PAPER NAME

Artikel ke Al Ishlah [ENGLISH].docx

AUTHOR

A. Heris Hermawan MSN

WORD COUNT

6807 Words

CHARACTER COUNT

43163 Characters

PAGE COUNT

13 Pages

FILE SIZE

92.0KB

SUBMISSION DATE

Feb 17, 2024 3:23 PM GMT+7

REPORT DATE

Feb 17, 2024 3:24 PM GMT+7

1% Overall Similarity

The combined total of all matches, including overlapping sources, for each database.

- 1% Internet database
- 1% Publications database
- Crossref database
- Crossref Posted Content database
- 1% Submitted Works database

Excluded from Similarity Report

- Bibliographic material
- Quoted material
- Cited material
- Small Matches (Less then 10 words)
- Manually excluded text blocks

Al-Ishlah: Jurnal Pendidikan
Vol.14, 1 (April, 2022), pp. 61-70
ISSN: 2087-9490 EISSN: 2597-940X, DOI: 10.35445/alishlah.v14i1.973

Integration of Al-Kindi's Holistic Education Philosophy and Its Relevance to the Implementation of the Independent Curriculum in Madrasah Aliyah

A. Heris Hermawan[1], Mulyawan Safwandy Nugraha[2]

[1] UIN Sunan Gunung Djati Bandung; herishermawan@uinsgd.ac.id
[2] UIN Sunan Gunung Djati Bandung; mulyawan@uinsgd.ac.id

ARTICLE INFO

Keywords:

keyword 1; Holistic Education
keyword 2; Al-Kindi
keyword 3; Independent Curriculum

Article history:

Received
Revised
Accepted

ABSTRACT

This research examines the integration between Al-Kindi's holistic education philosophy and the implementation of the Independent Curriculum in Madrasah Aliyah, highlighting the need for a more inclusive and holistic educational paradigm. The background of this research is rooted in contemporary challenges in education that demand a holistic approach in curriculum development and teaching methodologies. The purpose of this paper is to analyze the suitability and potential synergy between the two approaches in the context of modern Islamic education. This research uses qualitative methods with literature review, analyzing relevant texts related to Al-Kindi's educational philosophy and the principles of the Independent Curriculum. The design of this study involved synthesizing data from the literature to build a comprehensive understanding of the integration of holistic education in the curriculum. Key findings suggest that this integration supports the development of student-centered curricula and enhances diverse and interactive teaching methodologies. Implications include the need for teacher professional development, adequate resource allocation, and strategic partnership building to support the implementation of holistic approaches in education.

This is an open access article under the CC BY-NC-SA license.

Corresponding Author:
Hermawan, A. Heris
Affiliation 1; herishermawan@uinsgd.ac.id

1. INTRODUCTION

Holistic education has gained wide recognition as a valuable approach in the world of education, aiming to form balanced and versatile individuals (Yavuz, 2022). This approach, which focuses on developing various aspects of an individual (Mahmoudi et al., 2012)—ranging from intellectual, emotional, to spiritual (Mallik, 2022)—responds to the need for more inclusive and integrative education (Kenny et al., 2023). The presence of holistic education as a new paradigm in the last decade marks a shift from traditional education which is often too focused on academic aspects only (Miller et al., 2019). That is why, discussing Holistic Education is always interesting to study (Tirri, 2011).

The concept of holistic education according to Al-Kindi's thought puts forward a comprehensive educational approach, considering intellectual, emotional, social, and spiritual aspects in the learning process. Al-Kindi, as one of the leading Muslim philosophers, views education not only as a transfer of knowledge but as a process of character formation and individual wholeness (Mulyadi, 2022). Education, according to Al-Kindi, must be able to integrate material and spiritual aspects, facilitating human development into balanced and harmonious beings (Leaman, 2001).

In the context of Al-Kindi's holistic education, emphasis is placed on the importance of balance between reason and heart, whereby education is aimed not only at intellectual development but also purification of the soul and formation of ethics. This reflects Al-Kindi's understanding that truth and wisdom cannot be fully attained through intellectual knowledge alone, but requires a deep understanding of ethical and spiritual values (Adamson & Adamson, 2018).

Al-Kindi's educational concept also underscores the importance of teaching that is adaptive and responsive to individual needs. Each student is considered unique with different potentials, interests, and ways of learning. Therefore, education must be tailored to meet the specific needs of each student, enabling them to reach their full potential in different aspects of life (Abdul-Jabbar, 2020).

Holistic education according to Al-Kindi also includes the development of emotional and social intelligence (Abdul-Jabbar, 2020), where students are taught to develop empathy, social sensitivity, and the ability to interact effectively with others. This is in line with the thinking that education should provide students with the skills to live harmoniously in society, promoting peace and social justice (Hidayah &; Haris, 2023).

Integrating Al-Kindi's holistic educational concepts into contemporary educational practices can offer new perspectives in designing more humanist and student-centered curricula and teaching methods. This emphasizes the importance of educating individuals who are not only intellectually intelligent but also emotionally and spiritually rich, able to contribute positively in society (Leaman, 2001).

In the context of Islam, Al-Kindi, a prominent philosopher, has introduced a similar concept through his work emphasizing on the integration of different fields of knowledge. Al-Kindi views education as a means to achieve personal wholeness and universal understanding (Abdul-Jabbar, 2020), which is in accordance with the principles of modern holistic education. Al-Kindi's approach illustrates how the core values of Islamic education can contribute to the global holistic education discourse (Leaman, 2001).

In Indonesia, the introduction of the Independent Curriculum, especially in Madrasah Aliyah, reflects efforts to adapt the principles of holistic education in national education practice. Madrasah Aliyah is an educational institution under the management of the Ministry of Religious Affairs whose position is at the level of Senior High School (SLTA). This is based on the Decree of the Minister of Religious Affairs of the Republic of Indonesia Number 370 of 1993 concerning Madrasah Aliyah. As a formal educational institution, Madrasah Aliyah has played a strategic role in educating Indonesian citizens (Alawiyah, 2014).

This curriculum is designed to provide more freedom to teachers and students in the teaching and learning process, focusing on developing students' competencies comprehensively, which includes cognitive, affective, and psychomotor aspects. The aim is to create an educational environment that is more flexible and responsive to individual needs as well as the challenges of the times (Girdzijauskienė et al., 2022).

The integration between holistic education and the Independent Curriculum in Madrasah Aliyah offers strong synergy potential. By combining an inclusive and integrative holistic education framework with the flexibility of the Independent Curriculum, education in Madrasah Aliyah can become more adaptive and relevant to the needs and aspirations of students in the modern era. This approach also allows students to develop intelligence in various dimensions, not only academic but also social, emotional, and spiritual, preparing them to become well-rounded individuals and able to contribute positively in society (Hidayah &; Haris, 2023).

The application of holistic education, as advocated by Al-Kindi, in Madrasah Aliyah has several strong reasons that can be explained through theoretical, psychological, and pedagogical approaches.

Theoretically, holistic education offers a comprehensive framework that recognizes the importance of developing all aspects of students' lives, not only intellectual, but also emotional, social, and spiritual. In the context of Madrasah Aliyah, which is an Islamic faith-based educational institution, this approach is in line with the principles of Islamic education which emphasizes the formation of balanced and harmonious individuals. Islamic education not only focuses on religious knowledge but also on character building and virtue, which are the core of holistic education (Hidayah &; Haris, 2023). Therefore, the integration of holistic education in the Madrasah Aliyah curriculum can strengthen the existing spiritual and ethical dimensions, while expanding them to include broader social and emotional dimensions.

Second, the psychological approach. From a psychological perspective, holistic education supports students' overall psychological development. The theory of human development, as explained by Erikson and Maslow, emphasizes the importance of meeting the various psychological needs of individuals, ranging from basic needs to the need for self-actualization (Maslow, 1943) (Maslow, 1943). Holistic education, with its focus on emotional, social, and spiritual education, directly supports the fulfillment of these psychological needs, helping students achieve higher personal well-being and satisfaction. In the context of Madrasah Aliyah, this approach can help students develop strong emotional and social intelligence, essential for navigating the complexities of social life and building healthy interpersonal relationships.

Third, pedagogical approach. Pedagogically, holistic education offers a student-centered teaching and learning methodology, which accommodates a variety of learning styles and individual interests. This approach recognizes that each student has a unique way of learning and different potential, and therefore, education must be tailored to meet those needs. In Madrasah Aliyah, the application of holistic education can encourage the use of more flexible and creative teaching methods, such as project-based learning, collaborative learning, and the use of technology in learning. This can not only increase students' engagement and motivation to learn but also prepare them with skills necessary for the 21st century, such as critical thinking, collaboration, and creativity (Miller et al., 2019).

Thus, the application of holistic education in Madrasah Aliyah is supported by strong reasons from various theoretical, psychological, and pedagogical approaches. This approach can help Madrasah Aliyah in developing the next generation who not only excel in academic and religious knowledge but also in emotional intelligence, psychological well-being, and life skills.

Although the concept of holistic education has gained momentum in contemporary educational discourse, and the educational principles proposed by Al-Kindi have been recognized in a philosophical context, there are significant gaps in the literature that specifically link these two elements to modern educational practices, as seen in the implementation of the Independent Curriculum in Madrasah Aliyah. Existing research often treats classical Islamic educational philosophy and contemporary education curriculum as two separate domains, without exploring the potential synergy between the two (Bahroni, 2016).

This gap raises important questions about how the integration between the principles of holistic education promoted by Al-Kindi and the Independent Curriculum approach can create a richer and more multidimensional learning environment in Madrasah Aliyah. One area that requires further exploration is how the curriculum can adopt a holistic approach that considers intellectual, emotional, and spiritual aspects in the learning process, in accordance with Al-Kindi's view on Education (Muliyani et al., 2023).

In addition, it is important to research how teaching and learning practices in Madrasah Aliyah can be improved through the integration of holistic education principles. This includes the development of a curriculum that not only focuses on academic knowledge but also on the development of students' character and emotional intelligence, which is an important aspect of Al-Kindi's holistic education and educational philosophy.

Thus, there is an urgent need for research that explores practical ways of integration between Al-Kindi's educational philosophy and the Independent Curriculum, focusing on teaching strategies, curriculum development, and learning evaluation. This kind of research will not only enrich the academic

literature but also provide practical guidelines for educators in Madrasah Aliyah to implement a more holistic and integrative educational approach (Bahroni, 2016).

In addition to the analysis that has been presented, it is also important to consider the social and cultural impact of the integration of Al-Kindi's holistic education principles in the Independent Curriculum in Madrasah Aliyah. This study must take into account how local socio-cultural values and norms influence the acceptance and implementation of holistic education approaches in the context of Islamic education in Indonesia. A deep understanding of the social and cultural context will enable the development of more sensitive and effective strategies in integrating holistic education principles into the curriculum (Hidayah &; Haris, 2023).

In addition, it is important to explore the role of technology in supporting the integration of holistic education and the Independent Curriculum. With the advancement of educational technology, there is significant potential to utilize digital tools in creating more interactive and engaging learning experiences, which can enrich teaching and learning in accordance with the principles of holistic education (Girdzijauskienė et al., 2022).

Lastly, further research can focus on evaluating the long-term impact of the integration of holistic education in the Independent Curriculum on students' academic achievement, personal development, and emotional well-being. Longitudinal research will be invaluable to understand the effectiveness of this approach in improving the quality of education in Madrasah Aliyah and preparing students for future challenges (Miller et al., 2019).

Specifically in this research will discuss the Integration of Al-Kindi's Holistic Education Philosophy and its Relevance to the Implementation of the Independent Curriculum in Madrasah Aliyah with a focus on how the conformity of Al-Kindi's holistic education principles with the independent curriculum, how integration affects curriculum development and teaching methodology, how challenges and opportunities in integration and how the integration between the principles of holistic education promoted by Al-Kindi and The Independent Curriculum approach can create a richer and more multidimensional learning environment in Madrasah Aliyah.

2. METHODS

This research adopts a qualitative approach with a focus on literature review to explore the integration of Al-Kindi's holistic educational philosophy in the Independent Curriculum in Madrasah Aliyah. This approach was chosen for its ability to enable in-depth analysis of texts and contexts, uncovering the meaning and understanding contained in related literature (Creswell, 2013). The research process begins with the identification and collection of relevant primary and secondary literature sources, including books, journal articles, official documents, and online publications. The literature review was conducted systematically to gain a comprehensive understanding of key concepts and findings of previous research (Booth et al., 2022).

Any key information gleaned from the review process is then extracted and synthesized to build an integrated understanding of the topic. An analytical framework is developed based on literature synthesis to direct further analysis of research questions. In this study, the researcher acts as the main instrument, with support from the literature review list and synthesis matrix as an aid to data organization and synthesis (Maxwell, 2013).

Data analysis is done through thematic coding, which allows the identification and analysis of themes or patterns (Braun &; Clarke, 2012). Narrative analysis is used to integrate findings and build coherent arguments, while critical reflection is carried out to evaluate data and interpretation, considering the limitations and implications of findings (Saldaña, 2021). Through this method, the research aims to provide in-depth insight into the potential integration of Al-Kindi's holistic educational philosophy into the Independent Curriculum in Madrasah Aliyah and its implications for curriculum development and teaching practices.

3. FINDINGS AND DISCUSSION

Here are four important results that can be generated from the study on the Integration of Al-Kindi's Holistic Education Philosophy and its Relevance to the Implementation of the Independent Curriculum in Madrasah Aliyah.

Finding 1: Compatibility of Al-Kindi Holistic Education Principles with the Independent Curriculum

Analysis of the literature revealed a significant congruence between the principles of holistic education proposed by Al-Kindi and the values underlying the Independent Curriculum in Madrasah Aliyah (Adamson &; Adamson, 2018; Janssens, 2007; Stewart, 2021). Both approaches emphasize the importance of developing all aspects of the individual—intellectual, emotional, social, and spiritual—in the educational process. This integration offers a strong philosophical foundation for the implementation of the Independent Curriculum, which seeks to create a learning environment that supports freedom of learning and teaching as well as comprehensive development of student competencies (Miller et al., 2019).

Finding 2: The Effect of Integration on Curriculum Development and Teaching Methodology

This research also found that the integration of Al-Kindi's educational philosophy into the Independent Curriculum can contribute significantly to the development of curriculum and teaching methodology in Madrasah Aliyah (Mulyadi, 2022). The principle of holistic education supports the use of more inclusive and interactive teaching methods, which not only focus on academic knowledge but also on the development of life skills, creativity, and emotional intelligence (Janssens, 2007; Stewart, 2021). This approach is in line with the objectives of the Independent Curriculum which aims to prepare students with the necessary competencies to face challenges in the 21st century (Girdzijauskienė et al., 2022).

Finding 3: Challenges and Opportunities in Integration

While there are suitability and potential benefits of integration, the study also identifies several challenges to implementation, including resistance to change from educators, limited resources, and the need for deeper teacher training. However, given these challenges, there are also opportunities for teacher professional development and innovation in educational practice. The study suggests the importance of a collaborative approach between education stakeholders to overcome these barriers and maximize the potential integration of Al-Kindi's educational philosophy with the Independent Curriculum (Nisa' et al., 2023).

Result 4 Integration between the principles of holistic education promoted by Al-Kindi with the Independent Curriculum approach in Madrasah Aliyah

The integration between the principles of holistic education promoted by Al-Kindi with the Independent Curriculum approach in Madrasah Aliyah shows significant potential to create a richer and multidimensional learning environment. These findings reveal that the application of holistic educational philosophy in the curriculum can expand the scope of learning, not only limited to academic knowledge but also include emotional, social, and spiritual development of students (Abdul-Jabbar, 2020; Jayyusi-Lehn, 2002; Musa et al., 2020).

This holistic approach supports the use of more diverse teaching methodologies, including project-based learning, group discussions, and problem-based learning, all of which contribute to a more interactive and engaging learning experience for students (Miller, 2019). It also allows students to connect academic knowledge with their life experiences, making learning more relevant and meaningful.

In addition, this integration strengthens spiritual and ethical aspects in education, in accordance with the purpose of Islamic education to form individuals who are not only intellectually intelligent but also spiritually rich and have noble morals (Trilling & Fadel, 2009). This is especially important in Madrasah Aliyah, where religious education is a core component of the curriculum.

The integration of Al-Kindi's holistic education with the Independent Curriculum also offers opportunities to develop students' social and emotional skills, which are crucial in an increasingly connected and diverse global society. Education that pays attention to emotional and social aspects helps students to develop empathy, emotional intelligence, and collaborative abilities, all of which are key skills for the 21st century (Trilling & Fadel, 2009).

In conclusion, these findings confirm that the integration between Al-Kindi holistic education and the Independent Curriculum can enrich the learning environment in Madrasah Aliyah by providing a more holistic and multidimensional education. This approach not only improves the quality of education but also prepares students with the skills and values necessary for success in their personal and professional lives.

Discussion

Discussion 1: Compatibility of Al-Kindi Holistic Education Principles with the Independent Curriculum

Analysis of the compatibility between the principles of Al-Kindi's holistic education and the Independent Curriculum, especially in the context of curriculum development in Madrasah Aliyah, reveals complementary perspectives and significant synergy potential. Al-Kindi's approach to education, which emphasizes on the holistic development of the individual, encompasses intellectual, emotional, social, and spiritual aspects, providing a solid philosophical foundation for a student-centered curriculum approach, as advocated by the Independent Curriculum.

In the context of curriculum development, this fit manifests in curriculum design that not only focuses on academic achievement but also on character building, student well-being, and their readiness to contribute to society. Al-Kindi's principles of holistic education emphasize the importance of well-rounded learning, where knowledge is not separated from its ethical and spiritual context. This is in line with the objectives of the Independent Curriculum which aims to create a flexible and responsive learning environment, encouraging students to develop life skills and social skills along with academic knowledge (Miller et al., 2019).

The integration of holistic education in curriculum development allows students to explore and connect different areas of knowledge, fostering immersive, interdisciplinary learning. This approach supports the construction of richer knowledge and a more integrated understanding of the world, which is essential in an era of globalization and rapid social change. It also supports the development of critical and reflective thinking skills, competencies indispensable in an increasingly complex and diverse society (Davies, 2013).

In addition, holistic education promotes recognition and appreciation of individual uniqueness, which is an important aspect in the development of curricula that are inclusive and adapt to diverse learning needs. In practice, this encourages the use of diverse and adaptive pedagogical strategies, including project-based, collaborative, and inquiry-based learning, all of which are key elements in the Independent Curriculum (Girdzijauskienė et al., 2022).

However, challenges in this integration include the need for comprehensive teacher training, adequate resources, and strong policy support to ensure effective implementation. Therefore, it is important for policymakers and education practitioners to work together in designing and implementing a curriculum that not only reflects holistic educational principles but is also practical and relevant to the local context of Madrasah Aliyah (Nisa' et al., 2023).

Thus, the integration between Al-Kindi's holistic education and the Independent Curriculum offers promising opportunities for curriculum development in Madrasah Aliyah that is not only oriented towards academic learning outcomes but also on the development of students' individual qualities and social competencies.

From a philosophical perspective, the analysis of the compatibility between the principles of Al-Kindi's holistic education and the Independent Curriculum, especially in the context of Madrasah Aliyah, offers an in-depth perspective on the essence of education and learning objectives. In the

philosophical tradition, education is considered not only as a transmission of knowledge but as an intellectual and spiritual journey that shapes the individual in all dimensions of his being. Al-Kindi, as a philosopher, viewed education as a process of achieving human perfection through intellectual and spiritual development. Education, in his view, is a tool for acquiring wisdom, which is the key to understanding reality and achieving true happiness. It emphasizes that education should not be limited to empirical or technical knowledge only, but should also touch on metaphysical and ethical aspects of human life (Adamson &; Adamson, 2018).

The Independent Curriculum, with its focus on competency development and student-based learning, is philosophically resonant with Al-Kindi's ideas. The curriculum offers a broader framework than traditional education, encourages students to explore and connect different areas of knowledge, and recognizes the importance of character building and student well-being. This reflects the philosophical understanding that true education involves shaping the whole person, not just his intellectual aspects (Kenny et al., 2023).

From a philosophical perspective, the integration of Al-Kindi's holistic education with the Independent Curriculum can be seen as an effort to achieve harmony in education—harmony between knowledge and wisdom, intellect and morals, individuals and communities (Prasetyo et al., 2024). This approach challenges the dualism that often exists in education, which separates disciplines, theory and practice, as well as academic knowledge and personal development (Palmer, 2017). Therefore, from a philosophical point of view, the integration between Al-Kindi's holistic education and the Independent Curriculum in Madrasah Aliyah is not only appropriate but also urgent. This paves the way for a more inclusive and holistic education, which not only prepares students with knowledge and skills for the modern world but also guides them in the search for true meaning, purpose, and happiness in their lives. This approach supports a broader vision of education, where learning is considered a lifelong journey towards self-understanding and harmony with the world (Martin, 2018).

Discussion 2 The Effect of Integration on Curriculum Development and Teaching Methodology

The integration between the principles of holistic education promoted by Al-Kindi and the Independent Curriculum approach has a significant impact on the development of curriculum and teaching methodology in Madrasah Aliyah. This approach offers a new perspective in designing a curriculum that not only focuses on academic achievement but also prioritizes the overall development of student competencies, including emotional, social, and spiritual aspects.

In curriculum development, this integration encourages the creation of a more dynamic and flexible curriculum framework, which can adapt to the unique needs and potential of each student. Al-Kindi's holistic education-inspired curriculum tends to be more inclusive, takes into account students' different learning styles and interests, and encourages interdisciplinary exploration. This is in line with the principles of the Independent Curriculum which prioritizes freedom of learning and teaching as well as comprehensive development of student competencies (Girdzijauskienė et al., 2022). This integration also enriches the curriculum with ethical and spiritual values, which are important aspects of Islamic and holistic education, providing students with a solid foundation for character building and personal wholeness (Miller et al., 2019).

In terms of teaching methodology, the integration of Al-Kindi's holistic education approach with the Independent Curriculum encourages the application of more varied and student-centered learning strategies. These methodologies include project-based learning, group discussions, and inquiry-based learning, all of which support active knowledge construction by students and develop critical skills and creativity. This kind of approach supports a more contextual and relevant learning experience, which increases student motivation and engagement in the learning process (Lewin, 2009).

This integration creates synergies that strengthen both approaches, giving students the opportunity for more holistic and integrated development. However, challenges include the need for comprehensive teacher training in new pedagogical approaches, adjustment of learning infrastructure

and resources, and evaluation and assessment in favor of a holistic approach to learning (Chaerunisaa et al., 2023).

In conclusion, the integration between the principles of Al-Kindi's holistic education with the Independent Curriculum offers a framework that has the potential to change curriculum development and teaching methodologies in Madrasah Aliyah, encouraging a more inclusive, student-centered, and holistic education. These efforts are in line with contemporary education's goal of forming individuals who are not only academically intelligent but also emotionally and spiritually rich, and ready to face future challenges.

From a philosophical perspective, the analysis of the influence of integration between the principles of holistic education of Al-Kindi and the Independent Curriculum on curriculum development and teaching methodology offers deep insight into the true purpose and essence of education (Abdul-Jabbar, 2020). Basically, education according to the philosophical view does not only aim for the transfer of knowledge but more broadly, for the formation of a whole human being, covering intellectual, emotional, social, and spiritual aspects.

In the context of curriculum development, the holistic education inspired by Al-Kindi expands the scope of education from mere academic achievement to character building and wisdom. Al-Kindi's educational philosophy emphasizes the search for truth and wisdom, which is not limited to empirical knowledge but also includes ethical and spiritual understanding. Integration with the Independent Curriculum allows the curriculum in Madrasah Aliyah to create a learning environment that supports students' intellectual exploration while nurturing their moral and spiritual growth, reflecting the philosophical understanding that education is about preparing students for life, not just for work or career (Lewin, 2009).

In terms of teaching methodology, this integration supports the use of a more student-centered approach, emphasizing learning as an active process involving dialogue, reflection, and social interaction. This corresponds to the philosophical view of learning as a process of self-transformation, in which students are not only passive recipients of knowledge but also active participants in the creation of their own knowledge. This approach reflects Socratic understanding of learning through dialogue and questioning, suggesting that true education involves critical questioning and exploration of meaning (Palmer, 2017).

In a philosophical context, the integration between the principles of holistic education and the Independent Curriculum creates a balance between the transmission of knowledge and the formation of human beings as a whole. It enables education to respond to contemporary challenges while remaining rooted in deep intellectual and spiritual values. This approach describes the philosophical understanding of education as a journey towards wholeness and harmony, in which students are guided to integrate different aspects of themselves in the search for meaning and purpose in life (Martin, 2018).

Thus, a philosophical review of the integration of Al-Kindi's holistic education with the Independent Curriculum offers a rich and multidimensional vision of education, in which curriculum development and teaching methodology in Madrasah Aliyah aim not only for academic excellence but also for the formation of harmonious individuals, able to navigate the complexities of life with wisdom and integrity.

Discussion of 3 Challenges and Opportunities in Integration

The integration between the principles of holistic education of Al-Kindi and the Independent Curriculum in the context of Madrasah Aliyah presents a series of significant challenges and opportunities in curriculum development. This approach demands a paradigm shift in curriculum design, teaching strategies, and evaluation, all of which require substantial resources, training, and commitment from all relevant parties.

One of the key challenges in this integration is the need for comprehensive teacher training. Teachers need to be equipped with a deep understanding of holistic educational philosophies and the

ability to apply them in their teaching practice. It involves not only theoretical understanding but also the development of practical skills in innovative and student-centered teaching methodologies (Darling-Hammond, 2006). In addition, changes in curriculum design and teaching practices demand flexibility and creativity from teachers, which can be challenging if not supported by a conducive institutional environment.

Limited resources are also a major challenge. Implementation of a holistic, student-centered curriculum often requires additional resources, including innovative teaching materials, educational technology, and supportive physical infrastructure. In many cases, Madrasah Aliyah may face budgetary constraints that limit their ability to provide these resources (Adiyono Aditono et al., 2023).

Although the challenges are significant, the integration between holistic education and the Independent Curriculum also offers valuable opportunities. One of them is the development of a curriculum that is more responsive and relevant to the needs of students in the 21st century. Curricula that integrate holistic education can be more effective in preparing students with the life skills, emotional intelligence, and critical thinking skills they need to succeed in a complex global society (Trilling & Fadel, 2009). This integration also offers an opportunity to revitalize religious education in Madrasah Aliyah by connecting it more closely with students' daily lives and their personal aspirations. Holistic education, with its emphasis on moral and spiritual growth, can deepen students' understanding of religious values and their application in real life (Puspita, 2023). In addition, this approach can increase student engagement and motivation to learn. By providing a learning environment that is more interactive, student-centered, and encourages active exploration, students are more likely to feel engaged and motivated to learn. This, in turn, can improve student learning outcomes and satisfaction with their educational experience (Ryan &; Deci, 2000). The integration between Al-Kindi's holistic education and Independent Curriculum offers the potential to reform curriculum development and teaching practices in Madrasah Aliyah, making it more relevant, responsive, and meeting students' needs as a whole. While the challenges cannot be ignored, the opportunities this integration offers to improve the quality and effectiveness of education in Madrasah Aliyah are significant, promising long-term benefits for students, teachers, and society as a whole.

From a philosophical perspective, the analysis of challenges and opportunities in the integration of Al-Kindi's holistic educational principles with the Independent Curriculum offers deep insight into the fundamental values of education and how this approach can shape individuals as well as society. The philosophy of education, particularly in the Al-Kindi tradition, emphasizes the importance of a well-rounded and integrated education, which not only develops intellectual abilities but also enriches the emotional, social, and spiritual dimensions of students.

From the philosophical side, the main challenge in this integration lies in the application of philosophical idealism in concrete educational practice. Al-Kindi's educational philosophy proposes an ideal model of an educated human being, who is balanced and harmonious in all aspects of his life. However, translating this ideal model into a practical curriculum and teaching methodology is a challenge, given the complexity and diversity of contemporary educational needs (Nussbaum, 1998). In this context, the distinction between philosophical idealism and the reality of educational practice emerges as the main challenge, requiring a creative and adaptive approach.

On the other hand, this integration offers philosophical opportunities to revitalize educational values in contemporary society. By emphasizing a holistic approach that includes intellectual, emotional, social, and spiritual dimensions, education can enrich the human experience and deepen our understanding of what it means to be an educated human being (Palmer, 2017). This fits with the philosophical vision of education as a transformational process that not only transforms individuals but also has the potential to shape a more just, empathetic, and sustainable society.

From a philosophical perspective, the challenge in integrating the principles of Al-Kindi's holistic education with the Independent Curriculum in Madrasah Aliyah is not only an obstacle but also an opportunity for deep reflection on the essence of education. This approach challenges us to reconsider the purpose of education, not only as a means to achieve technical competence but as a journey to form

balanced individuals and harmonious societies. In the face of these challenges, there are opportunities to develop educational practices rooted in a rich philosophical understanding of learning as a holistic and integrated process.

Discussion 4 Integration between the principles of holistic education promoted by Al-Kindi with the Independent Curriculum approach in Madrasah Aliyah

The integration between the principles of holistic education promoted by Al-Kindi and the Independent Curriculum approach has the potential to create a richer and multidimensional learning environment in Madrasah Aliyah. Al-Kindi's holistic approach, which emphasizes the development of all aspects of the individual—including intellectual, emotional, social, and spiritual—provides a comprehensive framework for education (Leaman, 2001). When combined with the flexibility and student orientation of Independent Curriculum, this approach can result in a learning environment that is adaptive and responsive to student needs and aspirations.

First, this integration allows the development of a student-centered curriculum, where students have an active role in their own learning process. This is in accordance with the principles of the Independent Curriculum which emphasizes on personalized and inquiry-based learning experiences, where students are encouraged to explore their interests and potential in depth (Maulida, 2022). By basing this approach on Al-Kindi's holistic educational philosophy, education in Madrasah Aliyah not only focuses on academic competence but also on developing character and spiritual values, creating individuals of balance and integrity.

Second, this integration supports the use of innovative and varied teaching methodologies, which can meet the diverse learning needs among students. Teaching methods based on holistic education principles tend to be more interactive, collaborative, and reflective, encouraging students to be actively involved in the learning process (Miller et al., 2019). This means that teachers in Madrasah Aliyah can use a variety of teaching strategies, from class discussions, group projects, problem-based learning, to the use of digital technology, to facilitate a rich and meaningful learning experience.

Third, the learning environment created through this integration can enhance students' well-being by acknowledging and supporting their emotional and social needs. Holistic education recognizes the importance of emotional well-being in learning and emphasizes the formation of positive relationships between students and teachers as well as between students (Rasima, 2018). In the context of the Independent Curriculum, this means that madrasahs can be places where students feel supported, valued, and connected, which are important factors for motivation and academic success.

The integration between Al-Kindi's holistic education and the Independent Curriculum in Madrasah Aliyah offers an educational model that not only prepares students with the necessary knowledge and skills for their future, but also supports their development into balanced and ethical individuals. This approach enriches the learning environment by offering a broader and deeper dimension to education, which in turn can contribute significantly to the development of a more harmonious and inclusive society (Rasima, 2018).

4. CONCLUSION

The integration between the principles of Al-Kindi's holistic education and the Independent Curriculum in Madrasah Aliyah marks an important step towards a more inclusive and well-rounded educational paradigm. This approach not only promotes academic achievement but also emphasizes holistic development of students, covering intellectual, emotional, social, and spiritual aspects. Implementation of this educational vision requires concerted efforts, including teacher professional development to ensure they are able to implement holistic teaching methodologies, adequate resource allocation to support innovation in learning, and building strategic partnerships with communities and other stakeholders to enrich students' learning experiences. In addition, the development of a comprehensive evaluation system and community support for holistic education are key to validating and appreciating this approach within the broader education system. Thus, this integration not only

paves the way for the improvement of the quality of education but also prepares students to face future challenges with wisdom and integrity, reflecting a paradigm shift in education that favors the formation of balanced individuals and harmonious societies.

REFERENCES

Abdul-Jabbar, W. Kh. (2020). Al-Kindi on education: Curriculum theorizing and the intercultural *Minhaj*. *Curriculum Inquiry*, *50*(3), 262–280. https://doi.org/10.1080/03626784.2020.1809966

Adamson, P., & Adamson, P. (2018). *Philosophy in the Islamic world* (Paperback edition). Oxford University Press.

Adiyono Aditono, Julaiha, & Jumrah, Siti. (2023). Perubahan Pengembangan Kurikulum Pendidikan Agama Islam Di Madrasah Aliyah Negeri Insan Cendikia Paser. *IQRO: Journal of Islamic Education*, *6*(1), 33–60. https://doi.org/10.24256/iqro.v6i1.4017

Alawiyah, F. (2014). *PENDIDIKAN MADRASAH DI INDONESIA*. *5*(1).

Bahroni, I. (2016). The Principle of Integrated Islamic Education. *At-Ta'dib*, *9*(1). https://doi.org/10.21111/at-tadib.v9i1.308

Booth, A., Sutton, A., Clowes, M., & Martyn-St James, M. (2022). *Systematic approaches to a successful literature review* (Third edition). SAGE.

Braun, V., & Clarke, V. (2012). Thematic analysis. In H. Cooper, P. M. Camic, D. L. Long, A. T. Panter, D. Rindskopf, & K. J. Sher (Eds.), *APA handbook of research methods in psychology, Vol 2: Research designs: Quantitative, qualitative, neuropsychological, and biological.* (pp. 57–71). American Psychological Association. https://doi.org/10.1037/13620-004

Chaerunisaa, A. Y., Habibi, A., Muhaimin, M., Mailizar, M., Wijaya, T. T., & Al-Adwan, A. S. (2023). Integrated-Based Curriculum of Pharmaceutical Dosage Forms (ICPDF): What Factors Affect the Learning Outcome Attainment? *International Journal of Environmental Research and Public Health*, *20*(5), 4272. https://doi.org/10.3390/ijerph20054272

Creswell, J. W. (2013). *Qualitative inquiry and research design: Choosing among five approaches* (third edition). SAGE.

Darling-Hammond, L. (2006). Constructing 21st-Century Teacher Education. *Journal of Teacher Education*, *57*(3), 300–314. https://doi.org/10.1177/0022487105285962

Girdzijauskienė, R., Norvilienė, A., Šmitienė, G., & Rupšienė, L. (2022). Strengthening Student Engagement in Learning Through Use of Digital Tools. *Acta Paedagogica Vilnensia*, *49*, 115–130. https://doi.org/10.15388/ActPaed.2022.49.8

Hidayah, N., & Haris, A. (2023). Development of A Holistic Curriculum For Islamic Education at The State Madrasah Ibtidaiyah (MIN) 1 Berau. *Edukasi Islami: Jurnal Pendidikan Islam*, *12*(3), 2067–2080. http://dx.doi.org/10.30868/ei.v12i03.4408

Janssens, J. (2007). Al-Kindī: The Founder of Philosophical Exegesis of the Qur'an. *Journal of Qur'anic Studies*, *9*(2), 1–22. https://doi.org/10.3366/E146535910800003X

Jayyusi-Lehn, G. (2002). The Epistle of Ya'qu¯b ibn Isha¯q al-Kindi¯ on the Device for Dispelling Sorrows. *British Journal of Middle Eastern Studies*, *29*(2), 121–135. https://doi.org/10.1080/1353019022000012632

Kenny, N., McCoy, S., & O'Higgins Norman, J. (2023). A Whole Education Approach to Inclusive Education: An Integrated Model to Guide Planning, Policy, and Provision. *Education Sciences*, *13*(9), 959. https://doi.org/10.3390/educsci13090959

Leaman, O. (2001). *An Introduction to Classical Islamic Philosophy* (2nd ed.). Cambridge University Press. https://doi.org/10.1017/CBO9781139164719

Lewin, R. (Ed.). (2009). *The handbook of practice and research in study abroad: Higher education and the quest for global citizenship*. Routledge.

Mahmoudi, S., Jafari, E., Nasrabadi, H. A., & Liaghatdar, M. J. (2012). Holistic Education: An Approach for 21 Century. *International Education Studies*, *5*(3), p178. https://doi.org/10.5539/ies.v5n3p178

Mallik, B. (2022). Holistic Education and Practical Spirituality for Human-Nature Harmony. In B. Mallik, *Legends in Gandhian Social Activism: Mira Behn and Sarala Behn* (pp. 489–519). Springer International Publishing. https://doi.org/10.1007/978-3-030-95431-4_10

Martin, M. (2018). Using indicators in higher education policy: Between accountability, monitoring and management. *Research Handbook on Quality, Performance and Accountability in Higher Education*, *Query date: 2023-09-18 17:45:11*, 139–148.

Maslow, A. H. (1943). A theory of human motivation. *Psychological Review*, *50*(4), 370–396. https://doi.org/10.1037/h0054346

Maulida, U. (2022). *PENGEMBANGAN MODUL AJAR BERBASIS KURIKULUM MERDEKA*. *5*(2).

Maxwell, J. A. (2013). *Qualitative research design: An interactive approach* (3rd ed). SAGE Publications.

Miller, J. P., Nigh, K., Binder, M. J., Novak, B., & Crowell, S. (Eds.). (2019). *International handbook of holistic education*. Routledge.

Muliyani, M., Suarni, & Sartin. (2023). An Examination of the Implementation and Challenges of the Independent Curriculum in Madrasah Aliyah: A Case Study on the Al-Qur'an Hadith Subject. *Didaktika: Jurnal Kependidikan*, *12*(3), 241–250. https://doi.org/10.58230/27454312.224

Mulyadi, M. (2022). Islamic Education Based on The Nature of Personality and The Potential of The Human Soul. *Edukasi Islami: Jurnal Pendidikan Islam*, *11*(02). https://doi.org/10.30868/ei.v11i02.2435

Musa, M. A., Azmi, A. S., & Yusoff, A. M. (2020). An Analysis of al-Kindi and John of Damascus's Argument and Allegation of the Inconcistencies in the Qur'an. *Jurnal Akidah & Pemikiran Islam*, 133–156. https://doi.org/10.22452/afkar.sp2020no2.5

Nisa', S. K., Yoenanto, N. H., & Nawangsari, N. A. F. (2023). Hambatan dan Solusi dalam Implementasi Kurikulum Merdeka pada Jenjang Sekolah Dasar: Sebuah Kajian Literatur. *South Sulawesi Education Development (SSED)*, *12*(3), 287–298. https://doi.org/10.58230/27454312.231

Nussbaum, M. C. (1998). *Cultivating Humanity: A Classical Defense of Reform in Liberal Education*. Harvard University Press. https://doi.org/10.2307/j.ctvjghth8

Palmer, P. J. (2017). *The courage to teach: Exploring the inner landscape of a teacher's life* (Twentieth anniversary edition). Jossey-Bass.

Prasetyo, A., Shaleh, S., & Ibrahim, I. (2024). Transformasi Pendidikan Dasar Melalui Integrasi Ilmu Pendidikan dan Prinsip-Prinsip Islam: Membentuk Generasi Unggul dan Berakhlak Mulia. *Al-Madrasah: Jurnal Pendidikan Madrasah Ibtidaiyah*, *8*(1), 116. https://doi.org/10.35931/am.v8i1.2840

Puspita, R. I. (2023). *Mental Health: A Study of Al-Kindi's Philosophical Thoughts of The Soul*. *07*(01).

Rasima, H. B. (2018). Implementation of Holistic Education in Shaping Akhlakul Karimah at Madrasah Aliyah Al-Munawwarah Guppi in Parepare. *Proceedings of the 5th International Conference on Community Development (AMCA 2018)*. 2018 3rd International Conference on Education, Sports, Arts and Management Engineering (ICESAME 2018), Quezon City, Philippines. https://doi.org/10.2991/amca-18.2018.38

Ryan, R. M., & Deci, E. L. (2000). Intrinsic and Extrinsic Motivations: Classic Definitions and New Directions. *Contemporary Educational Psychology*, *25*(1), 54–67. https://doi.org/10.1006/ceps.1999.1020

Saldaña, J. (2021). *The coding manual for qualitative researchers* (4E [Fourth editiion]). SAGE Publishing Inc.

Stewart, D. J. (2021). Al-Kindī's Two-Volume Compendium of Aristotelian Philosophy: Al-Falsafa al-Ūlā and al-Falsafa al-Dākhila. *Journal of Abbasid Studies*, *8*(2), 173–208. https://doi.org/10.1163/22142371-12340070

Tirri, K. (2011). Holistic school pedagogy and values: Finnish teachers' and students' perspectives. *International Journal of Educational Research*, S0883035511000620. https://doi.org/10.1016/j.ijer.2011.07.010

Trilling, B., & Fadel, C. (2009). *21st century skills: Learning for life in our times*. Jossey-Bass, a Wiley Imprint.

Yavuz, O. (2022). A Spiritual Oriented Holistic Approach: The Connections Paradigm. *Spiritual Psychology and Counseling*. https://doi.org/10.37898/spc.2022.7.1.152

1% Overall Similarity

Top sources found in the following databases:

- 1% Internet database
- Crossref database
- 1% Submitted Works database
- 1% Publications database
- Crossref Posted Content database

TOP SOURCES

The sources with the highest number of matches within the submission. Overlapping sources will not be displayed.

1	**Universitas Siliwangi on 2023-06-30** Submitted works	<1%
2	**repository.uiad.ac.id** Internet	<1%
3	**Asia e University on 2023-11-26** Submitted works	<1%
4	**hdl.handle.net** Internet	<1%
5	**jurnaldidaktika.org** Internet	<1%
6	**prism.ucalgary.ca** Internet	<1%

Excluded from Similarity Report

- Bibliographic material
- Cited material
- Manually excluded text blocks
- Quoted material
- Small Matches (Less then 10 words)

EXCLUDED TEXT BLOCKS

1UIN Sunan Gunung Djati Bandung

{"linkText":"Ateng Ruhendi, M Sandi Marta. \"The Relationship between Academic Engagement, Lecturer's C...