

## IMAM SHAFI'I'S EDUCATIONAL THOUGHT AND ITS IMPLICATIONS FOR CONTEMPORARY ISLAMIC EDUCATION

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### Abstract

*This study discusses the educational thought of Imam Shafi'i, exploring the fundamental concepts he offered and analyzing their implications for contemporary Islamic education. The research employs a qualitative approach with a literature review method. Imam Shafi'i emphasized the importance of a curriculum that fosters noble character, beneficial knowledge, and the integration of knowledge with faith. He stressed the need for educators to possess total commitment and integrity, for students to respect their teachers, and for a supportive environment for the educational process. He also advocated for a systematic approach to understanding the Qur'an and Hadith, as well as the development of intellectual and ethical capacities. The implications of these thoughts include the importance of a curriculum based on authentic sources that are relevant to the needs of the times and the role of educators as role models in ethics and morality. The relevance of Imam Shafi'i's thought in addressing the challenges of Islamic education in the modern era and globalization lies in his systematic approach, which can be adapted to modern educational technology, as well as his emphasis on the integration of knowledge and religion, character building, and the balance between worldly and spiritual knowledge. This abstract demonstrates that Imam Shafi'i's educational thought remains relevant and provides a strong foundation for the development of Islamic education amidst global dynamics.*

**Keywords:** *Contemporary; Imam Shafi'i; Implications; Islamic Education*

## Abstrak

*Penelitian ini membahas pemikiran pendidikan Imam Syafi'i, mengeksplorasi konsep-konsep fundamental yang ditawarkannya dan menganalisis implikasinya terhadap pendidikan Islam kontemporer. Penelitian ini menggunakan pendekatan kualitatif dengan metode tinjauan literatur. Imam Syafi'i menekankan pentingnya kurikulum yang menumbuhkan karakter mulia, pengetahuan yang bermanfaat, dan integrasi pengetahuan dengan iman. Beliau menekankan perlunya para pendidik untuk memiliki komitmen dan integritas yang tinggi, agar para murid menghormati guru mereka, dan lingkungan yang mendukung proses pendidikan. Beliau juga menganjurkan pendekatan sistematis untuk memahami Al-Qur'an dan Hadis, serta pengembangan kapasitas intelektual dan etika. Implikasi dari pemikiran-pemikiran tersebut antara lain adalah pentingnya kurikulum yang didasarkan pada sumber-sumber otentik yang relevan dengan kebutuhan zaman dan peran pendidik sebagai teladan dalam etika dan moralitas. Relevansi pemikiran Imam Syafi'i dalam menjawab tantangan pendidikan Islam di era modern dan globalisasi terletak pada pendekatannya yang sistematis, yang dapat diadaptasikan dengan teknologi pendidikan modern, serta penekanannya pada integrasi ilmu dan agama, pembentukan karakter, dan keseimbangan antara pengetahuan duniawi dan ukhrawi. Hal ini menunjukkan bahwa pemikiran pendidikan Imam Shafi'i tetap relevan dan memberikan fondasi yang kuat bagi pengembangan pendidikan Islam di tengah dinamika global.*

**Kata Kunci:** *Imam Syafi'i; Implikasi; Kontemporer; Pendidikan Islam;*

## Introduction

Imam Shafi'i (150-204 AH / 767-820 AD) was one of the great scholars in Islamic history who made significant contributions to the development of jurisprudence and education (Al-Faruq, Zahro, Az-Zahra, & Adhani, 2024). His thoughts not only formed the foundation of the Shafi'i school of thought but also had a wide-ranging impact on Islamic education, both in classical and contemporary times. Imam Shafi'i is known for his moderate and contextual thinking, which always considers the needs of the time without compromising the fundamental principles of Islam (Arifin, 2018). In the context of Islamic education, Imam Shafi'i's thoughts provide clear guidance on how education should be conducted, particularly regarding goals, curriculum, educators, students, character building, teaching methods, educational environment, and a balanced understanding of religion between text and context (Duryat, 2021). Amid the challenges of globalization and rapid technological development, Imam Shafi'i's thoughts are relevant to be further examined as a guide for contemporary Islamic education (Mulyasana, 2020).

Imam Shafi'i's thoughts are highly significant in Islamic education for several key reasons: emphasis on morality and ethics, integration of knowledge and religion, systematic methodology, and the importance of proper conduct in seeking knowledge. Imam Shafi'i stressed the importance of noble character in education, such as honesty,

patience, and piety. Education is not only focused on knowledge acquisition but also on developing good moral character (Hidayat, 2018). Shafi'i's teachings emphasize that the knowledge gained should have a beneficial purpose and bring one closer to Allah. Knowledge should always be based on sound evidence, both scientifically and theologically (Hidayat, 2018). Imam Shafi'i's systematic and evidence-based learning methods, especially in understanding the Qur'an and Hadith, are highly relevant in the modern era, particularly for developing critical and analytical thinking skills (Anwar et al., 2023). He also taught that humility and respect for teachers are essential in the learning process, guiding students not only to seek knowledge but also to maintain proper manners in doing so (Ahsanuddin, 2016).

This study focuses on Imam Shafi'i's concept of the Islamic education system, which includes the goals of Islamic education, curriculum, educators, students, and the educational environment; the implications of his educational thoughts for modern Islamic education; and the relevance of his ideas in addressing the challenges of Islamic education in the modern and global era. The significance of Imam Shafi'i's educational concept stems from several points: *First*, his central role as one of the greatest scholars in Islam, whose thoughts profoundly influenced the formation of Islamic educational traditions. His principles offer solid guidance in curriculum development, educational objectives, and character formation (Zahra, Saputri, & Sofiani, 2024). *Second*, his emphasis on integrating knowledge with religious values is highly relevant in today's world, which often separates spirituality from formal education (Anwar et al., 2023). *Third*, responding to globalization, Islamic education must adapt to technological developments and modern demands without compromising core Islamic values. Shafi'i's thought provides a strong framework to maintain the integrity of religion in contemporary education (Zahra et al., 2024). *Lastly*, his dynamic curriculum development offers an opportunity to enrich educational approaches rooted in Islamic values while remaining flexible to changes over time (Noorzanah, 2019).

## Method

This study uses a qualitative approach (Moleong, 2006), with the library research method to explore Imam Shafi'i's educational thoughts, their implications, and relevance to modern Islamic education. The data consists of primary and secondary sources. Primary data comes from Imam Shafi'i's original works, such as *Al-Umm* and *Ar-Risalah* (Ziyanatuzzahro, 2021), along with biographies and related literature. Secondary data includes academic journals and books on contemporary Islamic education. The data analysis is carried out using content analysis, focusing on key themes in Shafi'i's educational ideas, especially regarding character education and teaching methods. These concepts are interpreted in their historical context and related to the challenges of modern Islamic education, especially concerning globalization. Data validation is done through triangulation, comparing various sources to ensure accuracy. Finally, conclusions are

drawn to provide recommendations on how Shafi'i's educational thoughts can be applied today.

## Results And Discussion

### Biography of Imam Asy-Shafi'i (767-820 AD)

Imam Shafi'i, whose full name is Abu Abdullah Muhammad bin Idris bin al-Abbas bin Usman al-Muttalibi al-Qurasyi, was born in 767 AD in Gaza, Palestine. He came from a respected Quraysh family. His mother, al-Muzani, was a woman who had a significant influence on his early education. After his father passed away when he was still an infant, Imam Shafi'i was raised by his mother in Mecca. He began his education by studying the Qur'an and Hadith in Mecca (Al-Baihaqi, 2016). At a very young age, he had already memorized the Qur'an and started delving into fiqh (Islamic jurisprudence). He studied under renowned scholars, including Sufyan al-Thauri and Muhammad bin Hasan al-Syaibani, and also learned Hadith from scholars in Medina. At the age of 15, Imam Shafi'i embarked on scholarly journeys to various major cities in the Islamic world, such as Medina, Egypt, and Iraq. In Medina, he studied under prominent scholars like Imam Malik, and in Baghdad, he met with experts in fiqh and Hadith (Ar-Razi, 2017). In Egypt, Imam Shafi'i developed his fiqh perspectives and introduced new methods in *ijtihad* (interpretation of Islamic law). Imam Shafi'i is known as the founder of the Shafi'i school of thought, one of the four major schools of Sunni fiqh. He is famous for his systematic approach to Islamic law, combining the principles of the Qur'an, Hadith, *ijma'* (consensus of scholars), and *qiyas* (analogy). His works, such as *Al-Risalah* (The Message) and *Al-Umm* (The Mother), form the foundational texts of the Shafi'i school. Imam Shafi'i passed away in 820 AD in Egypt (Aizid, 2016). He left behind a valuable intellectual legacy, with his teachings and school of thought continuing to be studied and followed to this day. The Shafi'i school has had a significant impact on the development of Islamic law in various countries, including Indonesia and Malaysia. Imam Shafi'i is remembered as a scholar of great integrity and innovation, dedicated to advancing and disseminating Islamic knowledge (Al-Fawwaz, 2018; Asni, 2019).

### The Concept of Educational Objectives in Islam According to Imam Shafi'i

Imam Shafi'i, as one of the great scholars in Islam, made significant contributions to the field of Islamic education. The concept of educational objectives according to Imam Shafi'i focuses on several key aspects: *First*, the development of noble character. Education, according to Imam Shafi'i, aims to cultivate individuals with noble character. He emphasized the importance of education oriented toward the development of strong moral character, including qualities such as honesty, patience, and piety. Education is not just about the transfer of knowledge, but also about the formation of ethics and high moral standards (Geubrina, 2021). *Second*, the attainment of beneficial knowledge. Imam Shafi'i stressed that the goal of education is to acquire useful knowledge. The knowledge gained

should be applied for the benefit of the community, not just for the sake of knowledge itself. Therefore, seeking knowledge must be accompanied by the right intention, which is to draw closer to Allah and to be beneficial to society (DIMAS, 2022). *Third*, the foundation of evidence and argumentation. One of the main objectives of education according to Imam Shafi'i is to ensure that the knowledge acquired is well-founded in evidence and arguments. He taught that every piece of knowledge must be scientifically and theologically accountable, so that the knowledge learned has a strong legitimacy (Helmy, 2022). *Fourth*, the development of intellectual capacity. Imam Shafi'i emphasized the importance of developing a student's intellectual capacity. He believed that education should equip individuals with critical and analytical thinking skills, as well as the ability to understand and apply Islamic principles in daily life (Pramono, 2015).

This means that education is not only about conveying information but also about shaping logical and scientific thinking. *Fifth*, the application of knowledge in life. Imam Shafi'i stressed that the knowledge learned must be applicable in practical life. According to him, good education is one that prepares individuals to face the realities of life with the knowledge they have acquired, enabling them to be beneficial to themselves and society (Irvansyah, 2017). *Sixth*, the continuity of scientific tradition. One of the educational goals according to Imam Shafi'i is to maintain the continuity of the Islamic scientific tradition. He emphasized the importance of mastering religious sciences, such as fiqh and hadith, as well as sciences that support the understanding of religion (Zayd, 1997). This aims to ensure that Islamic knowledge continues to be taught and passed on to future generations in the correct manner. *Seventh*, manners and ethics in seeking knowledge. Imam Shafi'i placed great importance on manners and ethics in seeking knowledge. To him, knowledge would not be beneficial if it is not accompanied by good manners. This includes humility, respect for teachers, and sincere intentions in seeking knowledge (Darani, 2021). Imam Shafi'i's educational philosophy is highly relevant in the context of contemporary Islamic education. He offers a holistic approach, where education does not only focus on cognitive aspects but also includes character and spiritual development. In facing the challenges of globalization, this approach can serve as a strong foundation for preserving Islamic values while remaining relevant to modern developments.

### **The Concept of Islamic Education Curriculum According to Imam Shafi'i**

The concept of Islamic education curriculum according to Imam Shafi'i emphasizes several key aspects. *First*, Knowledge as the Foundation of Education: Imam Shafi'i emphasized the importance of knowledge in education (Siahaan, 2015). The knowledge acquired must have a strong foundation, whether from the Quran, Hadith, or sound logic. This is to ensure that education not only equips students with theoretical knowledge but also with knowledge that is accountable. *second*, Manners and Ethics in Learning: For Imam Shafi'i, manners and ethics are essential components of the educational process. A student must show respect to teachers, fellow students, and the

knowledge itself. Ethics in seeking knowledge is an integral part of the curriculum (Siahaan, 2015). *Third*, The Link Between Knowledge and Practice: The ideal curriculum, according to Imam Shafi'i, is not just about mastering knowledge but also about how that knowledge is applied in daily life (Nurlaila & Almuzammil, 2022). The ultimate goal is to create individuals who are not only intelligent but also possess noble character and benefit society. *fourth*, Balanced Character Development: Imam Shafi'i emphasized the importance of balance between knowledge and practice, meaning education should shape the individual's character as a whole. Education must develop not only intellectual intelligence but also moral, spiritual, and social intelligence (Geubrina, 2021).

*Fifth*, Consistency in Learning: Imam Shafi'i placed great importance on consistency and perseverance in the learning process. According to him, a student must continually increase their knowledge in a disciplined and consistent manner (Geubrina, 2021). which includes attending study circles, reading, and discussing with scholars or teachers. *sixth*, Flexibility in Facing Change: Although Imam Shafi'i lived in the 8th century, his views on education possess flexibility that remains relevant today. He understood that knowledge continues to evolve, so education must be able to adapt to changes without abandoning the fundamental principles of Islam (Harun, 2018). *Seventh*, Integration of Religious and Worldly Knowledge: Imam Shafi'i also taught that Islamic education should include both religious and worldly knowledge (Sarbaini, Natsir, & Haryanti, 2022). He believed that these two types of knowledge complement each other and are essential for success in both this world and the hereafter. Therefore, the ideal curriculum according to him should integrate these two types of knowledge, providing students with a strong foundation in religion while preparing them for success in worldly life. The concept of the Islamic education curriculum proposed by Imam Shafi'i is highly relevant to the needs of education today. A focus on knowledge with a strong foundation, ethics in the learning process, and the practical application of that knowledge creates a balance between theoretical knowledge and character development. In the context of contemporary Islamic education, this approach is crucial in forming a generation capable of facing global challenges without losing Islamic values.

### **The Concept of Educators According to Imam Shafi'i**

The concept of educators according to Imam Shafi'i focuses on moral integrity, mastery of knowledge, and responsibility in conveying knowledge. Imam Shafi'i emphasized that an educator must possess high moral integrity, deep knowledge, and a commitment to truth (Ninoersy, 2016). An educator's role is not only to deliver knowledge but also to serve as a model in behavior and ethics. Imam Shafi'i also stressed the importance of sincerity in teaching, where educators should teach not for worldly gain but to spread goodness and seek the pleasure of Allah (Geubrina, 2021). In Imam Shafi'i's teachings, an educator is a central figure in the educational process, serving not only as a



source of knowledge but also as a role model for students. Imam Shafi'i emphasized the importance of adab (ethics) in learning and teaching. Educators should treat students with compassion, be patient with their difficulties, and be wise in providing advice. In real life, Imam Shafi'i was known for his deep respect for his teachers, and he passed this attitude on as part of educational ethics (Nizar & Hasibuan, 2018).

Along with these principles, Imam Shafi'i highlighted five key aspects related to educators. *First*, the role of educators as spiritual guides. Imam Shafi'i emphasized the importance of educators as spiritual guides. An educator is expected to help students understand and practice religious teachings correctly. This includes shaping deep morals and spirituality, where the educator not only transfers knowledge but also helps students draw closer to Allah (Irvansyah, 2017). *Second*, the quality of the knowledge taught. Imam Shafi'i stressed that the quality of the knowledge taught must be based on strong and accurate evidence. The knowledge conveyed should be beneficial and bring good to students and society. Educators are responsible for ensuring that the knowledge taught is not just information but also has a valid and applicable foundation in everyday life (Shihab, 2017). *Third*, the importance of teaching with wisdom. Teaching with wisdom is an important part of Imam Shafi'i's educational concept. An educator must be able to deliver material wisely, considering the students' conditions and using appropriate methods so that the knowledge conveyed can be well understood and accepted by the students (As-Syafi'i, 2018). *Fourth*, ethics in interaction with students. Imam Shafi'i also taught the importance of ethics in the interaction between educators and students. Educators must respect students as individuals who have the right to be valued and heard. Good interaction between educators and students will create a conducive and respectful learning environment. *Finally*, the role of educators in cultivating a love for knowledge. One of the goals of education according to Imam Shafi'i is to instill a love for knowledge in students. Educators are expected to foster enthusiasm and passion for the learning process so that students learn not only out of obligation but also from an internal drive to continue seeking knowledge.

The concept of educators according to Imam Shafi'i is highly relevant to the context of modern education. With the moral challenges faced by society today, it is important for educators not only to teach academic material but also to shape students' character. The qualifications of educators that emphasize integrity, ethics, and sincerity in teaching, as proposed by Imam Shafi'i, provide a strong foundation for holistic and sustainable education. The application of this concept can help form a generation that is not only intellectually smart but also morally upright. Imam Shafi'i's concept of educators places them as crucial figures in shaping students' character and understanding, both intellectually, morally, and spiritually. Educators are expected to be good role models, teach with wisdom, and always emphasize the importance of beneficial knowledge and ethics in interactions with students. The application of this concept in the contemporary era can strengthen the quality of education and shape a generation with strong character.

### The Concept of Students According to Imam Shafi'i

The concept of students according to Imam Shafi'i emphasizes several important aspects related to attitude, responsibility, and ethics in the learning process. *First*, Obligation to Seek Knowledge. Imam Shafi'i asserts that seeking knowledge is a duty for every individual. Students must recognize that learning is not merely an academic activity but also a religious obligation. Knowledge is seen as a path to drawing closer to Allah and gaining a better understanding of life and religion (Dimas, 2022). *Second*, Humility and Patience. According to Imam Shafi'i, students should possess humility (tawadhu') in learning. They must be aware that the knowledge they acquire is a gift from Allah and should not be used for arrogance. Patience is also key in the learning process, where students must persevere in facing challenges and difficulties in seeking knowledge (Siahaan, 2015). *Third*, Ethics in Learning. Imam Shafi'i greatly emphasizes ethics or adab in seeking knowledge. Students must respect their teachers, be polite, and maintain good relationships with fellow students. This ethics not only facilitates the learning process but also reflects good character, which is one of the goals of Islamic education (Sitika et al., 2024). *Fourth*, Motivation for Learning: Imam Shafi'i stresses the importance of having the right motivation in learning. Students should have sincere intentions to seek knowledge for the benefit of themselves and society, not merely for recognition or worldly gains. This correct motivation will bring blessings to the knowledge gained (Rais, 2019). *Fifth*, Application of Knowledge. According to Imam Shafi'i, the knowledge acquired must be applied in daily life. Students are not only required to understand theories but also to practice that knowledge in behavior and actions. Knowledge that is not practiced is considered less beneficial (Irvansyah, 2017).

*Sixth*, Obedience to Teachers. Imam Shafi'i emphasizes that students must be obedient to their teachers. Teachers are seen as sources of knowledge and guidance, so students should show respect and follow the teacher's directions during the learning process. This obedience extends not only to academic aspects but also to moral advice and guidance provided by the teacher (Sitika et al., 2024). *Seventh*, Independence in Learning. Besides obedience, Imam Shafi'i also encourages students to be independent in learning. This independence includes the ability to learn actively, seek additional sources of knowledge, and reflect on what has been learned. Students are expected not to rely solely on teachers but also to develop personal skills and initiative in the learning process (Al, 2008). *Eighth*, Avoiding Isolation (Tajrid). Imam Shafi'i emphasizes the importance of students not isolating themselves from society during the learning process. Education should not make students become isolated individuals, but rather should enable them to interact with society and apply the knowledge gained in a broader social context (Al, 2008). *Ninth*, Importance of Prayer and Divine Guidance (Taufiq). In Imam Shafi'i's view, prayer and divine guidance are crucial in the process of seeking knowledge. Students are encouraged to always pray for ease in learning and for good understanding.



The belief that knowledge is a gift from Allah underlines the importance of gratitude and seeking His guidance at every step of the learning process (Al-Baihaqi, 2016). *Tenth, Balance Between Worldly and Hereafter Knowledge.* Imam Shafi'i teaches that students should seek a balance between worldly knowledge and knowledge for the hereafter. Education should not be limited to worldly knowledge, but also include aspects that draw one closer to Allah and prepare for the hereafter. Students are expected not only to focus on academic aspects but also to pay attention to spiritual and moral values (Nuridin, 2022). The concept of students according to Imam Shafi'i portrays a student who is responsible, ethical, and highly motivated in seeking knowledge. A student must patiently persevere in the learning process, respect teachers, and always strive to apply the knowledge learned. Thus, education not only produces intellectually smart individuals but also those with good character who contribute positively to society.

This concept is very relevant to contemporary education, particularly in emphasizing the importance of ethics and responsibility in learning. Although the modern world often emphasizes technical and academic aspects, ethics and morality in learning should not be neglected. Applying this concept in today's education can help shape individuals who are not only intellectually competent but also possess integrity and high ethics, which are essential in building a civilized and just society. Imam Shafi'i's concept of students encompasses obedience, independence, social interaction, prayer, and a balance between worldly and hereafter knowledge. The emphasis on ethics and responsibility in learning, as well as the importance of prayer and the application of knowledge, shapes students into individuals who are not only knowledgeable but also possess noble character and high integrity.

### **The Concept of Educational Environment According to Imam Shafi'i**

Imam Shafi'i outlined several key principles related to the concept of the educational environment, which can be detailed as follows: *First, Supportive Environment.* Imam Shafi'i emphasized the importance of a supportive environment for the educational process. This environment should be conducive to learning, including a calm atmosphere, adequate facilities, and positive social support. A good environment will affect the overall effectiveness of learning and the development of students. *Second, Quality of Social Interaction:* According to Imam Shafi'i, the quality of social interactions within the educational environment is also very important. Teachers and students should engage in mutually supportive and constructive interactions. The quality of these relationships will impact students' motivation and involvement in the learning process. *Third, Importance of Ethics in the Learning Environment.* Imam Shafi'i stressed that ethics and morality within the educational environment must be maintained. This includes respect, responsibility, and integrity in all aspects of education. A good educational environment should reflect moral and ethical values that support the formation of students' character. *Fourth, Family and Community Environment:* Imam Shafi'i also

viewed the role of the family and community environment in education as important. The environment outside of school, including family and community, should contribute positively to the educational process by providing moral and material support (Rahmat Hidayat, 2018).

In addition to the basic principles mentioned above, the concept of the educational environment according to Imam Shafi'i meets the following criteria: *First*, Integration of Social and Cultural Contexts. Imam Shafi'i emphasized the importance of integrating the social and cultural context of students. This means that the educational environment should align with prevailing social norms and cultural values, while also adapting to the times without neglecting religious principles. *Second*, Balance Between Knowledge and Practice. The educational environment according to Imam Shafi'i should not only focus on theoretical aspects but also provide opportunities for students to apply the knowledge learned in everyday practice. This is important to ensure that the knowledge gained is not only conceptual but also practical. *Third*, Family and Community Support. Imam Shafi'i believed that the educational environment is not limited to formal institutions such as schools, but also includes the role of family and community. Family involvement in the educational process and support from the community are crucial factors influencing educational success. *Fourth*, Adequate Facilities. He also emphasized the need for adequate facilities in the educational environment. Good facilities will support the teaching and learning process and create a comfortable and productive atmosphere for students (Damayanti Nababan, Bertha Panggabean, 2022).

In the Islamic perspective, a good educational environment has several important characteristics (Saeful, Lafendry, & Tinggi Agama Islam Binamadani, 2021). *First*, Islamic Environment. The educational environment should reflect Islamic values, including morals, ethics, and religious principles. This includes providing facilities that support worship, such as areas for prayer and Quran reading, as well as teaching based on Islamic teachings. *Second*, Balance Between Knowledge and Morality. Education in Islam emphasizes not only the mastery of knowledge but also the formation of noble character. The educational environment should facilitate the development of character and ethics, and promote good behavior in line with the teachings of the Prophet Muhammad SAW. *Third*, Health and Well-being. The educational environment should ensure the health and well-being of students. This includes physical aspects such as sanitation and cleanliness facilities, as well as psychological aspects by creating a supportive and safe atmosphere for all students. *Fourth*, Holistic Education. Islam advocates a holistic educational approach, which includes the intellectual, emotional, and spiritual development of students. A good educational environment should pay attention to all these aspects, ensuring that students develop comprehensively. *Fifth*, Family and Community Involvement: Family and community involvement in the educational process is very important. Islam encourages collaboration between schools, families, and communities to support student learning and growth. *Sixth*, Adequate Facilities:

Educational facilities should support the teaching and learning process by providing adequate resources such as classrooms, libraries, and laboratories that meet educational standards.

The concept of the educational environment according to Imam Shafi'i is also supported by scientific findings. Based on scientific findings, especially from educational psychology and related research, a good educational environment for students has several key elements: *First*, Supporting Facilities. A good physical environment includes comfortable classrooms, adequate lighting, stable temperatures, and adequate facilities. Research shows that the physical conditions of the learning environment can affect students' concentration and comfort. *Second*, Positive Social Environment. Healthy and supportive social relationships between students, teachers, and peers are important for emotional and social development. An inclusive environment free from bullying can enhance motivation and academic achievement. *Third*, Varied Learning Approaches. Diverse and adaptive teaching methods allow students with various learning styles to actively participate. This includes the use of technology, project-based learning, and multimodal approaches. *Fourth*, Emotional Support and Well-being. An environment that provides emotional support and counseling services helps students cope with stress and personal issues. Interventions such as mental health programs and coping strategies can enhance well-being. *Fifth*, Positive Interaction and Constructive Feedback: Providing constructive and positive feedback from teachers supports the development of students' skills and confidence. Formative assessments and feedback-based learning help students understand their strengths and areas for improvement. *Sixth*, Family and Community Involvement. Family involvement in the educational process can enhance students' motivation and achievement. Programs that involve parents and communities create broader support for learning (Miftah & Syamsurijal, 2023).

### **Implications of Imam Shafi'i's Educational Thoughts on Contemporary Islamic Education**

Referring to the findings and discussion above, the educational thoughts of Imam Shafi'i have the following implications for contemporary Islamic education:

#### **1. Educational Objectives**

Imam Shafi'i emphasized the importance of beneficial knowledge based on strong evidence. In the context of contemporary Islamic education, the educational goals include the comprehensive development of individuals-academic, moral, and spiritual. This means that education should prepare students to be individuals who are not only intellectually capable but also have good character and can contribute positively to society. Imam Shafi'i stressed the importance of integrating knowledge and faith. Contemporary education must ensure that learning focuses not only on academic achievements but also on spiritual and moral development. Education should equip

students with skills and knowledge that can be applied for the benefit of society, reflecting the social responsibility mandated by Shafi'i's teachings (Putri, 2018).

## **2. Curriculum and Learning Concepts**

According to Shafi'i, the curriculum should be based on authentic sources relevant to the needs of the time. The implication for modern education is the emphasis on an integrative and relevant curriculum, combining scientific knowledge with religious values (Harahap, 2019). The curriculum should be flexible to adapt to the development of science and technology without abandoning fundamental principles (Ulya, 2018). It must balance traditional knowledge with modern educational needs, including the teaching of classical texts and relevant contemporary knowledge. The curriculum should be designed to be relevant to the social and cultural context of students, adjusting teaching methods and materials to the needs and challenges of the times (Mahrus, 2024). Contemporary Islamic education should integrate a deep understanding of the Quran and Hadith (Kamil, Amin, & Fauzan, 2023). Systematic methodologies in jurisprudence and exegesis need to be applied to strengthen the foundation of religious education (Rosadisastra, 2024). Education should combine religious and worldly knowledge, including practical and theoretical elements relevant to current social and professional needs. Islamic education should focus on character formation and ethics, incorporating principles of good conduct in every aspect of daily life and character education based on Islamic teachings (Ruslan, 2022). The curriculum should cover various disciplines, with emphasis on jurisprudence and exegesis. Teaching methods such as discussion and question-and-answer should be used to teach the application of legal principles in practical contexts (Sugiana, 2019). Contemporary education needs to include teaching about the methodology of legal deduction and the application of jurisprudence principles, combining theory with practice to enhance understanding of Islamic law. Education should encourage students to use critical and analytical methods in studying jurisprudence and Hadith, evaluating arguments deeply and critically. Education should be dynamic and adaptable to changes and societal needs, accommodating the latest developments in social and cultural contexts (Ginanjari et al., 2024).

## **3. Concept of Educators**

In Shafi'i's view, educators are those with deep knowledge, ethical behavior, and the ability to set a good example (Geubrina, 2021). In contemporary education, this means that educators must have not only academic competence but also interpersonal skills and the ability to inspire and guide students effectively (Sekreter, 2019; Wilson & Conyers, 2020; Zamora & Zamora, 2022). Educators should model ethics and morality as emphasized by Shafi'i, reflecting religious values and professional ethics (Hilman, Dahlan, & Suryaman, 2023). Besides having extensive knowledge, educators must also master pedagogical skills to adapt teaching methods to individual student needs (Albab et al., 2023).

## **4. Concept of Students**

Shafi'i viewed students as individuals who should be trained to maximize their potential while adhering to scientific and ethical principles (Qorib, 2020). In the current context, students are seen as active subjects involved in the learning process, needing emotional and social support to achieve success (Frey, Fisher, & Smith, 2019; Lynam, Cachia, & Stock, 2024). Students are viewed as active participants in learning (Sultani, Alfitri, & Noorhaidi, 2023). Education should facilitate their involvement in activities that support cognitive and social development (Badura et al., 2018; Widodo, 2021). Education must consider each student's needs and potential, and provide the necessary support for individual development (Conesa, Onandia-Hinchado, Dunabeitia, & Moreno, 2022; Shutaleva et al., 2022).

### 5. Concept of Environment

According to Shafi'i, the educational environment should support the learning process by providing a conducive and stimulating atmosphere (Jasrudin, Putera, & Wajdi, 2020; Yusri, 2020). This includes a safe and supportive physical, social, and psychological environment (Korneeva, Strielkowski, Krayneva, & Sherstobitova, 2022; Vogt et al., 2024). In modern education, this implies the importance of creating an inclusive and supportive environment, paying attention to students' mental and emotional well-being (Ribeiro-Silva, Amorim, Aparicio-Herguedas, & Batista, 2022; Tasiouli & Lyra, 2024). The educational environment should support by providing safe, comfortable facilities that motivate students to learn (Nasarudin et al., 2024). This includes creating an atmosphere that supports collaboration and positive interaction (Calvo & Sclater, 2021; Hammar Chiriach, Forsberg, & Thornberg, 2023; Richardson & Mishra, 2018). It is important to pay attention to students' emotional and social well-being as part of the learning environment, ensuring that students feel accepted and supported (Collie, 2022; Ibarra, 2022; Zheng, 2022).

### Relevance of Imam Shafi'i's Educational Thoughts in Facing the Challenges of Islamic Education in the Modern and Global Era

Based on the findings and discussion, it can be understood that Imam Shafi'i's educational thoughts remain relevant in addressing the challenges of Islamic education in the modern and global era. This relevance is argued in several important clauses as follows:

Systematic Approach  
and Methodology

Imam Shafi'i's systematic approach to studying the Quran and Hadith remains relevant in modern education. With the wide access to various sources of information and digital learning methods, Islamic education must uphold these principles while adapting to technology (Shafwatul Bary, 2020; Tugiah, Syahputra, Islahati, & Zulmuqim, 2022).

Integration of Knowledge and Religion	In the era of globalization, the integration of religious and worldly knowledge as taught by Imam Shafi'i is crucial for preparing students to face global challenges. Education should combine practical skills with religious principles to meet the needs of the modern society (Basri & Maros, n.d.; Dalam, Belajar, & Di, 2023; Kadir & Maufur, 2011; Ma'arif, 2018; Solihah & Abid, 2022).
Ethics and Character	Shafi'i's focus on ethics and character is highly relevant for addressing moral and social challenges in the modern era. Education should emphasize the development of good character and the application of Islamic values in the increasingly complex daily life (Bag, Srivastava, Gupta, Sivarajah, & Wilmot, 2024; Geubrina, 2021; Hilman et al., 2023; Siahaan, 2015).
Curriculum and Teaching Methods	Shafi'i's teaching methods involving discussion and questioning can be adapted to modern educational technology, such as online learning platforms and interactive applications, to enhance student engagement.
Comprehensive Jurisprudence Approach	Shafi'i's approach to understanding jurisprudence by combining theory and practice can help develop Islamic law relevant to contemporary challenges. This includes adapting jurisprudence to modern social and legal contexts (Hassan, Al-Maamari, & Keng, 2024; Rizal & Bahri, 2022; Rizapoor & Rahimi, 2023).
Emphasis on Ijma' (Consensus)	The use of ijma' as a source of law remains relevant in addressing global issues not explicitly covered in religious texts. Education should teach ways to apply scholarly consensus in a global context (Amin, Shabah, & Addaruqutni, n.d.; Hidayati & Hidayatullah, 2021; Mawardi, 2023; Nasution, 1994; Pauzi, Hipni, & Radiamoda, 2023).
Critical and Analytical Methods	The critical methods taught by Shafi'i can help students deal with the abundance of information in the digital age by analyzing and evaluating arguments in depth (Fawwaz, 2024; Hidayat, 2018; Hilman et al., 2023).
Continuous and Adaptive Learning	Education should be dynamic and capable of adapting to technological and social changes, in line with Shafi'i's teachings on continuous learning (Fawwaz, 2024; Hassan et al., 2024; Hilman et al., 2023).
Balance Between Worldly and Hereafter Knowledge	The balance between worldly and spiritual knowledge advocated by Shafi'i is relevant to ensure that Islamic education prepares students not only for spiritual life but also for success in their



careers and social lives (Azman, Z., & Helandri, 2020; Dumiyati, Musnandar, Julhadi, Na'im, & Muta'allim, 2023).

The table summarizes how Imam Shafi'i's educational thoughts continue to be relevant in contemporary Islamic education. Imam Shafi'i's rigorous approach to interpreting the Quran and Hadith emphasizes a structured study of religious texts. This is important for modern Islamic education, which must blend traditional learning with modern tools like digital platforms. In an era of globalization, combining religious teachings with practical knowledge helps students navigate global challenges. Education should align moral principles with the demands of contemporary society. Shafi'i's emphasis on character development addresses current societal issues. Islamic education should nurture ethical behavior and Islamic values to help students manage complex social dynamics. His methods of discussion and inquiry are adaptable to modern technologies like online learning, making education interactive and engaging for students. Shafi'i's balance of theory and practical application in Islamic law allows for adapting Islamic teachings to modern social and legal contexts. Shafi'i's concept of consensus remains useful for addressing contemporary issues not directly mentioned in religious texts. Teaching this helps students understand collective scholarly approaches to global challenges. Shafi'i's analytical methods encourage students to critically engage with information, which is essential in the digital age of vast data. Islamic education should be adaptable, reflecting Shafi'i's principle of continuous learning to keep pace with technological and social advancements. Shafi'i advocated a balance between religious and worldly knowledge, which ensures students are prepared for both spiritual and practical success in life. Each point highlights the importance of aligning traditional Islamic education with contemporary realities.

## Conclusion

Imam Shafi'i's educational goals emphasize the development of noble character, prioritizing moral traits like honesty and piety, alongside the pursuit of beneficial knowledge that serves both the community and one's relationship with Allah. His focus on evidence-based knowledge (hujjah), intellectual development, and the practical application of learning ensures students are prepared for real-life challenges. Shafi'i's thoughts remain highly relevant today, advocating for an integrative Islamic education that combines religious and contemporary sciences, fostering critical thinking, ethics, and humility. His approach encourages a dynamic and adaptive curriculum, addressing globalization challenges, and ensuring students balance spiritual and worldly knowledge while benefiting from an inclusive, supportive educational environment.

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