Addressing contemporary ethical and moral issues through Islamic education

Molina Ibrahim 1, Shahidullah Islam 2, Okundaye Zohriah 3 and Menezes Azid 4
1,2,3,4 Faculty of Shariah and Law, Universitas Islam Sultan Sharif Ali, Brunei Darussalam

Abstract: This research aims to explore how Islamic education addresses contemporary ethical and moral issues and informs ethical discourse and practice in educational contexts. It covers topics like social justice, environmental ethics, and digital ethics, highlighting the unique contributions of Islamic teachings to ethical awareness, moral development, and social responsibility. Utilizing a systematic methodology, the review comprehensively examines literature from multiple databases, focusing on peer-reviewed articles that discuss the integration of Islamic ethics in education. Key findings include the emphasis on character development, community engagement, and the transformative potential of Islamic education in fostering a just and compassionate society. These insights offer valuable guidance for educators and policymakers to develop curricula and policies that effectively integrate Islamic ethics, promoting ethical education and moral outcomes within Islamic contexts.

Research Highlights:
• Integration of Islamic Ethics in Curriculum: Research underscores the successful integration of Islamic ethics into educational curricula, emphasizing character development and moral cultivation across various subject areas.
• Community Engagement and Collaboration: Studies highlight the importance of community engagement and collaboration in promoting ethical awareness and social responsibility among learners within Islamic educational settings.
• Transformative Potential of Islamic Education: The literature reveals the transformative potential of Islamic education in fostering a more just, compassionate, and ethically conscious society through the promotion of ethical awareness, moral development, and social responsibility.
• Implications for Educators and Policymakers: Findings provide actionable insights for educators and policymakers to develop innovative curriculum designs, pedagogical practices, and policy initiatives that promote ethical education within Islamic contexts, fostering a culture of integrity, compassion, and social responsibility among learners.

Article history
Submitted 11-02-2024
Revised 16-03-2024
Accepted 05-04-2024

Keywords
Community Engagement; Curriculum Integration; Ethical Development; Islamic Education; Moral Values.

© 2024 by author(s). Licensee Journal on Islamic Studies. This article is licensed under the term of the Creative Commons Attribution-NonCommercial 4.0 International License (CC BY-NC 4.0).

Corresponding Author:
Name: Molina Ibrahim
Email: molinaibra@unissa.edu.bn
INTRODUCTION

The range of current ethical and moral issues includes a wide variety of concerns that are crucial to the operation of modern society (Chowdhury, 2018; Robbins et al., 2022). These topics encompass various domains, illustrating the complex and interwoven nature of contemporary global difficulties (Thatcher et al., 2020). Social justice is a prominent field that centers around ensuring fair allocation of resources, opportunities, and privileges among all members of a society (Capeheart & Milovanovic, 2020; Wang, 2018). It focuses on addressing structural disparities based on race, gender, socioeconomic status, and other aspects of identity. Its goal is to promote equitable treatment and dismantle oppressive systems (Shim, 2021).

Environmental ethics is a significant field that emerges from the pressing necessity to confront the effects of human activities on the environment (Bauman & O’Brien, 2019; Bonnert, 2018; Peppoloni & Di Capua, 2021; Singh et al., 2019). This field examines the ethical connection between humans and the environment, with a focus on our obligations to protect ecosystems, address climate change, and promote sustainable development (Kopnina, 2018; Polasky et al., 2019). It inspires individuals and institutions to contemplate the sustainable well-being of the earth and the welfare of future generations while making decisions (Glasser, 2019; Vasconcellos Oliveira, 2021).

The field of digital ethics has become increasingly important due to the rapid progress of technology and its widespread impact on every aspect of life (Burr et al., 2020; Royakkers et al., 2018). This field of study explores the moral consequences of digital technologies, encompassing concerns related to the protection of personal information, safeguarding data from unauthorized access, bridging the gap between those who have access to technology and those who do not, and ensuring the ethical application of artificial intelligence. The text explores ethical dilemmas with the moral obligations of technology corporations, safeguarding individual rights in the digital realm, and the wider societal consequences of technological progress (Flyverbom et al., 2019). Collectively, these domains exemplify the intricate terrain of modern ethical and moral dilemmas, underscoring the necessity for comprehensive and diversified educational strategies that can empower individuals to adeptly navigate and tackle these challenges (Abulibdeh et al., 2024). The heritage of Islamic education, known for its extensive teachings on ethics and morals, provides distinct viewpoints and answers that can make a substantial contribution to this effort (Abulibdeh et al., 2024; Ilham, 2020).

Education is crucial in tackling current ethical and moral problems by promoting the growth of persons who possess both knowledge and strong ethical and moral principles (Chowdhury, 2018; Hansen, 2019; Pring, 2021). Education serves a broader goal than simply gaining academic knowledge (Altbach et al., 2019; Hirsch, 2019). It aims to foster the whole growth of individuals by providing them with the ability to think critically, make ethical decisions, and uphold moral ideals, which are essential for navigating intricate social environments (Banks, 2020; Barsky, 2019). By engaging in a comprehensive educational curriculum, students acquire the skills to identify and address important matters such as social justice, environmental sustainability, and digital ethics (Evans, 2019; Napal et al., 2020; Rieckmann, 2018). Education functions as a medium for introducing students to a wide range of viewpoints and promoting their participation in thoughtful discussions about moral and ethical challenges (Bersen et al., 2021).

Integrating ethics and morality into the curriculum guarantees that students comprehend the significance of fairness, reverence for the environment, and conscientious utilization of technology (Bosio, 2020; Faroji et al., 2024). It equips individuals with the necessary knowledge and understanding to make well-informed decisions that take into account the welfare of others and the wider consequences of their actions (Sass et al., 2020). Moreover, education fosters a sense of social obligation and civic responsibility, inspiring individuals to make meaningful contributions to their communities and the global society (Grant, 2018; Huda et al., 2018). Through the incorporation of ethical and moral growth into educational procedures, schools and institutions have the ability to foster a generation of conscientious and empathic leaders who possess the skills to effectively tackle and solve the urgent ethical dilemmas of our times.

The study of Islamic education is crucial for resolving modern ethical and moral challenges, since it provides a complete and deeply entrenched framework for ethical and moral instruction (El-Moslimany, 2018; Huda, 2021; R’boul, 2021). Islamic teachings embrace a comprehensive approach to the advancement of individuals, incorporating the development of their spirituality, morality, and intellect (Brooks & Ezzani, 2022; El-Moslimany, 2018; Lahmar, 2020; Machouche et al., 2019). The concepts drawn from the Qur’an and Hadith offer a strong basis for comprehending and dealing with various ethical challenges, encompassing
social justice, environmental stewardship, and digital ethics (Gulzar et al., 2021). Amidst the intricate difficulties of our world, Islamic education presents an enduring and all-encompassing system of principles that advocate for fairness, empathy, and reverence towards all forms of existence (Arar et al., 2023; Ghamraoui, 2018).

Islamic education places great importance on the cultivation of a virtuous character, known as 'akhlaq,' which is fundamental to individual and communal ethical principles (Bucar, 2018; K. Iqbal et al., 2018; Mainiyo & Sule, 2023; Shahidullah & Islam, 2022). The emphasis on character development is essential for cultivating persons who possess not just knowledge but also a strong sense of moral responsibility and dedication to the greater good (Coelho & Menezes, 2021; Damon et al., 2019). Islamic education fosters a strong sense of responsibility towards a superior moral power, motivating students to behave with honesty and actively pursue fairness in all part of their lives (Mainiyo & Sule, 2023; Masnunah et al., 2020). The examination of Islamic education is especially pertinent in countries characterized by multiculturalism and several religions, as it has the potential to cultivate mutual comprehension and esteem among heterogeneous populations (Novebri & Oktarina, 2021). Therefore, the extensive ethical teachings and focus on moral development in Islamic education make it an essential field of study for anyone aiming to effectively tackle present-day ethical and moral dilemmas (Khasawneh & Altakhaineh, 2020).

Islamic education provides distinct viewpoints that are firmly grounded in its all-encompassing ethical and moral structure, which is derived from the Qur'an and Hadith (Arif, 2020; Mårtensson & Vongraven Erikson, 2018). These sources offer counsel on various matters, with a focus on concepts such as justice, compassion, stewardship, and respect for all beings (Beekun & Badawi, 2005). An inherent characteristic of Islamic education is its comprehensive approach to the growth and advancement of individuals, encompassing their spiritual, intellectual, and moral aspects (Al Zeera, 2001; Bhat, 2019; Chowdhury, 2018; Tan & Ibrahim, 2017). This method guarantees that education encompasses more than just the acquisition of knowledge, but also the cultivation of a robust character and a profound sense of ethical accountability (Al Zeera, 2001; Bhat, 2019).

Islamic education emphasizes the principle of 'Tawhid' (the belief in the unity of God), which encourages a perception of harmony and interdependence in all elements of existence (Baidhawy, 2013; Fernández, 2023; Rahmatullah et al., 2022). This principle promotes a holistic perspective among students, urging them to see the interconnectedness of the world and comprehend the reciprocal relationship between human acts and their consequences on both society and the environment (Okundaye et al., 1999). Islamic teachings promote social justice by advocating for the just and equal treatment of all individuals, prioritizing the preservation of human dignity and the resolution of disparities (Azid et al., 2019; Reisch et al., 2013; Van Gorder, 2014). Islamic education emphasizes the responsibility of humanity as caretakers of the Earth, entrusted with the task of preserving and protecting it, within the context of environmental ethics (Hayat et al., 2023; Kula, 2001; Le Duc, 2023). Furthermore, the ethical use of technology and media is governed by principles that prioritize the welfare and entitlements of individuals, advocating for the conscientious and advantageous utilization of digital instruments (Elliott & Spence, 2017; Plaisance, 2013). Islamic education offers distinct viewpoints that offer useful insights and strategies for tackling present-day ethical and moral dilemmas, so contributing to the advancement of a fairer and more empathetic global society (Pring, 2019) (Balakrishnan, 2009).

The main goals of this research are to thoroughly examine how Islamic education deals with current ethical and moral dilemmas and to evaluate the efficacy of its methods in promoting ethical consciousness and moral accountability among students. The project seeks to investigate the precise impacts of Islamic educational principles in addressing pressing concerns such as social justice, environmental sustainability, and digital ethics. This research aims to discover the fundamental concepts and teaching methods present in Islamic education that promote ethical and moral growth, via the analysis of both theoretical and practical investigations. In addition, the research aims to assess the practical implications of these lessons in various educational environments, emphasizing effective models and practices. The primary goal is to identify deficiencies in the current implementation of Islamic education in addressing contemporary ethical dilemmas and suggest strategies for improving its effectiveness. The primary objective of this research is to offer significant insights to educators, policymakers, and researchers regarding the effective utilization of Islamic education in fostering a society that is more ethically and morally aware.
The research seeks to address many specific inquiries that explore the interaction between Islamic education and modern ethical and moral concerns. The study aims to examine how Islamic educational systems integrate ideas of social justice, environmental ethics, and digital ethics into their curricula. This entails investigating the degree to which Islamic teachings are incorporated into educational methodologies and their efficacy in fostering ethical conduct and moral deliberation among students. Furthermore, the study investigates the pedagogical techniques employed in Islamic education to impart these concepts, determining the most effective strategies for cultivating a profound comprehension and dedication to ethical ideals. Another crucial inquiry centers around the practical effects of Islamic education on students’ outlook and conduct concerning current ethical dilemmas, evaluating if they demonstrate an increased sense of moral duty and awareness of societal issues as a consequence. Furthermore, the research seeks to pinpoint any deficiencies or obstacles in the current implementation of Islamic educational principles in relation to contemporary ethical concerns, with the goal of offering suggestions for overcoming these deficiencies. Finally, it raises the subject of how Islamic education might be modified or improved to more effectively cater to the requirements of a diverse and ever-changing global society, guaranteeing its pertinence and efficacy in tackling the urgent moral and ethical challenges of our era.

**METHOD**

**Methodology**

In this study, an extensive search method was utilized to get a diverse selection of academic literature on Islamic education and current ethical and moral concerns (Chowdhury, 2018; Halstead, 2007; Leavy, 2022; Lukens-Bull, 2000). We used multiple respected academic databases to ensure comprehensive coverage of relevant studies. The search included databases such as Scopus, Web of Science, and JSTOR because they provide comprehensive collections of peer-reviewed articles in different fields. The databases were chosen for their strong indexing systems, enabling rapid retrieval of scholarly publications and research papers on Islamic education and ethics. In addition, we also consulted specialized databases such as ERIC (Education Resources Information Center) and the Directory of Open Access Journals (DOAJ) that specifically focus on Islamic studies and education. This was done to gather literature that is specifically related to Islamic educational practices and ethical teachings. The research aims to collect a wide variety of databases in order to obtain a comprehensive selection of relevant works that contribute to a nuanced understanding of the interaction between Islamic education and modern ethical and moral challenges. The selection of keywords and search queries for this research was done meticulously to guarantee the retrieval of pertinent literature on Islamic education and current ethical and moral concerns. The main keywords comprised “Islamic education,” “Islamic ethics,” “Islamic morality,” “Islamic values,” and “Islamic pedagogy.” The selection of these terms was made with the intention of encompassing material that is especially focused on the ideas, practices, and teachings of Islamic education. In addition, more comprehensive concepts such as “contemporary ethical issues,” “moral dilemmas,” “social justice,” “environmental ethics,” and “digital ethics” were incorporated to encompass a diverse array of ethical and moral concerns that are pertinent to contemporary society. Boolean operators, such as “AND,” “OR,” and “NOT,” were employed to merge and refine search queries, enabling accurate retrieval of pertinent literature. In addition, equivalent terms and different forms of keywords were incorporated to augment the thoroughness of the search. The chosen keywords and search parameters were intended to make it easier to find scholarly work that explores the connection between Islamic education and current ethical and moral concerns, taking into account various viewpoints and disciplinary contexts.

The inclusion criteria for this review were created to guarantee the selection of material that is of high quality and relevant, and that adds to a full knowledge of the relationship between Islamic education and modern ethical and moral challenges. Initially, priority was assigned to peer-reviewed publications that were published in recognized academic journals (Vernon et al., 2018). These articles undergo thorough peer-review processes to guarantee their academic integrity and authenticity. Furthermore, it was necessary for the studies to establish a distinct connection to Islamic education and ethics. This could be achieved either by directly focusing on Islamic educational concepts and practices or by analyzing current ethical dilemmas from an Islamic standpoint. This criterion is designed to narrow down the review to material that specifically examines how Islamic teachings influence ethical and moral discussions and actions in educational settings. In addition, studies that utilized rigorous research methodologies, such as
empirical research, theoretical analysis, or case studies, were given higher priority due to their greater potential to offer useful insights and contribute to the academic discussion on the subject. The evaluation intended to pick research that meet these criteria in order to provide rigorous and significant contributions to understanding the role of Islamic education in resolving modern ethical and moral concerns.

When determining the exclusion criteria for this review, we took into account many aspects to ensure that the literature selected is focused and of high quality (Fink, 2019; Furlan et al., 2009; Siddaway et al., 2019; Snyder, 2019; Yang et al., 2021). To ensure accessibility and comprehension for a wider audience, research that were not available in English were omitted. Excluding non-English subjects in academic discourse, due to the widespread usage of English as a lingua franca, has helped to ensure consistency and streamline the review process. In order to highlight scholarly rigor and dependability, non-academic sources such as opinion pieces, blog postings, and popular media stories were deliberately removed. Although these sources may provide significant insights, they frequently lack the rigorous methodology and peer-review procedure that are typical of academic writing. In order to maintain the relevance and emphasis of the study, works that did not directly examine the connection between Islamic education and current ethical and moral concerns were eliminated. The review intended to include high-quality, scholarly literature that adds significantly to understanding the role of Islamic education in addressing ethical concerns within educational environments by applying these exclusion criteria.

The data extraction technique from the chosen studies entailed a methodical and organized strategy to collect pertinent information for analysis and synthesis (Campbell et al., 2012; Schick-Makaroff et al., 2016). Initially, a standardized data extraction form was created, which clearly defined the essential characteristics and information to be obtained from each study. The variables encompassed several aspects, including the author(s), publication year, study aims, research methodology, major findings, and implications pertaining to Islamic education and modern ethical and moral concerns. Subsequently, each chosen study underwent a meticulous evaluation, and pertinent information was retrieved and documented in the extraction form. This process guaranteed uniformity and precision in obtaining relevant data across all investigations. In addition, any inconsistencies or ambiguities in the retrieved data were resolved by deliberation and agreement among the research team. The review aimed to collect comprehensive and reliable data from selected studies by following a systematic data extraction process. This facilitated a rigorous analysis of the literature and helped identify key themes and insights regarding the role of Islamic education in addressing contemporary ethical and moral challenges.

The data from the selected studies were analyzed and synthesized using a combination of thematic analysis and meta-synthesis techniques (Leary & Walker, 2018; Roslan et al., 2022; Vicens-Blanes et al., 2023). The researchers employed thematic analysis to discover recurring patterns, themes, and concepts in the collected data. The procedure entailed methodically encoding and classifying the data according to shared characteristics and distinctions, enabling the discovery of crucial themes pertaining to Islamic education and present-day ethical and moral concerns. In addition, meta-synthesis approaches were utilized to combine and consolidate findings from many studies, facilitating a comprehensive comprehension of the literature and the creation of novel insights and interpretations. The review utilized meta-synthesis to move beyond simple description and offer profound insights into the connections, inconsistencies, and consequences derived from the combined material. In addition, the analysis procedure utilized continuous comparison and reflexivity to guarantee the accuracy and dependability in interpreting the data. The review aimed to create a thorough and detailed synthesis of the literature by using thematic analysis and meta-synthesis techniques. This synthesis aimed to provide insights into the role of Islamic education in addressing current ethical and moral challenges. Additionally, the review aimed to generate practical recommendations for future research and practice.

Theoretical Framework.

Islamic Educational Philosophy.

Islamic education is based on fundamental concepts that prioritize comprehensive growth, ethical nurturing, and the pursuit of knowledge as a religious obligation (Ismail, 2016; Sahin, 2018). Islamic education is fundamentally based on the notion of ‘Tawhid,’ which is the belief in the unity of God (Hadi, 2019; Kounsar, 2016; Sanyoto et al., 2023). This principle serves as the basis for all aspects of learning and life. This principle emphasizes the interdependence of knowledge and spirituality, emphasizing the inescapable connection between religious teachings and worldly endeavors. In addition, Islamic education places great significance on ‘Tarbiyah,’ which refers to the comprehensive cultivation of persons' physical,
The core of Tarbiyah revolves around the development of a strong moral character ('Akhlāq'), which emphasizes virtues such as integrity, empathy, modesty, and fairness. Furthermore, Islamic education places significant importance on the acquisition of knowledge ('Ilm'), considering it as an ongoing process of exploration and contemplation. The Qur'an and Hadith are fundamental sources of knowledge, providing guidance to learners in their pursuit of truth and comprehension. Islamic education is to provide individuals with the necessary moral, intellectual, and spiritual tools to effectively face life’s difficulties and have a constructive impact on society. This is achieved through a blend of structured teaching, spiritual mentorship, and hands-on learning experiences.

The Qur'an and Hadith serve as the foundation for Islamic ethics and morality, offering a complete framework to guide human behavior and relationships (Ebrahimi, 2017; Halstead, 2007; Hashi, 2011). The core principle of Islamic ethics is the notion of 'Adl' (justice), which highlights the impartial and just treatment of every individual and the significance of safeguarding the rights of others (Karimov, 2017; Rahim, 2013). The Qur'an consistently commands believers to practice justice, even if it contradicts their personal interests, and to resist oppression and injustice (Khadduri, 1984). In addition, the notion of 'Ihsan' promotes Muslims to pursue moral excellence in all element of life, surpassing mere adherence to regulations and embodying characteristics such as kindness, charity, and integrity. 'Amanah', which refers to trustworthiness, is a crucial value that emphasizes the significance of completing one's obligations and duties with honesty and integrity. In addition, Islam places great importance on the virtue of compassion ('Rahmah') and the ability to understand and share the feelings of others, encouraging its followers to demonstrate benevolence and mercy towards all sentient beings. The importance of valuing the sacredness of life, the environment, and the rights of future generations is also highlighted, aligning with the overarching Islamic principle of stewardship ('Khalīfah').

Islamic teachings offer comprehensive guidance on ethical behavior in diverse aspects of life, encompassing family, commerce, governance, and social relationships (Uddin, 2003). The Islamic notion of 'Akhlāq' is a fundamental aspect of moral values, focusing on the development of good qualities such as patience, humility, gratitude, and forgiveness. The Prophet Muhammad (peace be upon him) is regarded as the paragon of ethical behavior, and his teachings and deeds serve as a blueprint for Muslims to imitate in their everyday existence (Fitzpatrick & Walker, 2014). In addition, Islam highlights the significance of purpose ('Niyyah') in ethical conduct, asserting that the genuineness and integrity of one's intentions are vital in assessing the moral worth of one's deeds.

Islamic teachings offer a comprehensive and intricate structure for ethical and moral behavior, highlighting principles like as fairness, superiority, reliability, empathy, and responsibility (Z. Iqbal & Mirakhor, 2017; Zaman et al., 2023). Through the adherence to these principles, Muslims want to live with honesty, virtue, and a sense of duty towards society, actively contributing to its improvement and their own spiritual development (Zaki & Samy, 2022).

**Contemporary Ethical Frameworks.**

Islamic ethical teachings and contemporary ethical theories such as utilitarianism and deontology offer distinct perspectives on moral conduct and decision-making, yet they also share certain commonalities and areas of convergence (Hasib, 2021; Toosi, 2019). Islamic ethics is grounded in divine revelation, with principles derived from the Qur'an and Hadith, whereas contemporary ethical theories often rely on secular reasoning and philosophical principles. One key point of contrast lies in their respective foundations: Islamic ethics is rooted in a theological framework that emphasizes the importance of divine commands and moral absolutes, while utilitarianism and deontology are grounded in secular reasoning and principles such as utility and duty.

Utilitarianism, for instance, evaluates the morality of actions based on their consequences, aiming to maximize overall happiness or utility (Sumner, 1996). In contrast, Islamic ethics emphasizes the importance of intention ('Niyyah') and the moral value of actions, regardless of their outcomes. While both approaches consider the well-being of individuals, Islamic ethics prioritizes the fulfillment of divine commands and the adherence to moral principles, even if they may not always lead to the greatest utility.

Similarly, deontological ethics, as espoused by thinkers like Immanuel Kant, focuses on moral duties and principles that are binding regardless of their consequences (Jamader, 2022). Islamic ethics shares this emphasis on moral duties ('Farā'id') and ethical principles derived from divine commands, but it also incorporates elements of consequentialism, particularly in cases where the greater good or harm is considered.
Despite these differences, there are areas of convergence between Islamic ethics and contemporary ethical theories (Miles, 2009). For example, both emphasize the importance of justice, fairness, and respect for human dignity. Additionally, they share a concern for the well-being of others and the importance of acting with integrity and sincerity. Moreover, Islamic ethics and contemporary ethical theories both recognize the complexity of moral decision-making and the need for careful deliberation and reflection.

While Islamic ethical teachings and contemporary ethical theories differ in their foundations and approaches to moral reasoning, they also share common values and concerns (Fadel, 2008). By engaging in dialogue and mutual understanding, practitioners of Islamic ethics and proponents of contemporary ethical theories can enrich their perspectives and contribute to the ongoing discourse on morality and ethical conduct (Chowdhury, 2018).

Areas of convergence and divergence between Islamic ethical teachings and contemporary ethical theories reveal both shared values and fundamental differences in their approaches to moral reasoning (March, 2011). Convergence is evident in their emphasis on foundational principles such as justice, compassion, and human dignity. Both Islamic ethics and contemporary theories recognize the intrinsic value of individuals and advocate for the fair treatment of all. Moreover, they share a concern for promoting the well-being of society and fostering virtuous character traits such as honesty, integrity, and empathy. Additionally, both perspectives acknowledge the importance of moral deliberation and reflection in decision-making processes, underscoring the complexity of ethical dilemmas and the need for thoughtful consideration of consequences.

Significant areas of divergence emerge in their philosophical underpinnings and methodological approaches (Kenny & Fourie, 2015). Islamic ethics, rooted in divine revelation and theological principles, emphasizes the importance of adherence to divine commands and moral absolutes derived from religious texts (Sachedina, 2022). In contrast, contemporary ethical theories such as utilitarianism and deontology are grounded in secular reasoning and philosophical principles such as utility, duty, and human autonomy. These theories prioritize different moral considerations, with utilitarianism focusing on maximizing overall happiness or utility and deontology emphasizing moral duties and principles that are binding regardless of consequences.

Divergence arises in their treatment of moral dilemmas and ethical decision-making. Islamic ethics often adopts a contextual and holistic approach to moral reasoning, considering the intentions (‘Niyyah’) behind actions and the broader societal implications (Abdullah, 2014; Koleva, 2016). In contrast, contemporary ethical theories tend to rely on abstract principles and moral rules, leading to potential conflicts when faced with complex real-world situations. Additionally, Islamic ethics incorporates elements of virtue ethics, emphasizing the cultivation of virtuous character traits as integral to moral development, while contemporary theories may prioritize rule-based or consequence-based approaches.

While Islamic ethical teachings and contemporary ethical theories share common values and concerns, they also diverge in their philosophical foundations, methodologies, and approaches to moral reasoning (Fadel, 2008; Fakhry, 1991). Recognizing both areas of convergence and divergence can enrich ethical discourse and foster greater understanding between different moral traditions, contributing to a more nuanced and inclusive approach to ethical inquiry.

RESULTS AND DISCUSSION

Analysis.

Overview of Included Studies.

The works included in the study demonstrate a wide range of characteristics, showcasing the extensive and comprehensive research on the connection between Islamic education and current ethical and moral concerns (Al Zeera, 2001; Kamal, 2017; Sahin, 2013; Tlaiss, 2015). The studies include a diverse range of geographies and circumstances, including mainly Muslim countries and Western civilizations with substantial Muslim communities. By adopting a global viewpoint, one can thoroughly analyze the implementation and modification of Islamic educational concepts across different cultural and socio-political contexts. The studies utilize a range of research methods, including qualitative, quantitative, and mixed-methods designs. Qualitative research frequently use techniques such as interviews, focus groups, and content analysis to investigate the experiences, beliefs, and attitudes of individuals in educational settings. Quantitative research can utilize surveys, questionnaires, and statistical analyses to assess the influence of Islamic education on ethical awareness, moral growth, and behavioral results. Mixed-methods
studies integrate qualitative and quantitative methodologies to achieve a comprehensive comprehension of the phenomena being studied. Sample sizes differ among studies, ranging from small-scale case studies with a restricted number of participants to extensive surveys or longitudinal studies with varied populations. Although there is variation, the studies collectively provide unique insights and views to the existing literature on Islamic education and ethics, emphasizing the complex character of this interdisciplinary field of study.

Themes and Patterns.

The literature on Islamic education highlights various recurring topics that pertain to its function in resolving ethical and moral difficulties, illustrating the complex nature of this discussion. A key issue is the prioritization of character development and moral nurturing in Islamic educational environments. Islamic education prioritizes the cultivation of noble character traits, including compassion, honesty, integrity, and humility. These qualities are considered crucial for promoting ethical conduct and establishing social unity. Moreover, numerous studies emphasize the significance of incorporating Islamic ethics into the curriculum across diverse topic areas, allowing students to cultivate a comprehensive comprehension of moral principles and their implementation in varied situations. This interdisciplinary method facilitates the incorporation of ethical lessons into various educational activities, such as storytelling, role-playing, and experiential learning, promoting a more profound involvement with moral concepts and ideals.

The research highlights the significance of educators and mentors in demonstrating ethical conduct and acting as moral role models for students (Narvaez & Lapsley, 2008; Sanderse, 2013). In Islamic educational environments, there is a strong emphasis on selecting and educating teachers who exemplify ethical ideals and show a dedication to ethical behavior while interacting with pupils and the wider community. Educators have a vital role in developing students' ethical awareness, moral reasoning, and character development by offering positive role models and creating supportive learning environments. Furthermore, numerous studies emphasize the significance of involving parents and community members in the educational process, acknowledging their position as main influencers of children's moral development. Coordinated endeavors including schools, families, and communities can strengthen the imparting of ethical principles and values, fostering uniformity and logical progression in kids' moral development.

The literature emphasizes the necessity of tackling current ethical dilemmas in the realm of Islamic education, encompassing topics such as social justice, environmental sustainability, and digital ethics (Mohamed, 2012). Islamic teachings provide essential insights and concepts for dealing with these intricate matters, promoting individuals to uphold values of justice, equality, and responsible management in their dealings with others and the environment. By including conversations on current ethical quandaries into the educational program, Islamic education can provide students with the necessary knowledge, abilities, and moral frameworks to analyze social problems critically and make constructive contributions to society. In summary, these recurring themes highlight the comprehensive and profound impact of Islamic education on individuals' moral awareness and the promotion of a fair and empathetic community.

Various studies explore the topics of ethical and moral dilemmas in Islamic education using different approaches, reflecting the diverse perspectives and methodology within the discipline (Ashaari et al., 2012; Chowdhury, 2018). Several studies concentrate on qualitative investigations, utilizing techniques like as interviews, focus groups, and observations to examine individuals' actual experiences and perspectives on ethical and moral growth within Islamic educational settings. These studies frequently emphasize the influence of Islamic teachings, curriculum material, and pedagogical practices on the development of students' ethical awareness, moral reasoning, and character building. In addition, they may analyze the impact of cultural, social, and institutional aspects on the implementation and efficacy of ethical education efforts.

Other studies utilize quantitative research methodologies to evaluate the influence of Islamic education on ethical attitudes, behaviors, and outcomes. Surveys, questionnaires, and standardized tests are frequently employed to quantify factors such as moral reasoning capacity, empathy, prosocial conduct, and ethical decision-making aptitude in students attending Islamic schools or educational programs. These studies frequently utilize statistical analysis to find correlations, predictors, and trends in ethical development. They provide empirical data to support the success of particular interventions or approaches.
Certain studies adopt a comparative or cross-cultural methodology to investigate the intersection or divergence between Islamic educational practices and ethical teachings, and secular or non-Islamic educational frameworks. These studies analyze various educational systems, curricular models, and teaching methods to understand the distinct strengths and difficulties of Islamic education in dealing with current ethical and moral dilemmas in different cultural and socio-political settings.

The various methodologies utilized by different studies contribute to a comprehensive comprehension of how Islamic education addresses ethical and moral concerns from multiple perspectives. These studies contribute to the academic discussion on how Islamic education promotes ethical awareness, moral development, and social responsibility among learners. They use various qualitative and quantitative research methods and depend on different theoretical frameworks to do this.

**Case Studies and Examples.**

Various case studies and examples from the literature demonstrate the successful incorporation of Islamic ethics in educational environments, presenting a range of methods and tactics for fostering ethical consciousness and moral growth among students. An exemplary instance arises from a research conducted in a nation with a majority of Muslim population, where an Islamic educational institution introduced a thorough character education program based on Islamic principles. The curriculum integrated daily thoughts, moral narratives from Islamic tradition, and practical learning exercises to foster characteristics such as compassion, honesty, and humility among pupils. By adopting this comprehensive strategy, the school documented favorable results, such as better conduct, heightened ethical reasoning abilities, and more unity within the student body.

One further case study examines a multicultural Islamic school in a Western setting, where teachers incorporated Islamic ideals into the curriculum through interdisciplinary projects and service-learning programs. Students participated in cooperative projects that tackled current ethical dilemmas, such as homelessness, environmental sustainability, and social justice, through the lens of Islamic principles. Through the integration of classroom instruction with practical problems, students acquired a more profound comprehension of ethical principles and their implementation in various situations. Additionally, the school cultivated an environment that embraced and valued diversity, encouraging open discussions and thoughtful examination of ethical principles from various cultural perspectives.

Moreover, a case study carried out in an Islamic higher education institution examined the incorporation of Islamic principles into professional education programs, including medical, law, and business. Teachers integrated ethical principles derived from Islamic sources into the curriculum, with a focus on the moral obligations of professionals towards patients, clients, and society as a whole. By engaging in case-based discussions, role-playing exercises, and ethical dilemmas, students acquired ethical decision-making abilities and a heightened consciousness of their moral responsibilities in their specific areas of study. Graduates from these seminars expressed a heightened sense of preparedness in dealing with ethical dilemmas and upholding Islamic principles in their professional endeavors.

These case studies showcase the successful incorporation of Islamic ethics in educational environments, illustrating how Islamic teachings can be creatively and contextually utilized to promote ethical consciousness, moral growth, and social accountability among students. These examples provide significant insights for educators and policymakers who want to promote ethical education within Islamic contexts by demonstrating various ways and strategies.

**Discussion.**

**Key Findings.**

The review comprehensively analyzed a large body of literature on the role of Islamic education in addressing current ethical and moral concerns (Halstead, 2007; Niyozov & Memon, 2011; Sahin, 2018; Waghid, 2016). It utilized a wide range of views and approaches to accomplish its goals. The assessment initially emphasized the fundamental principles of Islamic education, which prioritize the comprehensive development of individuals by integrating spiritual, moral, and intellectual aspects. This foundation provided a framework to analyze how Islamic education tackles important ethical issues such as social justice, environmental sustainability, and digital ethics. The review employed thematic analysis and meta-synthesis to identify recurring themes in the literature. These themes include the significance of character development, the incorporation of Islamic ethics in the curriculum, and the crucial role of educators, families, and communities in the educational process. The results emphasized the profound impact of
Islamic education in molding individuals' moral awareness and promoting a fairer and more empathetic society. The review synthesized the key findings and connected them to the aims stated in the introduction, offering significant insights for educators, policymakers, and researchers who aim to successfully utilize Islamic education in addressing present-day ethical and moral difficulties.

Implications for Islamic Education.

The review provided clear and practical guidance for educators and curriculum creators who want to effectively incorporate Islamic principles into educational environments. Firstly, educators can utilize the fundamental concepts of Islamic education, such as the focus on character development and moral cultivation, to create curriculum content and teaching methods that promote ethical awareness and moral reasoning in students. By integrating Islamic teachings into different academic disciplines and extracurricular pursuits, educators can offer students the chance to analyze ethical concepts and principles in practical situations. In addition, curriculum developers can cooperate with educators to provide resources and instructional materials that are in line with Islamic beliefs and encourage ethical behavior in various educational environments.

The review emphasized the significance of establishing nurturing learning settings that strengthen moral principles and foster constructive social exchanges among students. Teachers have the ability to create rules and regular practices in the classroom that prioritize equality, understanding, and shared admiration, promoting an environment that is welcoming to all and encourages ethical behavior. Furthermore, educators can act as moral role models for students by exemplifying ethical behavior and displaying a dedication to ethical conduct in their interactions with students and colleagues. By exemplifying Islamic virtues such as honesty, integrity, and compassion, instructors can motivate pupils to imitate these qualities in their own lives.

The evaluation emphasized the importance of including families and communities in the educational process to strengthen ethical teachings and values. Educators have the opportunity to engage in collaboration with parents, religious leaders, and community organizations to foster discourse and establish partnerships focused on ethical education projects. Through the inclusion of families and communities in decision-making processes and educational activities, educators can establish a collective feeling of responsibility for the moral development of students and foster a supportive network of moral reinforcement outside the confines of the classroom.

The evaluation provides educators and curriculum makers with practical suggestions on how to effectively and enduringly incorporate Islamic ethics into educational environments. Through the integration of curriculum development, pedagogical innovation, and community participation, educators may harness the transformative power of Islamic education to cultivate ethical consciousness, foster moral growth, and instill a sense of social duty in students.

To incorporate Islamic ethical teachings into modern educational practices, a comprehensive method is needed that combines concepts from Islamic tradition with creative pedagogical strategies. Initially, educators have the ability to integrate Islamic ethics into the curriculum by including pertinent themes, narratives, and teachings from Islamic sources into lesson plans and instructional materials across different subject areas. Through the integration of ethical concepts into Islamic narratives and traditions, educators can enhance students' comprehension of the moral aspects of their education and enable them to effectively apply ethical principles in various situations.

Teachers can integrate experiential learning opportunities that enable students to directly confront ethical difficulties and real-world problems from an Islamic standpoint. This may entail engaging in service-learning projects, community service activities, and simulations that challenge students to confront moral dilemmas and employ ethical reasoning in real-life scenarios. Through the integration of classroom instruction and real-life encounters, educators may cultivate a more profound recognition of the moral aspects of societal, ecological, and worldwide concerns, motivating students to emerge as principled leaders and catalysts for constructive transformation.

Technology can be utilized to improve the incorporation of Islamic ethics into educational processes by using digital resources, multimedia presentations, and online learning platforms. Teachers have the ability to gather and organize digital collections of Islamic books, lectures, and multimedia tools that delve into ethical topics and teachings from many viewpoints. Moreover, online discussion forums and collaboration tools can enhance dialogue and contemplation on ethical matters among students, enabling the sharing of ideas and viewpoints in virtual learning environments.
Professional development opportunities and training programs can assist educators in skillfully integrating Islamic ideals into their teaching practices. Workshops, seminars, and mentoring efforts can equip educators with the necessary knowledge, skills, and resources to incorporate Islamic ethics into curriculum design, teaching practices, and assessment procedures. Furthermore, collaborative networks and communities of practice can provide educators with a forum to share exemplary methods, exchange ideas, and collaborate on creative ways to ethical teaching within Islamic contexts.

**Challenges and Limitations.**

The reviewed studies shed light on several challenges and limitations in incorporating Islamic ethical teachings into contemporary educational practices. One prominent challenge is the diversity of interpretations and perspectives within the Islamic tradition, which can lead to differences in how ethical principles are understood and applied in educational settings. Educators may encounter difficulties navigating these variations and reconciling conflicting interpretations, particularly in multicultural or pluralistic contexts where students come from diverse religious backgrounds. Moreover, the lack of standardized frameworks and assessment tools for measuring ethical development within Islamic education presents challenges for evaluating the effectiveness of ethical education initiatives and assessing students' moral growth over time. Additionally, the availability of resources and support for educators seeking to integrate Islamic ethics into their teaching practices may vary across different educational contexts, posing barriers to implementation and sustainability. Furthermore, educators may face resistance or skepticism from stakeholders who question the relevance or appropriateness of incorporating religious teachings into secular educational settings, raising concerns about issues of neutrality, inclusivity, and religious freedom. Despite these challenges, the reviewed studies also highlight opportunities for addressing these limitations through collaborative efforts, interdisciplinary dialogue, and innovative approaches to ethical education that promote understanding, respect, and pluralism within diverse educational communities.

Future research in the field of Islamic education and ethics can build upon the findings and insights from the reviewed studies to address existing gaps and advance scholarly understanding in several key areas. Firstly, there is a need for longitudinal studies that examine the long-term impact of Islamic education on students' ethical awareness, moral development, and behavioral outcomes. By tracking students' ethical growth over time, researchers can gain deeper insights into the sustained effects of ethical education initiatives and identify factors that contribute to positive moral outcomes in the long run. Additionally, comparative studies that explore variations in ethical education practices across different cultural, religious, and educational contexts can provide valuable insights into the cultural specificity and universal principles of Islamic ethics. Moreover, interdisciplinary research that integrates insights from fields such as psychology, sociology, and anthropology can enrich our understanding of the psychological mechanisms, social processes, and cultural factors that shape ethical development within Islamic educational settings. Furthermore, there is a need for research that examines the role of technology in facilitating ethical education within Islamic contexts, exploring how digital resources, online platforms, and virtual learning environments can enhance the accessibility, effectiveness, and scalability of ethical education initiatives. Additionally, research that examines the role of educators, families, and communities in promoting ethical values and moral development among students can provide valuable insights into the collaborative efforts needed to support ethical education within Islamic educational settings. Overall, future research that addresses these areas can contribute to a deeper understanding of the role of Islamic education in fostering ethical awareness, moral development, and social responsibility among learners, thereby enriching educational practices and promoting positive societal change.

**CONCLUSION**

In recapitulating the main findings of the review, it becomes evident that Islamic education plays a crucial role in addressing contemporary ethical and moral issues, offering a comprehensive framework grounded in Islamic principles and values. Through thematic analysis and meta-synthesis, the review identified common themes such as character development, curriculum integration, and community engagement as key factors in promoting ethical awareness and moral development within Islamic educational settings. Furthermore, the review highlighted the transformative potential of Islamic education in fostering a more just, compassionate, and ethically conscious society. The significance of these findings lies in their implications for educators, policymakers, and scholars seeking to leverage Islamic education to address
pressing ethical challenges and promote positive social change. By integrating Islamic ethics into educational practices, educators can nurture ethical awareness, moral reasoning, and social responsibility among learners, fostering a culture of integrity, compassion, and respect within diverse educational communities. Moreover, the review underscores the importance of collaborative efforts between educators, families, and communities to support ethical education initiatives and create supportive learning environments that reinforce ethical values and promote positive moral outcomes. Overall, the main findings of the review highlight the critical role of Islamic education in shaping individuals' ethical consciousness and contributing to the cultivation of a more ethical, just, and harmonious society.

For educators, policymakers, and researchers seeking to translate the findings of the review into actionable recommendations, several key strategies emerge. Firstly, educators can prioritize the integration of Islamic ethics into the curriculum across various subject areas, employing interdisciplinary approaches that contextualize ethical teachings within real-world issues and experiences. Additionally, educators can leverage experiential learning opportunities, service-learning projects, and digital resources to engage students in critical reflection and dialogue on ethical issues from an Islamic perspective. Moreover, policymakers can support ethical education initiatives within Islamic educational settings by providing resources, professional development opportunities, and policy guidance that promote the integration of Islamic ethics into educational practices. Furthermore, researchers can conduct longitudinal studies, comparative analyses, and interdisciplinary inquiries that advance scholarly understanding of the role of Islamic education in fostering ethical awareness, moral development, and social responsibility among learners. By collaborating across disciplinary boundaries and engaging stakeholders in dialogue and partnership, educators, policymakers, and researchers can work together to promote ethical education within Islamic contexts and contribute to the cultivation of a more ethical, just, and inclusive society.

Reflecting on the overall impact of Islamic education in addressing contemporary ethical and moral issues reveals a multifaceted landscape shaped by diverse perspectives, practices, and challenges. Islamic education serves as a catalyst for ethical awareness and moral development, offering a comprehensive framework grounded in Islamic principles and values. Through character development, curriculum integration, and community engagement, Islamic education fosters a culture of integrity, compassion, and social responsibility within educational settings. However, the impact of Islamic education is not without its challenges, including variations in interpretation, resource constraints, and cultural sensitivities. Despite these challenges, Islamic education continues to play a vital role in shaping individuals' ethical consciousness and contributing to the cultivation of a more ethical, just, and harmonious society. By leveraging the transformative potential of Islamic ethics and fostering collaborative partnerships between educators, policymakers, and researchers, Islamic education can continue to serve as a catalyst for positive social change and ethical development in the years to come.

AUTHORS’ DECLARATION

Authors’ Contributions and Responsibilities
All authors have important tasks, we research with their respective tasks starting from collecting literature, summarizing perception equations, writing, drafting articles to making revisions from editors and reviewers.

Competing Interests
The author has no conflicts of interest with editors, publishers, and even fellow authors, so there is no competition that causes this writing to be constrained.

REFERENCES


Addressing contemporary ethical and moral issues through islamic education (Molina Ibrahim, et al)


Koleva, P. M. (2016). Impact of Islam on socially responsible and ethical behaviour in Middle Eastern organisations.


Sahin, A. (2018). Critical issues in Islamic education studies: Rethinking Islamic and Western liberal secular values of


