ISLAMIC EDUCATION METHODS ACCORDING TO IMAM AL-GHAZALI: RELEVANCE AND IMPLEMENTATION IN THE MODERN CENTURY

Muhammad Fadillah[1], Khotib Raja Ritonga[2], Muhammad Nasrullah[3], Imam Mahdi[4], Khalayo Hasibuan[5]

[1,2,3,4,5]Universitas Islam Negeri Sultan Syarif Kasim Riau

Email: mhdfadillah12345@gmail.com[1], khotibrajaritonga@gmail.com[2], nasrullah.nas0991@gmail.com[3], imammahdidalimunthe@gmail.com[4], khalayohasibuan@gmail.com[5]

Abstrak: Penelitian ini bertujuan untuk mengisi kesenjangan dengan memberikan wawasan praktis tentang implementasi metode pendidikan Imam al-Ghazali dalam pendidikan Islam kontemporer, dengan fokus khusus pada mempromosikan integritas moral, adaptasi teknologi, dan pengembangan holistik di antara siswa di era modern. Metode penelitian yang digunakan adalah penelitian perpustakaan untuk memahami metode pendidikan Islam menurut Imam al-Ghazali dan relevansinya dalam era modern, dengan sumber data utama dari karya-karya tertulis Imam al-Ghazali seperti "Ihya Ulumuddin" dan "Mizan al-Amal", serta tambahan data dari penelitian terkait. Teknik pengumpulan data meliputi pencarian literatur dengan kata kunci terkait, dan analisis dilakukan secara deskriptif dan interpretatif untuk mengevaluasi konsep-konsep kunci Imam al-Ghazali dalam konteks pendidikan Islam modern. Hasil penelitian ini menekankan pentingnya metode pendidikan Islam yang diajarkan oleh Imam Al-Ghazali dalam menghadapi tantangan era modern. Salah satu temuan utamanya adalah bahwa konsep-konsep seperti at-Tarbiyah, at-Ta'lim, dan at-Ta'dib memiliki relevansi kuat dalam konteks pendidikan era modern. Implikasi dari hasil penelitian ini adalah bahwa pendidikan Islam bukan hanya tentang pengetahuan agama, tetapi juga tentang membentuk individu berkualitas dalam berbagai aspek kehidupan, dengan terus mengembangkan metode pembelajaran yang menggabungkan nilai-nilai Islam dengan teknologi dan inovasi pendidikan.

Kata Kunci: Imam Al-Ghazali, Implementasi, Metode Pendidikan Islam, Relevansi.

Abstract: This research aims to fill the gap by providing practical insights into the implementation of Imam al-Ghazali's educational methods in contemporary Islamic education, with a special focus on promoting moral integrity, technological adaptation, and holistic development among students in the modern era. The research method used is library research to understand Islamic education methods according to Imam al-Ghazali and their relevance in the modern era, with the main data source being Imam al-Ghazali's written works such as "Ihya Ulumuddin" and "Mizan al-Amal", as well as additional data from related research. Data collection techniques include literature searches with related keywords, and analysis is carried out descriptively and interpretively to evaluate Imam al-Ghazali's key concepts in the context of modern Islamic education. The results of this research emphasize the importance of Islamic education methods taught by Imam Al-Ghazali in facing the challenges of the modern era. One

of the main findings is that concepts such as at-Tarbiyah, at-Ta'lim, and at-Ta'dib have strong relevance in the educational context of the modern era. The implication of the results of this research is that Islamic education is not only about religious knowledge, but also about forming quality individuals in various aspects of life, by continuing to develop learning methods that combine Islamic values with technology and educational innovation.
Keywords: Imam Al-Ghazali, Implementation, Islamic Education Methods, Relevance.

INTRODUCTION

In this modern century, education is becoming increasingly important in facing the dynamics of rapidly changing times (Fathoni & Wijayanti, 2023; Pare & Sihotang, 2023). The digital era and information technology have changed the way we learn and teach, introducing a new paradigm in the educational process. The integration of technology in learning not only increases accessibility and efficiency but also raises new challenges, such as managing complex information and a deep understanding of the wise use of technology.

Apart from that, education in the modern era must also adapt to global social, economic and cultural changes. The skills needed for success in this era not only include academic knowledge but also soft skills such as creativity, critical thinking, and teamwork. Education in the modern era not only aims to produce individuals who are intellectually intelligent but also who have moral integrity, social sensitivity, and the ability to adapt to continuous change.

Several problems have emerged in our country, namely Afrita & Yusri (2023) shows an increase in cases of juvenile delinquency which is a serious concern in various communities, with data from the Head of the Metro Jaya Regional Police, Inspector General Putut Bayu Ajiseno, who recorded an increase in cases of 11 cases or 36 .66% from the previous year (Afrita & Yusri, 2023). Fitri & Oktaviani (2019) also highlighted the increase in cases of juvenile delinquency caused by negative relationships, the influence of social media, lack of family supervision, and low understanding of moral values and religiosity (Fitri & Oktaviani, 2019). Hatifah (2016) stated the lack of training and understanding of information and communication technology (ICT) among instructors, with only 44% of respondents taking part in ICT training, while Astuti et al (Hartati et al., 2022). Astuti et al. (2023) noted educational problems such as lack of resources, facilities, qualified teaching staff, and collaboration between formal educational institutions (Astuti et al., 2023).

Several previous studies, the research findings indicate that Imam al-Ghazali's thoughts form a robust foundation for promoting religious moderation in Islamic education, which is

highly relevant and essential in fostering interfaith understanding and harmony in multicultural societies (Nasri & Tabibuddin, 2023). The research findings highlight that both Al-Ghazali and Ibn Rushd emphasize the holistic development of individuals through education, integrating rational and spiritual aspects, which remain relevant and influential in contemporary Islamic education discourse in the 21st century (Hania, 2021). The research findings indicate that the thoughts of Ibn Miskawaih and Imam al-Ghazali, with their multi-disciplinary approach and emphasis on religious, critical, and humanist perspectives, can significantly contribute to the development of moral education, particularly in Character Education in Indonesia, addressing contemporary challenges of moral decay and the need for ethical guidance (Busroli, 2019).

Novelty this research contributes to the exploration of Imam al-Ghazali's educational methods in the context of modern times, focusing on their relevance and practical implementation in addressing contemporary challenges faced by educational systems, particularly in Islamic education. Research Gap this research existing studies have mainly focused on theoretical aspects of Imam al-Ghazali's educational philosophy, but there is a gap in understanding how these theories can be effectively applied in the practical setting of modern education systems, especially in addressing issues such as moral decay, technological integration, and the need for holistic character development.

The research aims to bridge the gap by providing practical insights into implementing Imam al-Ghazali's educational methods in contemporary Islamic education, with a specific focus on promoting moral integrity, technological adaptation, and holistic development among students in the modern era.

RESEARCH METHOD

The research method used in this study is library research, which aims to gain a comprehensive understanding of Islamic education methods according to Imam al-Ghazali and their relevance and implementation in the modern era. The main data source used is the written works of Imam al-Ghazali, especially works that are directly related to Islamic education, such as "Ihya Ulumuddin" and "Mizan al-Amal". Apart from that, additional data sources also come from related research that has been carried out by experts and researchers regarding the implementation of Islamic education concepts in the current context.

The data collection techniques used include literature searches through academic databases, digital libraries and other trusted sources of information. A literature search was

carried out using relevant keywords such as "Imam al-Ghazali", "Islamic education methods", "relevance in the modern era", and the like. The data obtained from the literature was then analyzed qualitatively to identify important concepts introduced by Imam al-Ghazali and how to implement them in Islamic education in the modern era.

Data analysis was carried out using a descriptive and interpretative approach, where Imam al-Ghazali's key concepts in Islamic education were analyzed in detail. This includes a deep understanding of moral values, spirituality and the holistic approach championed by Imam al-Ghazali in shaping individual character. Apart from that, the analysis also involves evaluating the relevance of these concepts to modern educational challenges such as the influence of technology, social change, and the need for holistic and adaptive education. From this analysis, it is hoped that a deeper understanding of how Imam al-Ghazali's concepts can be applied effectively in the context of Islamic education in the modern era can be obtained.

RESULTS AND DISCUSSION

In field research conducted by Afrita & Yusri (2023), they found that the phenomenon of juvenile delinquency was increasing and becoming a serious concern in various communities. They revealed data from Metro Jaya Regional Police Chief Inspector General Putut Bayu Ajiseno which showed a significant increase in juvenile delinquency cases by 11 cases or 36.66% from the previous year. This data is the basis for showing the escalation of the problem of juvenile delinquency which needs attention from various parties (Afrita & Yusri, 2023).

Then, Fitri & Oktaviani (2019) also conducted research related to juvenile delinquency cases, where they highlighted a significant increase from three cases to ten cases in one area in the following year. They highlight various forms of juvenile delinquency, such as drug consumption, physical violence, and other detrimental behavior that threatens the welfare of society. They attribute the cause of the increase in cases to negative relationships, the influence of social media, lack of family supervision, and a lack of understanding of moral and religious values in everyday life (Fitri & Oktaviani, 2019).

Furthermore, Hatifah (2016) provides views related to the lack of training and understanding of information and communication technology (ICT) among instructors. The field data he presented showed that only 44% of the instructors surveyed had attended ICT training, while most still relied on traditional methods of learning. This illustrates the gap in

the integration of ICT in the educational process (Hartati et al., 2022).

Astuti et al. (2023) also highlighted problems related to education, such as lack of resources and facilities, limited quality teaching staff, and minimal collaboration with formal educational institutions. They described the impact of lack of access to technology, low levels of training, and lack of collaboration between institutions in developing innovative learning programs (Astuti et al., 2023).

Imam Al-Ghazali, a great scholar in Islamic history, has made very important contributions to Islamic educational thought (Khumaidah & Hidayati, 2021). His contributions not only focus on intellectual aspects, but also on the formation of individual character and morality. In his view, education is not only about transferring knowledge, but also about forming a noble and moral personality. Imam Al-Ghazali introduced several key terms in Islamic education, which are very relevant today. The first is at-Tarbiyah, which includes the process of fostering and developing human potential as a whole, including physical, spiritual and intellectual. Al-Ghazali saw at-Tarbiyah as the foundation for forming strong character and spiritual balance for individuals (Awwaliyah & Baharun, 2019; Mappanyompa et al., 2024; Mustofa, 2018).

The second is at-Ta'lim, which refers to the process of teaching or conveying knowledge (Fikrurrijal, 2023; Winata et al., 2023). Al-Ghazali emphasized the importance of teaching not only worldly knowledge, but also religious knowledge that helps individuals understand and practice Islamic teachings correctly (Safitri et al., 2023; Subakri, 2020). Next, Al-Ghazali discussed at-Ta'dib, which refers to cultivating good manners or manners. For him, moral education is an integral part of Islamic education (Fahmi, 2018; Permana et al., 2024; Rijal & Hakim, 2021). Al-Ghazali taught the importance of manners and ethics in social interactions, such as honesty, justice and respect, which form individuals who play an active role in the good of society. Imam Al-Ghazali also emphasized the self dimension in moral education, which involves the individual's relationship with himself and with God. Purification of the soul (tazkiyat an-nafs) is an important step in this process, where the individual eliminates despicable qualities and replaces them with noble qualities through spiritual practice.

Al-Ghazali views the social dimension in his thinking as an integral part of Islamic education (Muhayatsyah, 2020; Mukhlis et al., 2024; Ropiah, 2023). For him, individual relationships with society, government and fellow humans are an important foundation in forming individuals who can contribute positively to society. Al-Ghazali's social education

aims to build harmonious and constructive relationships with other people, creating a mutually supportive social environment and enriching life experiences. Al-Ghazali's social dimension also includes individual responsibility towards society and the government. He encourages individuals to play an active role in social activities that benefit society, such as charity activities, social empowerment and justice advocacy. The social education taught by Al-Ghazali through Islamic teachings teaches the importance of empathy, cooperation and concern for the common welfare.

Apart from the social dimension, Al-Ghazali also emphasized the metaphysical dimension in his thinking, especially in relation to individual faith and belief in Islamic teachings (Asy'arie et al., 2023; Wibowo, 2020). For him, strengthening faith and a deep understanding of religious principles is the key to forming good morals. Al-Ghazali's metaphysical education included teaching about faith, piety, and obedience to God's teachings. The concept of wandering in the search for knowledge highlighted by Al-Ghazali also has deep implications in education. Al-Ghazali taught the importance of transcending geographical and cultural boundaries to gain broader and deeper knowledge. Migrant in an educational context is not only about physical movement, but also about the willingness to develop insight, tolerance and a more comprehensive understanding of the realities of the world.

Values such as humility, respect for knowledge, and a balance between spirituality and knowledge are the foundations of education according to Al-Ghazali (Dahlia, 2018; Mahmudi & Solehuddin, 2023; Safitri et al., 2023). He teaches that students should not only seek knowledge for personal gain, but also for the common good and to improve the quality of human life as a whole. By integrating the social, metaphysical dimensions and educational values taught by Al-Ghazali, Islamic education becomes more holistic and relevant in facing the challenges of the modern era. By understanding and applying Al-Ghazali's thoughts in education, it is hoped that individuals can be created who have good morals, contribute positively to society, and have a balance between worldly interests and spirituality.

In his view, education is not only about mastering knowledge, but also about forming good character and personality. Through comprehensive moral education, Al-Ghazali hopes to create individuals who have noble character, strong faith, and contribute positively to society.

The analysis in this research is the importance of understanding and applying the concepts of Islamic education from a historical perspective, especially those put forward by Imam Al-Ghazali, in facing today's challenges. In the increasingly disturbing context of

juvenile delinquency, there are several aspects of Al-Ghazali's theory that can become the basis for a holistic and effective educational strategy. First of all, Al-Ghazali emphasized the importance of education which includes spiritual, moral and intellectual aspects. In the context of juvenile delinquency, this approach is key in shaping the character and personality of adolescents so that they better understand moral and religious values which can direct them away from negative behavior such as drug use and physical violence.

Furthermore, the concept of at-Tarbiyah which includes maintenance, enlargement and comprehensive education is also relevant. Lack of comprehensive education about moral and religious values in everyday life can be one of the causes of juvenile delinquency. Education that pays intensive attention to spiritual and moral aspects can reduce the tendency of adolescents to engage in detrimental behavior. At-Ta'dib, which refers to cultivating good manners or manners, is also important in overcoming the problem of juvenile delinquency. By providing strong moral education, teenagers can be taught to respect applicable social norms and be responsible for their behavior.

In the context of technology and education, Al-Ghazali emphasized the importance of at-Ta'lim or teaching science. The integration of information and communication technology (ICT) in the learning process can be a means of conveying religious and moral values in a more interesting and relevant way for teenagers. Furthermore, the social dimension of moral education according to Al-Ghazali includes the individual's relationship with society. Collaboration with formal educational institutions, government, industry and the educational community can help create an environment that supports the formation of good character for teenagers.

Metaphysical dimensions related to faith and belief are also relevant in the context of Islamic education. Teenagers need to be given a deep understanding of religious values and faith so that they have a strong grip in facing various temptations and challenges during adolescence. By applying the principles of comprehensive and holistic Islamic education based on the concepts taught by Imam Al-Ghazali, it is hoped that it can create a better educational environment and form better character for teenagers. This is in accordance with the research objective of identifying the problem of juvenile delinquency and finding holistic solutions through an Islamic education approach that is comprehensive and relevant to modern times.

This research examines the Islamic education methods proposed by Imam Al-Ghazali and their relevance in the context of the modern era. Imam Al-Ghazali, as a great scholar in

Islamic history, made a major contribution to the concept of holistic Islamic education. In his research, Imam Al-Ghazali emphasized the importance of education which includes spiritual, moral and intellectual aspects. The key concepts used by Imam Al-Ghazali in describing Islamic education include at-Tarbiyah, at-Ta'lim, and at-Ta'dib. At-Tarbiyah is a guidance process that covers all human potential, both physical, spiritual and intellectual. This process aims to develop human potential to the maximum so that they can face life and the future well. At-Ta'lim refers to the teaching of knowledge, both worldly and religious. In Al-Ghazali's concept, at-Ta'lim includes the transfer of knowledge from teacher to student. At-Ta'dib refers to cultivating good manners or manners. This process includes the formation of complete character and personality, in accordance with Islamic teachings.

The implication of this research is the importance of integrating the concepts of Islamic education taught by Imam Al-Ghazali into educational practices in the modern era. By understanding concepts such as at-Tarbiyah, at-Ta'lim, and at-Ta'dib, educators can design learning methods that are holistic and balance students' spiritual, moral, and intellectual aspects. This will help form a generation that has good character, noble morals, and is able to contribute positively to society. In the context of the modern era which is marked by technological advances and rapid social change, it is important to maintain the values and principles of Islamic education taught by Imam Al-Ghazali. Thus, Islamic education is not only a means of acquiring knowledge, but also a forum for forming individuals who believe, have noble character, and are able to face the challenges of the times wisely.

CONCLUSION

The results of this research underline the importance of the Islamic education methods taught by Imam Al-Ghazali in facing the challenges of the modern era. One of the main findings is that concepts such as at-Tarbiyah, at-Ta'lim, and at-Ta'dib have strong relevance in the educational context of the modern era. First, at-Tarbiyah highlights the importance of developing human potential as a whole, including physical, spiritual and intellectual aspects. In today's world of education, this kind of holistic understanding is very important to produce a generation that is not only intellectually intelligent but also has high spiritual and moral sensitivity. This means that educators need to design learning programs that not only focus on academics, but also on developing good character and values. Second, at-Ta'lim emphasizes the importance of transferring knowledge from teachers to students. However, in the current

information era, teaching methods must be dynamic and innovative, utilizing technology and digital resources to facilitate a more effective and interesting learning process for students. The integration of technology in learning is one aspect that needs to be considered so that education can continue to be relevant to current developments. Third, at-Ta'dib refers to cultivating good manners or manners. This highlights the importance of forming a complete character and personality, in accordance with Islamic values. In the complex and fast-paced context of the modern era, moral education is the key to forming individuals who are able to face social and moral challenges wisely. The implication of the results of this research is that Islamic education is not just about transferring religious knowledge, but also about forming quality individuals in various aspects of life. Educators need to continue to develop learning methods and strategies that combine Islamic values with technology and educational innovation to achieve holistic educational goals. Thus, the results of this research emphasize the importance of education based on religious values in facing the challenges and dynamic changes of the times.

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