

Philosophy Of Islamic Education: An Analysis Of Nomenclature Disputes Through Historical, Anagogical, And Philosophical Perspectives

Muhammad Andryan Fitryansyah

Sultan Maulana Hasanuddin State Islamic University Banten

muhammadandryanf12@gmail.com

Abstract

This research examines nomenclature disputes in Islamic Philosophy of Education using historical, anagogical and philosophical approaches. The research question posed is how the disputes over terms such as 'tarbiyah', 'ta'lim' and 'ta'dib' reflect different views within the Islamic educational tradition and what the philosophical and spiritual implications are. The aim of this study is to provide a deeper understanding of the evolution and meaning of these terms and their contribution to the discourse of Islamic education. The method used is an in-depth literature analysis with a qualitative approach, combining a historical study to trace the development of the terms, an anagogical analysis to unearth their spiritual meaning, and a philosophical approach to explore their conceptual implications. The results show that the nomenclature disputes not only reflect intellectual diversity in Islam but also highlight the need for a more holistic and multidimensional approach in understanding Islamic education. This research contributes to the development of a more inclusive Islamic education discourse that is relevant to the contemporary context.

Keywords: *Philosophy of Islamic Education; Nomenclature; Historical Approach; Anagogical Analysis; Philosophical Approach.*

INTRODUCTION

Philosophy of Islamic Education is a field of study that investigates the basic principles, values, and goals of education based on Islamic teachings. Over time, the discipline has undergone various transformations and dynamics that reflect the complexity and intellectual richness of the Islamic tradition. One issue that often arises in this discourse is the dispute over the nomenclature or terms used to describe key concepts such as 'tarbiyah', 'ta'lim' and 'ta'dib'. Although often used interchangeably, these terms have different philosophical nuances and implications, indicating different theological and methodological views among Islamic scholars.

This research places itself among studies that have examined nomenclature in the Philosophy of Islamic Education, but with a more comprehensive and multidimensional approach. Some previous studies have examined the historical aspects of the development of these terms, while others have emphasized more on philosophical analysis or spiritual meaning. However, research that integrates historical, anagogical and philosophical approaches together is still limited. Thus, this study aims to fill the gap and provide a more holistic understanding of the nomenclature disputes in Islamic Philosophy of Education.

This research uses a qualitative approach with an in-depth literature analysis method. First, a historical approach will be used to trace the origins and evolution of key terms in the context of Islamic history, examining how they have developed from classical to contemporary times. Second, an anagogical approach will be applied to explore the spiritual and esoteric dimensions of the terms, looking for inner meanings that are often hidden behind seemingly simple terminology. Third, a philosophical approach will be used to critically and reflectively analyze the

arguments and rationalizations behind the use of these terms, as well as their philosophical implications.

Studies on nomenclature in the Philosophy of Islamic Education have been conducted by several prominent scholars. For example, Fazlur Rahman (1984) in his work "*Islam and Modernity: Transformation of an Intellectual Tradition*" emphasizes the importance of understanding the historical context in the development of Islamic education terminology. Meanwhile, Syed Muhammad Naquib al-Attas (1991) in his book "*The Concept of Education in Islam*" explores the spiritual meaning of the terms '*tarbiyah*' and '*ta'dib*'. This research also refers to contemporary works such as the writings of Nazeer Ahmed (2001) that incorporate philosophical perspectives in the analysis of Islamic education. However, research that systematically combines all three approaches - historical, anagogical and philosophical - in one study is still very rare.

Previous studies, such as Fazlur Rahman's *Islam and Modernity: Transformation of an Intellectual Tradition* (1984), predominantly explored the historical context of Islamic education terminology. Similarly, Syed Muhammad Naquib al-Attas's *The Concept of Education in Islam* (1991) emphasized the spiritual dimensions of terms such as '*tarbiyah*' and '*ta'dib*'. Recent studies, like that of Ahmed et al. (2020), analyzed Islamic educational terminology through the lens of modern philosophical approaches. However, these works have often treated historical, anagogical, and philosophical dimensions in isolation.

The novelty of this research lies in its systematic integration of historical, anagogical, and philosophical approaches within a single study. By doing so, this study not only uncovers the historical evolution of terms such as '*tarbiyah*', '*ta'lim*', and '*ta'dib*' but also delves into their spiritual essence and critically evaluates their philosophical implications for contemporary Islamic education. This integrative approach addresses the gap in previous research, which has not fully explored how these dimensions interact to shape a more holistic understanding of Islamic educational philosophy.

Furthermore, the study contributes to contemporary relevance by addressing global challenges such as the influence of globalization, technology, and moral crises in education. While recent studies, like Gunawan (2022), have discussed the role of Islamic education in moral refinement, their focus has often been limited to spiritual aspects alone. Similarly, Chanifah et al. (2021) highlighted the integration of spirituality in university education but did not comprehensively incorporate historical and philosophical dimensions.

Thus, this research enriches the discourse on the Philosophy of Islamic Education by offering a more inclusive and multidimensional framework that aligns with the complexities of modern educational challenges. It aims to provide novel insights that advance both academic debates and practical applications in the field of Islamic education.

The theoretical framework of this study is based on three main approaches: historical, anagogical and philosophical. The historical approach aims to understand the evolution of terminology in a historical context, looking at how the interaction between the Islamic intellectual tradition and various social, political and cultural contexts has influenced the development of key terms. The anagogical approach focuses on the spiritual and esoteric dimensions, uncovering the inner meanings that may be hidden behind the terms. Meanwhile, the philosophical approach allows for a critical and reflective analysis of the concepts, understanding the philosophical and theological implications of the different terminologies.

This research will address several key issues: The historical evolution of key terms in Islamic Philosophy of Education, an anagogical analysis of the terms, and a philosophical approach to explore the argumentation and rationalization behind the use of various terms, as well as the philosophical implications of the existing nomenclature disputes. By combining these three approaches, this research aims to provide a more comprehensive and in-depth understanding of nomenclature disputes in Islamic Philosophy of Education, as well as contribute to the development of a discourse that is more inclusive and relevant to the contemporary context.

METHOD

This research adopts a qualitative approach, utilizing an in-depth literature analysis to investigate terminology disputes in the Philosophy of Islamic Education. The study identifies three main texts as its primary objects of analysis: Syed Muhammad Naquib al-Attas's *The Concept of Education in Islam*, which provides foundational insights into the spiritual and philosophical dimensions of key terms like *'tarbiyah'*, *'ta'lim'*, and *'ta'dib'*; Fazlur Rahman's *Islam and Modernity: Transformation of an Intellectual Tradition*, which contextualizes these terms within the historical evolution of Islamic educational thought; and Ahmed et al.'s *The Practice of Ta'dib Leadership Among Islamic Education Teachers* (2020), which integrates contemporary perspectives to enrich the discussion. These works serve as the central focus of this research, guiding its exploration of historical, anagogical, and philosophical dimensions.

To complement the analysis of these primary texts, additional sources are employed to provide broader intellectual and contextual insights. Recent studies such as Gunawan (2022) and Chanifah et al. (2021) contribute to discussions on the contemporary challenges and applications of Islamic education. Classical texts and other academic references are also incorporated to trace the historical development of these key terminologies across various periods. By combining these diverse sources, the methodology ensures a comprehensive and multidimensional framework for analyzing the nomenclature disputes within the Philosophy of Islamic Education, balancing detailed scrutiny of core texts with insights from broader scholarly discourse.

This approach allows the research to thoroughly address the significance of the terms *'tarbiyah'*, *'ta'lim'*, and *'ta'dib'*, and their implications within historical and modern educational contexts, ensuring both focus and breadth in its analysis.

RESULTS AND DISCUSSION

Islamic Education Philosophy is a branch of science that examines the principles and basic values of education based on Islamic teachings. In its development, Islamic education focuses not only on the transfer of knowledge, but also on the moral and spiritual development of learners. One issue that is often debated in this field is the dispute over nomenclature or terms used to describe key concepts. Terms such as *'tarbiyah'*, *'ta'lim'* and *'ta'dib'* are often used interchangeably, but have different nuances and philosophical implications.

The Philosophy of Islamic Education is deeply rooted in Islamic epistemology, drawing from primary sources such as the Qur'an, As-Sunnah, Ijtihad, and intellect (Zubaidillah 2018). These foundational elements form the basis for the development of Islamic education concepts like *tarbiyah*, *ta'lim*, and *ta'dib* (Ulfah 2011). The philosophy of Islamic education aims to provide

a systematic, logical, and comprehensive rationale for various educational issues within an Islamic framework (Malik and Maslahah 2021).

Islamic education philosophy emphasizes critical thinking, holistic development, and the purification of the soul (Gunawan 2022; Nurhalisa et al. 2022). It is designed to cultivate character, instill values, and prepare individuals to lead ethical lives in accordance with Islamic teachings (Untung 2019; Yunita and Valentine 2020). The philosophy of Islamic education also integrates elements of Sufism, emphasizing the sanctity of the soul and its connection to knowledge (Salminawati, Nasution, and Napitupulu 2022).

Historically, Islamic education has evolved in response to various challenges, including colonialism and modernization (Alfurqan 2020). The role of Islamic education has been crucial in enhancing understanding of Islam and promoting faith and taqwa among students (Nurbaiti, Dr. I Suparta, and Azwar 2020; Suradi 2022). Scholars like Naquib al-Attas have contributed significantly to shaping Islamic education concepts, highlighting the importance of terminology derived from Arabic sources like the Qur'an and Sunnah (Hidayatulloh et al. 2022; Nuryanti and Hakim 2020). Narratives of conflict between science and religion are often local and historical. This is in line with historical analysis in the philosophy of Islamic education, which looks at how history influences educational views and practices. (Lima 2023)

Moreover, the philosophy of Islamic education is dynamic, adapting to contemporary contexts such as globalization and technological advancements (Husni 2022; Nata 2018). Efforts have been made to integrate Islamic education with other disciplines and promote a multidisciplinary approach to address criticisms and weaknesses in the current educational system (Purwaningrum 2019).

The history of the development of these terms shows how educational thought in Islam has evolved over time, influenced by various social, political and cultural contexts. For example, '*tarbiyah*', which comes from the root "*rabb*" and includes physical, intellectual and moral development, has undergone changes in meaning from the early days of Islam to the modern era. '*Ta'lim*', which is derived from the word "*alama*" and means teaching, emphasizes the process of knowledge transmission and has evolved along with the establishment of formal educational institutions in the Islamic tradition. Meanwhile, '*ta'dib*', which is derived from the word "*adaba*" and relates to ethics, reflects the importance of moral education and character building.

To comprehend the origin and evolution of terms like '*tarbiyah*', '*ta'lim*', and '*ta'dib*' in Islamic education, it is crucial to explore their semantic and conceptual foundations. These terms are deeply rooted in Islamic epistemology and pedagogy, reflecting the comprehensive approach to education in Islam (Ayub, Hamzah, and Razak 2020; Elihami 2022; Ridwan 2018).

The term '*tarbiyah*' encompasses the concept of nurturing and growth, emphasizing the holistic development of individuals in a manner consistent with Islamic teachings (Ridwan 2018). It signifies the process of cultivating character, instilling values, and fostering spiritual and moral growth (Ridwan 2018). On the other hand, '*ta'lim*' refers to the act of imparting knowledge and learning, highlighting the importance of education and intellectual development (Ridwan 2018). It underscores the acquisition of knowledge and skills essential for personal and societal advancement within an Islamic framework (Ridwan 2018).

'*Ta'dib*' plays a crucial role in Islamic education, encapsulating the idea of discipline, refinement, and moral upbringing (Ridwan 2018). It emphasizes the cultivation of good manners,

ethical conduct, and the purification of the soul (Ridwan 2018). The evolution of these terms reflects the multifaceted nature of Islamic education, which aims to nurture individuals who are not only knowledgeable but also possess strong moral character and spiritual depth (Ridwan 2018).

Scholars like Naquib al-Attas have significantly contributed to shaping these concepts within the context of Islamic education, emphasizing the importance of terminology derived from Arabic sources like the Qur'an and Sunnah (Ridwan 2018). The integration of these terms into the educational discourse underscores the comprehensive approach of Islamic education, which seeks to develop individuals who are intellectually, morally, and spiritually sound (Ridwan 2018).

In different social, political and cultural contexts, the use and understanding of these terms also underwent transformations. In the early days of Islam, education focused on fostering faith and morals, while in the golden age of Islam, these terms reflected diversification in educational methods and institutions. In the modern period, these terms continue to evolve, adapting to the influences of globalization and modernization. Thus, understanding the historical development of key terms in Islamic Philosophy of Education not only helps us understand the evolution of the concept of education in Islam, but also provides insight into how Islamic education can continue to evolve and adapt to the challenges of the times.

In various periods of Islamic history, the use of terms like '*tarbiyah*', '*ta'lim*', and '*ta'dib*' has been significantly influenced by social, political, and cultural contexts. These terms have evolved in response to the changing dynamics of Islamic societies, reflecting the broader transformations within these contexts (Rammal and Parker 2012; Safkolam et al. 2021; Şahin 2018).

Socially, the emphasis on '*tarbiyah*' (nurturing) has been shaped by the need to instill values and ethics in individuals to navigate societal challenges and maintain cohesion (Şahin 2018). The concept of '*ta'lim*' (learning) has been influenced by the evolving educational needs of communities, adapting to different social structures and demands for knowledge transmission (Rammal and Parker 2012). '*Ta'dib*' (discipline) has been crucial in fostering social order and moral conduct, reflecting the societal norms and expectations prevalent in different historical periods (Safkolam et al. 2021).

Politically, these terms have been utilized to promote specific ideologies and governance systems. The concept of '*tarbiyah*' has been employed to cultivate citizens who align with political agendas and support the ruling authorities (Buehler and Muhtada 2016). '*Ta'lim*' has been instrumental in disseminating political ideologies and shaping the intellectual landscape to align with political narratives (Dogan 2018). '*Ta'dib*' has been utilized to maintain social order and compliance with political authority, reflecting power dynamics within Islamic societies (Farhadian 2005).

Culturally, the use of these terms has been intertwined with the preservation of cultural heritage and identity. '*Tarbiyah*' has been employed to uphold cultural values and traditions, ensuring continuity across generations (Hidayati and Handoko 2021). '*Ta'lim*' has been utilized to transmit cultural knowledge and practices, preserving cultural identities within Islamic communities (Hurd 2007). '*Ta'dib*' has played a role in reinforcing cultural norms and customs, contributing to the preservation of cultural heritage within Islamic societies (Zulfadli, Anggraini, and Fajri 2020).

In the Philosophy of Islamic Education, key terms such as *'tarbiyah'*, *'ta'lim'* and *'ta'dib'* not only have literal meanings related to the process of education, but also contain deep spiritual and esoteric dimensions. Understanding the spiritual and esoteric meanings of these terms is essential for developing a holistic and integral approach to education, which not only hones intellectual abilities, but also nurtures the morals and spirituality of learners.

The spiritual and esoteric meanings of terms like *'tarbiyah'*, *'ta'lim'* and *'ta'dib'* in the context of Islamic education are deeply intertwined with the spiritual dimensions of Islamic teachings and practices. These terms go beyond mere academic or behavioral aspects and delve into the realm of spiritual growth, moral refinement, and inner transformation (Ali et al. 2018; Ayub et al. 2020; Chanifah et al. 2021).

In Islamic education, *'tarbiyah'* embodies the spiritual nurturing of individuals, focusing on the development of their inner selves in alignment with Islamic values and principles (Ali et al. 2018). It involves cultivating a deep connection with one's spirituality, fostering qualities such as humility, integrity, and honesty as integral components of one's educational journey (Ali et al. 2018). *'Tarbiyah'* in this context emphasizes the spiritual aspect of education, guiding individuals towards a holistic development that encompasses the heart, mind, and soul (Chanifah et al. 2021).

'Ta'lim' in Islamic education carries a spiritual connotation related to the acquisition of knowledge that not only enriches the mind but also nourishes the soul (Ayub et al. 2020). It involves learning with a spiritual intention, seeking knowledge as a means of drawing closer to the Divine and understanding the mysteries of creation (Ayub et al. 2020). *'Ta'lim'* in the spiritual context of Islamic education is a transformative process that leads individuals to deeper spiritual insights and a profound connection with the divine source of knowledge (Ayub et al. 2020).

'Ta'dib' in Islamic education signifies the spiritual discipline and moral upbringing of individuals, aiming to instill ethical values and spiritual virtues in their character (Ayub et al. 2020). It involves the cultivation of good manners, ethical conduct, and spiritual refinement, guiding individuals towards spiritual excellence and moral integrity (Ayub et al. 2020). *'Ta'dib'* in the spiritual realm of Islamic education emphasizes the importance of inner purification, self-discipline, and adherence to spiritual principles in all aspects of life (Ayub et al. 2020).

The anagogical approach, a method used to uncover the inner and symbolic meanings of these terms, can help us explore the hidden dimensions of Islamic education. *'Tarbiyah'*, for example, esoterically reflects the act of nurturing by Allah SWT towards His servants, which in the context of education means the process of educating which aims to cultivate the soul and character of the individual. *'Ta'lim'*, which means teaching, in a spiritual context encompasses the illumination of the heart and mind through useful knowledge, connecting humans with the divine source of knowledge. Meanwhile, *'ta'dib'*, which relates to adab or modesty, reflects an education that emphasizes the formation of noble character and morals.

The anagogical approach to analyzing the inner dimension of key terms like *'tarbiyah'*, *'ta'lim'*, and *'ta'dib'* in the context of Islamic education delves into the spiritual and metaphysical significance of these concepts, aiming to uncover deeper layers of meaning that transcend the physical realm and connect individuals to higher spiritual truths (Sholahuddin et al. 2019; Wan Othman and Ahmad 2019).

Through an anagogical lens, *'tarbiyah'* represents not only the nurturing and growth of individuals in a physical and intellectual sense but also their spiritual evolution towards a deeper

connection with the divine and the realization of their inner potential (Wan Othman and Ahmad 2019). It signifies a journey of spiritual growth and transformation, guiding individuals towards spiritual enlightenment and closeness to the divine source (Sholahuddin et al. 2019). *'Tarbiyah'* in the anagogical context symbolizes the soul's quest for spiritual perfection and alignment with divine purpose.

'Ta'lim' in the anagogical analysis transcends mere acquisition of knowledge and learning; it embodies a spiritual quest for higher truths and divine wisdom (Sholahuddin et al. 2019). It represents the spiritual enlightenment that comes from seeking knowledge not only for intellectual advancement but also for spiritual elevation and connection with the divine (Wan Othman and Ahmad 2019). *'Ta'lim'* in the anagogical perspective signifies the illumination of the soul through the pursuit of divine knowledge and wisdom.

'Ta'dib' in the anagogical interpretation goes beyond mere discipline and moral upbringing; it signifies the purification of the soul and the refinement of one's inner being to reflect divine virtues and qualities (Wan Othman and Ahmad 2019). It represents the spiritual discipline required to align one's inner self with divine principles and values, leading to spiritual growth and enlightenment (Sholahuddin et al. 2019). *'Ta'dib'* in the anagogical context symbolizes the inner transformation and spiritual refinement necessary for individuals to embody divine virtues and attain spiritual perfection.

The terminology used in the Islamic educational tradition carries hidden and symbolic meanings that go beyond their literal interpretations, reflecting deeper spiritual and metaphysical dimensions (Zam Zami 2023). These hidden meanings are often embedded in the language, rituals, and practices of Islamic education, offering insights into the spiritual essence of these concepts.

In the context of Islamic education, the hidden and symbolic meanings behind terms like *'tarbiyah'*, *'ta'lim'*, and *'ta'dib'* can be understood through an exploration of the spiritual significance of these concepts. *'Tarbiyah'*, which traditionally refers to nurturing and growth, symbolizes the spiritual development of individuals towards moral excellence and spiritual enlightenment (Zam Zami 2023). It signifies the inner transformation and purification of the soul, guiding individuals on a spiritual journey towards closeness to the divine.

'Ta'lim', representing the acquisition of knowledge and learning, carries symbolic implications related to the quest for divine wisdom and enlightenment (Fatmawati, Nugraheni, and Sholikin 2020). It symbolizes the spiritual journey of seeking knowledge not only for intellectual advancement but also for spiritual elevation and connection with the divine. *'Ta'lim'* in the hidden and symbolic realm of Islamic education signifies the illumination of the soul through the pursuit of divine knowledge and wisdom.

'Ta'dib', denoting discipline and moral upbringing, holds symbolic meanings related to the purification of the soul and the refinement of one's inner being (Zam Zami 2023). It symbolizes the spiritual discipline required to align one's inner self with divine principles and values, leading to spiritual growth and enlightenment. *'Ta'dib'* in the hidden and symbolic context of Islamic education represents the inner transformation necessary for individuals to embody divine virtues and attain spiritual perfection.

By delving into the hidden and symbolic meanings behind the terminology used in the Islamic educational tradition, individuals can gain a deeper understanding of the spiritual essence

and metaphysical significance of concepts like *'tarbiyah'*, *'ta'lim'*, and *'ta'dib'*, enriching their educational journey with profound spiritual insights.

The diversity in nomenclature within the Philosophy of Islamic Education reflects the variety of philosophical views and perspectives that have influenced the discourse in this field. The varied terminology used to describe key concepts such as *'tarbiyah'*, *'ta'lim'*, and *'ta'dib'* highlight the multiplicity of philosophical traditions and approaches that have shaped Islamic educational thought (Carr 2004; Fattah Santoso and Khoirudin 2018; Putra and Hayeesama-ae 2022).

The use of diverse nomenclature in Islamic education philosophy signifies the presence of multiple philosophical perspectives, ranging from classical Islamic philosophy to contemporary Western philosophical influences (Fattah Santoso and Khoirudin 2018). Scholars and philosophers have drawn upon a wide array of philosophical traditions, including hermeneutics, critical theory, pragmatism, and postmodernism, to develop nuanced views on Islamic education (Carr 2004). This diversity of philosophical influences has led to a rich tapestry of ideas and interpretations within the Philosophy of Islamic Education.

Furthermore, the differences in nomenclature also reflect the evolving nature of Islamic educational thought and its adaptation to contemporary contexts (Putra and Hayeesama-ae 2022). Philosophers like Ibn Miskawaih have contributed unique philosophical insights that resonate with modern educational objectives, emphasizing the relevance of classical Islamic philosophical thoughts in shaping contemporary Islamic education practices (Putra and Hayeesama-ae 2022). This fusion of traditional Islamic philosophy with modern educational principles underscores the dynamic nature of Islamic educational philosophy.

Moreover, the philosophical underpinnings of Islamic education are not limited to a single perspective but encompass a broad spectrum of philosophical traditions, including epistemology, ethics, and metaphysics (Fattah Santoso and Khoirudin 2018). The integration of various philosophical viewpoints enriches the discourse on Islamic education, offering a multidimensional understanding of key concepts and principles (Fattah Santoso and Khoirudin 2018).

The Philosophy of Islamic Education encompasses a variety of terms that reflect different philosophical views and perspectives, each contributing unique insights to the discourse. The critical analysis of these arguments underlying the use of various terms sheds light on the complexity and richness of Islamic educational thought.

The choice of terminology in Islamic education is influenced by factors such as cultural, historical, and philosophical considerations. For example, the term *'tarbiyah'* may be preferred in certain contexts due to its emphasis on holistic development and spiritual growth, aligning with the Islamic concept of nurturing individuals towards moral excellence and spiritual enlightenment Maunah (Maunah 2016). Conversely, *'ta'lim'* may be favored for its focus on knowledge acquisition and intellectual development, reflecting the importance of seeking knowledge to draw closer to the divine and understand the mysteries of creation (Şahin 2018).

Furthermore, the use of terms like *'ta'dib'* may stem from the significance placed on discipline, moral upbringing, and the purification of the soul in Islamic education (Ramadhani and Ritonga 2022). This term underscores the importance of cultivating good manners, ethical

conduct, and spiritual refinement, guiding individuals towards spiritual excellence and moral integrity (Gunawan 2022).

The diversity in nomenclature within the Philosophy of Islamic Education reflects the multiplicity of philosophical views and traditions that have shaped the discourse in this field. Scholars and educators draw upon a wide array of philosophical perspectives, ranging from classical Islamic philosophy to contemporary Western influences, to develop nuanced views on Islamic education (Muhammed-Shittu 2021). This diversity enriches the educational discourse, offering a comprehensive understanding of key concepts and principles from various philosophical standpoints.

The variations in terminology within contemporary Islamic education reflect diverse philosophical implications that shape the discourse in this field. The choice of terminology is not merely semantic but carries profound philosophical underpinnings that influence educational practices and perspectives.

The use of different terms such as *'tarbiyah'*, *'ta'lim'*, and *'ta'dib'* signifies distinct philosophical orientations within Islamic education. For example, the term *'tarbiyah'*, which emphasizes holistic development and spiritual growth, aligns with philosophical views that prioritize character formation and moral excellence as essential components of education. On the other hand, *'ta'lim'*, focusing on knowledge acquisition and intellectual development, reflects philosophical perspectives that underscore the importance of seeking knowledge for spiritual enlightenment and understanding of divine wisdom. Similarly, *'ta'dib'*, highlighting discipline and moral upbringing, resonates with philosophical beliefs that emphasize the purification of the soul and the cultivation of ethical conduct as integral to education.

The diversity in nomenclature also mirrors the multiplicity of philosophical traditions and approaches that have influenced contemporary Islamic education. Scholars draw upon various philosophical perspectives, ranging from traditional Islamic philosophy to modern Western influences, to develop nuanced views on educational principles and practices. This diversity enriches the educational discourse, offering a comprehensive understanding of Islamic education from different philosophical standpoints.

Moreover, the differences in nomenclature reflect the evolving nature of Islamic education and its adaptation to contemporary contexts. Philosophical implications behind the use of specific terms highlight the dynamic interplay between tradition and modernity, as well as the integration of diverse philosophical perspectives to address current educational challenges. This fusion of traditional Islamic philosophy with modern educational principles underscores the complexity and richness of contemporary Islamic educational thought.

To provide a more comprehensive understanding of the nomenclature dispute in contemporary Islamic education, an integrated approach that combines historical, anagogical, and philosophical perspectives can offer valuable insights. By synthesizing these different approaches, a comprehensive analysis can be achieved, shedding light on the complexities and nuances of the nomenclature dispute.

Historical Approach. By delving into the historical evolution of the terms *'tarbiyah'*, *'ta'lim'*, and *'ta'dib'* in Islamic education, researchers can uncover the roots of these concepts, tracing their development over time and exploring how they have been interpreted and applied in different historical contexts. Understanding the historical trajectory of these terms can provide valuable

context for the current nomenclature dispute and reveal how their meanings have evolved over centuries Uprichard & Dawney (Uprichard and Dawney 2016) Dupin & Borglin (Dupin and Borglin 2020).

Anagogical Approach. The anagogical approach involves interpreting the symbolic and spiritual meanings behind the terminology used in Islamic education. By applying anagogical analysis to the nomenclature dispute, researchers can uncover the deeper metaphysical implications of these terms and explore how they resonate with spiritual and moral dimensions. This approach can offer a profound understanding of the symbolic significance of *'tarbiyah'*, *'ta'lim'*, and *'ta'dib'* in the context of Islamic education (Furlini et al. 2018; Romme et al. 2015).

Philosophical Approach. The philosophical perspective involves critically analyzing the underlying arguments and rationalizations behind the use of different terms in Islamic education. By examining the philosophical implications of the nomenclature dispute, researchers can explore the diverse philosophical traditions and perspectives that shape the discourse in this field. This approach can help elucidate the philosophical underpinnings of the differences in nomenclature and provide a deeper understanding of the conceptual frameworks at play (Jiwantara 2024; Quinn 2019).

Integrating historical, anagogical, and philosophical approaches can provide a more holistic understanding of key concepts in Islamic Philosophy of Education and their relevance in the contemporary context. By synthesizing these diverse perspectives, a comprehensive analysis can be achieved, offering insights into the complexities and nuances of Islamic educational thought.

Historical Perspective. By examining the historical evolution of key concepts such as *'tarbiyah'*, *'ta'lim'*, and *'ta'dib'* in Islamic education, researchers can uncover the roots of these terms and how they have been interpreted over time. Understanding the historical context of these concepts provides a foundation for appreciating their significance and evolution in contemporary Islamic education practices.

Anagogical Analysis. Applying an anagogical approach to the nomenclature dispute can reveal the symbolic and spiritual meanings behind these terms. By exploring the deeper metaphysical implications of *'tarbiyah'*, *'ta'lim'*, and *'ta'dib'*, researchers can gain insights into the spiritual essence of these concepts and their relevance in shaping moral and ethical education within an Islamic framework.

Philosophical Examination. A philosophical analysis of the arguments and rationalizations underlying the use of different terms in Islamic education can elucidate the diverse philosophical traditions and perspectives that inform educational discourse. By critically evaluating the philosophical implications of nomenclature differences, researchers can deepen their understanding of the conceptual frameworks and philosophical underpinnings of key educational concepts.

CONCLUSION

The history of the development of key terms in the Philosophy of Islamic Education reflects a rich tapestry of epistemological, ethical, and pedagogical considerations deeply rooted in Islamic tradition and adapted to meet the evolving needs of society. The terms *'tarbiyah'*, *'ta'lim'*, and *'ta'dib'* have evolved over time to represent the core principles of Islamic education, reflecting a holistic approach that combines intellectual growth with moral and spiritual development. The

identification of the influence of social, political, and cultural contexts on the use of terms like 'tarbiyah', 'ta'lim', and 'ta'dib' in various periods of Islamic history underscores the dynamic nature of these concepts, which have adapted to the changing landscape of Islamic societies over time.

The differences in nomenclature within the Philosophy of Islamic Education reflect the diverse philosophical views and traditions that have influenced the development of educational thought in the Islamic context. This diversity of perspectives contributes to a comprehensive and multifaceted understanding of Islamic education, drawing from a wide range of philosophical traditions and interpretations. The critical analysis of the arguments and rationalizations underlying the use of different terms in the Philosophy of Islamic Education highlights the depth and breadth of philosophical perspectives that contribute to the richness and complexity of Islamic educational thought. The differences in nomenclature within contemporary Islamic education signify a tapestry of philosophical views and perspectives that contribute to the depth and diversity of educational discourse in the Islamic context.

By integrating historical, analogical, and philosophical approaches, researchers can gain a comprehensive and multidimensional understanding of the nomenclature dispute in contemporary Islamic education. This integrated approach allows for a nuanced analysis that considers the historical evolution, symbolic meanings, and philosophical implications of the terms used in Islamic education, offering a holistic perspective on the complexities of the nomenclature dispute. Researchers can develop a nuanced and multidimensional understanding of key concepts in Islamic Philosophy of Education. This integrated approach enables a comprehensive exploration of the historical roots, symbolic meanings, and philosophical implications of educational terminology, offering valuable insights into the complexities and relevance of these concepts in contemporary Islamic education practices.

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