine revelation.

**d. The Social Objective (*al-ahdaf al-ijtima'iyah*)**

An ideal leader (*Khalifah*) must possess balance and strong character, ensuring that they do not live in isolation from their social environment. The social aspect of a leader needs to be addressed to shape individuals with strong personalities who can interact with the surrounding society. Islamic education aims to instill moral and ethical values that guide individuals to live in harmony with others and contribute positively to social welfare. Just as an ideal leader, an individual educated within the Islamic education system is expected to become a



leader in a social context, with the ability to understand and respond to the needs of the community.

### 3.4 Educational Tools

Educational tools play a central role in facilitating the achievement of educational objectives, encompassing both physical and non-physical elements. The physical elements include school buildings, classrooms, libraries, laboratories, and other supporting facilities that enable students to interact directly with the learning environment. Meanwhile, non-physical elements in education involve components such as the curriculum, teaching methods, and learning strategies, which guide and regulate the educational process in accordance with the characteristics and needs of the students (Uno, 2023).

Physical elements provide an adequate and conducive environment for students to learn comfortably, while non-physical elements guide the content and methods of instruction to achieve educational goals. For instance, the curriculum, as part of the software, defines the scope and sequence of the material taught. In contrast, teaching methods and learning strategies are designed to tailor the learning process to the cognitive and affective development of the students. With the advancement of technology, educational tools now also include technological devices that enable more interactive learning methods. The use of technology can function both as hardware (such as computers or tablets) and software (such as learning applications), supporting active and collaborative learning methods, and providing flexibility for teachers to manage the learning process more effectively (Uno, 2023).

Experts offer varied perspectives on the concept of educational tools. Langeveld asserts that educational tools encompass actions or situations deliberately implemented in the educational process. Barnadib adds that educational tools consist of actions or objects specifically used for educational purposes. Meanwhile, Marimba defines educational tools as actions or conditions intentionally designed to achieve the desired educational outcomes. Educational tools are considered decisive factors in the educational process for achieving collective goals. In general, educational tools are divided into two main categories: physical educational tools and non-physical educational tools (Akmir et al., 2024).

- a. **Physical Educational Tools:** These tangible resources can be seen, touched, and manipulated. They include all materials or equipment that support the teaching and learning process. Common examples of physical educational tools include textbooks, blackboards, projectors, computers, laboratory equipment, and educational toys. These tools function as hardware in education, providing essential resources for teaching and learning activities. They help demonstrate concepts, facilitate practical activities, and provide visual media that reinforce understanding, making the teaching and learning process more effective and enjoyable for students.
- b. **Non-Physical Educational Tools:** These are intangible and cannot be physically touched. Instead, they encompass strategies, methods, and experiences that contribute to the educational process. Non-physical tools include teaching methods (such as collaborative learning or inquiry-based learning), emotional support, classroom management techniques, and the

overall learning environment. These tools also involve the feelings and perceptions of students during the learning process, such as motivation and engagement. Non-physical tools are crucial for creating a positive learning atmosphere and addressing the emotional and psychological needs of students. They assist educators in creating a supportive environment that fosters participation, critical thinking, and personal growth. Furthermore, these tools can influence students' attitudes toward learning and their overall educational experience.

In conclusion, both physical and non-physical educational tools play vital roles in the educational process. Physical tools provide the resources needed for instruction, while non-physical tools enhance the learning experience by addressing the emotional and cognitive aspects of education. Together, they contribute to a holistic approach to teaching and learning, ensuring that educational goals are achieved effectively.

### **3.5 Environment**

The learning environment can significantly affect students' motivation, engagement, and understanding of the material being taught, thereby influencing the effectiveness of the learning process. According to Sardiman (2019), the learning environment refers to everything external to the learner that serves as a trigger for the learning process. Both the physical and social aspects of the learning environment have a direct impact on students' enthusiasm for learning and their readiness to receive the material. Therefore, creating a comfortable, conducive, and distraction-free environment is essential for fostering students' interest and motivation to learn.

Lefrancois (1999) further adds that the learning environment functions as an educational ecosystem, consisting of physical, emotional, and social factors that influence the learning process. A supportive environment, whether from teachers or peers, is crucial for fostering students' confidence and sense of security in participating actively during lessons. A positive atmosphere within the learning environment motivates students to focus on their learning and the goals they aim to achieve. Additionally, student involvement in organizing their own learning environment can enhance their sense of responsibility and independence in the learning process.

Daryanto (2005) provides a more detailed classification of the learning environment into two main aspects: internal and external. The internal environment refers to factors related to the individual's physical and psychological conditions, such as interests, talents, and levels of anxiety, while the external environment encompasses the physical and social elements surrounding the learner. Both aspects need to be considered in order to optimize student learning outcomes, particularly in fostering social interactions that support active student engagement.

The success of Islamic education in schools is greatly influenced by the surrounding environment (Nasir et al., 2024). The impact of the environment can be categorized into two types. The environment is considered to have a positive influence when it provides encouragement and motivation for students to engage in positive behaviors. In contrast, the environment is said to have a negative influence when the surrounding conditions do not foster beneficial outcomes for the students.

#### 4. CONCLUSION

The factors influencing Islamic education involve various aspects that play a role in the success of the educational process. These factors consist of elements that form the education system and support one another. Among these are educators, learners, educational objectives, educational tools, and the educational environment, all of which function within an interconnected system framework.

Understanding the determinant factors in education is crucial for educators, educational institutions, and policymakers to design a comprehensive approach to developing the education system. This approach should not only focus on academic aspects but also encompass spiritual, moral, and social dimensions, in alignment with the holistic vision of Islamic education. By understanding these factors, educators and policymakers can create a more balanced learning environment that supports the development of student's character and prepares them to face life's challenges with responsibility. This comprehensive Islamic education aims to shape individuals who are not only proficient in knowledge but also possess noble character and a high level of social concern.

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