

THE ROLE OF ISLAMIC EDUCATION IN THE CHARACTER BUILDING OF SCHOOL GOING CHILDREN

Abdul Sattar, Muhammad Atif Aftab

Faculty of Humanities & Social Sciences, Hamdard University, Karachi,
PAKISTAN.

abs.sattar67@gmail.com

ABSTRACT

The study was taken place in order to find how Islamic education helps in shaping character building among school going children, For this study, quantitative research methodology is used where survey method is used to collect data. the population includes all the school going children in Karachi. Sample includes all the students studying at ten public schools of Karachi. 100 respondents are selected from grade 9-10 through random sampling. Questionnaire was designed and validated. The results show that Islamic education help in shaping positive attitude and character building among students. All the moral grooming among children and instilling of values are integrated in Islamic education. Students are highly satisfied with the course as well. It is suggested that Islamic education should be promoted at all the levels. It is also suggested that more incentive and scholarships should be provided to students who want to embark upon higher education in Islamic studies.

Keywords: Islamic Education, Character Building, School, Children

INTRODUCTION

Islam is the only religion in the world, which makes it mandatory for its followers to obtain education. Not only this, it prompts its believers to scale long distances and visit far off places, in search of knowledge. Seeking wisdom and attaining scholarship is a virtuous act, which guarantees rewards in this world and the world hereafter.

Islam has its own philosophy of education and has evolved a perfect educational system for all times to come. Holy Prophet, himself was the first great teacher of faith, logic, and science, He trained a whole generation of perfect teachers, who in turn taught the coming generations and thus the torch of light passed on. Islamic Education is not confined to theology alone. It covers all sciences and all subjects including medicine. Infact, Holy Quran is a comprehensive book of knowledge and treasure of wisdom, in its own right (Ahmad, 2004).

Islamic Education is an effort to know everything related to the religion of Islam. In other words, Islamic Education is a conscious and systematic effort to understand Islam comprehensively and discuss lock, stock and barrel about Islamic religion and whatever is related to it such as its teaching, history, daily practices, etc.

Today, the Muslims are acquiring good ideas, thoughts, knowledge, and skills, from all corners of the world. The world is moving very fast, and in this industrialize world, It is the duty of the teachers to give quality ethical integrated education to the Muslim students worldwide, because children are invaluable assets of future generations. Like every education, Islamic education too bears an ancient history. Islam has, from its inception, placed a high premium on education and has enjoyed a long and rich intellectual tradition.

Islamic Education aimed at moral preparation of the child so that he/ she can become a good individual to the society. Douglas and Shaikh (2004) reported that through ethical and moral teaching, an educated person would act in a socially responsible manner, acquire the social graces of civilized life, and would partake of and contribute to the sum of skill and knowledge according to their time.

The greatest objective of education is to prepare the young generation for leadership. Islamic education is of course has the highest objective, and more than that can hardly be imagined. The aim of Islamic education is Character building. Growth and development of an Islamic personality should be the final goal of any Islamic School. Islamic values are the foundation of the Islamic personality. As Muslims our educational aim is to develop the personalities of our children to the end that they will be conscious of their responsibility to God (the Creator) and to fellow humans.

Thus, Islamic education is the best source to mould the character of children. This education helps them to keep balance in their life and to lead their lives according to the principles of Quran and Sunnah.

Importance of Ethics and Character Building

According to (Stone & Ann, 1997, p.22), “Children learn a repertoire of behaviors that when repeated become habits, which in turn facilitate the formation of good character”.

Pearson & Nicholson (2000), feel that there are three interconnected areas that represent good character: self, others, and the community. With their own actual self, students can look at self-discipline, responsibility, trustworthiness, courage and self-discipline. Character traits such as: honesty, respect, empathy, kindness, and caring play into effect with students who have relationships with classmates, teachers, friends and family.

Ethical Education is one of the first and foremost objectives of all religions including the religion of Islam. Besides its ethical and moral teachings that are meant to provide man with a sound and perfect belief system, Islam offers man both a theoretical and a practical program for education and moral training and fresh interpretations of these teachings can prove to be very beneficial for the present day human society.

The impact of Islamic education on the individual and society is far reaching. In Islam the individual who received a solid Islamic education, is a person whose character and frame of mind was moulded and set in a form harmonious with the general direction of the Islamic envisagement as regards the nature and direction of life.

He is helped to develop his soul through a medium of Islamic education which exposes him to the light of Allah. As a result the whole of his life is transformed. As to the impact of Islamic Education on society, it shall help to realize such social values as justice, equality, social peace and freedom for the various groups within the broad framework of Islam. Thus the individual in Islam is taught to be just in his relation with all people and even with animals and things.

Douglas and Shaikh (2004) reported that through ethical and moral teaching, an educated person would act in a socially responsible manner, acquire the social graces of civilized life, and would partake of and contribute to the sum of skill and knowledge according to their time.

Education should aim at the balanced growth of the total personality of man through training of the human spirit, intellect, rational self, feelings and senses. The training imparted to a Muslim must be such that faith is infused into the whole of his/her personality and creates in him/her an emotional attachment to Islam and enables him to follow the Qur'an and Sunnah

and be governed by Islamic system of values willingly and joyfully so that he/she may proceed to the realization of his/her status as Khalifatullah to whom God has promised the authority of the universe.

Importance of Islamic Education at School Level in Pakistan

Pakistan is an Islamic State. According to the constitution of Pakistan 1973, Islamiat education is made compulsory for all the Muslims.

Islamic Education is one of the best systems of education, which makes an ethical groomed person with all the qualities, which he/she should have as a human being. The Western world has created the wrong image of Islam in the world. They don't know that our teachings are directly given to us from Allah, who is the creator of this world, through our Prophets.

The vast majority of Muslims think that Islamic education means acquiring Islamic religious knowledge-study of Qur'an, Arabic, Hadith, Sunnah, Seerah, Fiqh, Islamic history, and allied subjects. As a matter of fact, in the present world broadly speaking we have two types of Muslims. Those who have followed the Western type of education or secular education and those who have acquired Deeni or Islamic education.

Islamic education is truly important to groom children in a much ethical way. A happy home, comfort, care and love, providing the necessities of life and a good education are some of the responsibilities that parents are required to fulfill.

Prophet Muhammad (Peace be upon him) said whoever is not kind to young people is not one of us and the best teaching that a parent can give a child is the teaching of good manners and character. The Muslim child absorbs the Islamic values from its parents, teachers, peers, friends and the environment, including the care-givers. Nip it in the bud is the best advice. Otherwise once the Muslim child develops undesirable habits and unethical values, it becomes extremely difficult to make the child into a good Muslim/Muslimah.

As the children grow the teachers, community elders, their friends exert deep influence on the character of the child. Audio-Visual media such as TV, Video, video games, Movies, peer pressure could play an effective role in erasing the Islamic personality the parents are building and deeply influence the behavior of the children for years.

It takes constant and continuous effort on the part of the parents and others to keep our youth on the path of Islamic values by promoting Islamic education and by entering their child into such schools, where Islamic education is imparted to their children. Character education, promotion of order and discipline and ending the culture of guns and drugs from schools are the important steps of Islamic education. Islamic education opens the door of college education for every Muslim.

PURPOSE OF THE STUDY

General

1. To study the back ground and objectives of Islamic education.
2. To study the role of schools in imparting Islamic education.
3. To realize the importance of Islamic Education in the character building of school going children.

Specific

More specifically, the study will address the following:

1. To evaluate how effectively Schools at secondary level succeeded in achieving the goal of imparting Islamic education in Pakistan.

2. To study the impact of Islamic Education in the lives of children.
3. To compare the lifestyles of the children acquiring Islamic Education and those who are not.

RESEARCH DESIGN

The strategy of the study is survey research. The focus of the research is on collecting information through efficient and reliable resources. The survey research was selected for the study because it is possible to collect data from large or small populations. The data is gathered through questionnaire and interview in this research.

The population of the study consisted of all Schools, who are currently working in Karachi. Sample of the study is adopted randomly from the population. The total size of the sample was 200. The total sample was divided in the following pattern: 100 schools going children from class 9- 10 of 5 public and 5 private schools filled questionnaire and were interviewed out of all the schools running in Karachi. The data was collected through designed researches instrument e.g questionnaires and interviews schedule.

DATA ANALYSIS

The collected data is presented and analysed in following:

Item	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	I like Islamic Education	88	12	0	0	0
2	Islamic Education has provided me ethical training	62	38	0	0	0
3	Islamic education refrain me from bad habits	84	16	0	0	0
4	I find it inspiring to listen to the Qur'ān	72	25	3	0	0
5	Attending the Mosque is not important to me	0	3	3	14	80
6	I believe that Allah/God listens to prayers/duā'	98	2	0	0	0
7	Islamic education course is outdated	0	6	4	30	60
8	I love to follow the life/sunnah of the Prophet	92	18	0	0	0
9	I believe honesty is always good regardless of the consequences	57	34	9	0	0
10	My freedom should not conflict with others' freedom	24	46	14	10	6
11	I respect all the religions	39	54	5	2	0
12	Tolerance is necessary to promote peace	63	29	8	0	0
13	I don't feel pain when moral crimes increase in society	1	8	5	14	72
14	I avoid friendship with people who smoke	37	28	18	11	6
15	I do not like to follow the advice given by the elderly	2	5	6	24	63
16	I do not hide my mistake if I knew it would hurt me	23	47	6	3	21

RESULTS

Based on analysis of the data, the results are:

1. Majority of the respondents strongly agreed that they like Islamic education.
2. Majority of the respondents strongly agreed that Islamic education provided them ethical training.
3. Majority of the respondents strongly agreed that Islamic education refrain them from bad habits.
4. Majority of the respondents strongly agreed that they find it inspiring to listen to Quran
5. Majority of the respondents strongly disagreed that attending mosque is not important for them.
6. Majority of the respondents strong agreed that they believe that Allah listen their prayers.
7. Majority of the respondents strongly disagreed that Islamic education course is outdated.
8. Majority of the respondents strongly agreed that they love to follow Sunnah/life of Prophet Muhammad.
9. Majority of the respondents strongly agreed that they believe in honesty.
10. Majority of the respondents agreed that his freedom should not conflict with others freedom.
11. Majority of the respondents agreed that they respect all the religion however few respondents showed neutral or disagreed statement regarding it.
12. Majority of the respondents strongly agreed that tolerance is necessary for promoting peace.
13. Majority of the respondents strongly disagree that they don't feel pain when moral crimes increase in society.
14. Majority of the respondents strongly agreed that they dislike friendship with those who smoke but a good number of respondents also make friends who smoke.
15. Majority of the respondents strongly disagreed that they don't follow the advice of elderly.
16. Majority of the respondents agreed that they do not hide mistake if they know who hurt them.

DISCUSSION

The study was undertaken in order to find how important it is to promote Islamic education among children of school going. The study is summarize as given as the most important baseline study which shares that although students have positive attitude towards Islamic education; however with regard to policy makers, this issue must be resolved and more attention must be paid to improvise the curricula with more contextual resources.

From the tables it can be seen that students are highly I touch with Islamic education which has helped to inculcate moral values among children. It is also shown from the tables that Islamic education and attachment to cultural and religious value among children is due to the essence of Islamic education. Further, it can also be stated that good habit and moral values are instilled among children due to Islamic education. It is evident that Islamic education is crucial for the moral and ethical grooming of children which will certainly help them to have

positive attitude towards human values in the near future as well. These values will sustain and will prepare them towards productive well being.

CONCLUSION

It is concluded that Islamic education is a very important subject which should be taught at all the levels. It can prevent children from negative attitude and can help them promoting social value and religious values.

RECOMMENDATION

Teachings of Qura'an and Sunnah are the keys to success throughout their lives. If they are inculcated in their minds at the very early stages of their life, they may definitely take advantage of those teachings to solve the problems come their way. They will be confident and graceful too once they follow the Islamic teachings. It is recommended to promote Islamic education at all the levels to inculcate human values among students.

REFERENCES

- [1]. Ahmad, S. (2004). *Islamic Education*. Anmol Publication Pvt. Ltd.
- [2]. Douglass, S., & Shaikh, M. (2004). Defining Islamic Education: Differentiation and Applications. *Current Issues in Comparative Education*, 7(1)
- [3]. Pearson, Q., & Nicholson, J. (2000). Comprehensive character education in the elementary school: Strategies for administrators, teachers, and counselors. *Journal of Humanistic Counseling, Education & Development*, 38, 243.
- [4]. Stone, C., & Ann. D. (1997). School Counselors Sowing the Seeds of Character Education Retrieved from <https://www.questia.com/library/journal/1P3-32723572/school-counselors-sowing-the-seeds-of-character-education>

BIBLIOGRAPHY

- [1]. Ahmad, S. (2004). *Islamic Education*. Anmol Publication Pvt. Ltd.
- [2]. Meijer, W.A. (2009). *Tradition and Future of Islamic Education*. Waxmann Verlag.
- [3]. Bagheri, K. (2001). *Islamic Education*. Uk: Alhoda Publication.
- [4]. Islamic Cultural Centre. (2005). *Islamic quarterly, Volumes 49-50*. Islamic Cultural Centre (London, England)
- [5]. Taher, M. (1997). *Encyclopaedic survey of Islamic culture, Volume 10*. Anmol Publications Pvt. Ltd.
- [6]. Hefner, R.W., & Zaman, M. (2007). *Schooling Islam: the culture and politics of modern Muslim education*. Princeton University Press.
- [7]. Dowson, M., & Devenish S. (2010). *Religion and Spirituality*. IAP.
- [8]. IAP. (2008). *Journal of Research in Character Education, Volume 6, Issue 1*. IAP.
- [9]. Minow, M., & Richard, A. (2008). *Just schools: pursuing equality in societies of difference*. Russell Sage Foundation.
- [10]. Ibrahim, B. (2006). *Education of Muslim Children - Challenges and Opportunities*. Islam for Today Publications.

- [11]. Mustafa, K. (1999). *Moral Building through Islamic Education*. Iqra Publication.
- [12]. Morrow, V. Richards, M. (1996) '*The ethics of social research with children: an overview*', *Children and Society*. SAGE Publications.
- [13]. Nucc, N. (1997). *Moral Development and Character Formation*. University of Illinois at Chicago In Walberg, H. J. & Haertel, G. D. (1997). *Psychology and educational practice*. Berkeley: MacCarchan. p. 127-157.
- [14]. Siddiqui, S. (October 12, 2009). *Apartheid In Education*. Karachi: Dawn Newspaper. p 15.
- [15]. Attas, S. (1980). *The Concept of Education in Islam*. Extracted from the keynote address delivered by Professor Naquib al-Attas at the "First World Conference on Muslim Education" held in Makkatul MucaÀÀamah in March 1977.
- [16]. UNICEF. *Introduction*. Retrieved, March 12, 2011, from <http://www.unicef.org/education/>
- [17]. Importance of Education Human Rights. *Retrieved, March 14, 2011, from* <http://mshrc.maharashtra.gov.in/Article/upload/ImportanceofEducationArtcile.pdf>
- [18]. Reagan, T. (2005). *Non-Western educational traditions: indigenous approaches to educational thought and practice*. Routledge. p.236