EXPLORATION OF SPIRITUALITY IN ISLAMIC EDUCATION: PERSPECTIVES ON GENDER EQUALITY AND MINORITY RIGHTS

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Abstract

This research aims to explore the exploration of spirituality, gender equality, minority rights in the context of Islamic education, and the integration of spirituality. This research uses a qualitative approach, and data collection techniques, namely interviews and document analysis. Qualitative data was analyzed using a thematic analysis approach by triangulating the data to increase validity. The research results show that the role of spirituality in education is the main pillar in forming a holistic individual. The integration of spiritual values in the curriculum forms students who are academically intelligent and morally responsible. Spirituality gives rise to empathy, tolerance, and justice, forming the basis of positive character. Spirituality-based Islamic education guides students to understand themselves and their environment in depth. Gender equality challenges involve unequal access and gender-based violence. Women's involvement in decision-making needs to be increased. Public awareness and policy support are key to creating a just society. Gender equality initiatives in Islamic education emphasize equal access and the development of social skills. Identification of minority rights demands recognition of language, culture, and protection of fundamental rights. Steps towards inclusive education include awareness, policy changes, human resource development, parental involvement, and continuous evaluation. The integration of spirituality, gender equality, and minority rights creates an inclusive and holistic system, empowering all learners.

Keywords: Spirituality, Islamic Education, Gender, Minorities

Abstrak

Penelitian ini bertujuan untuk mengetahui eksplorasi spiritualitas, kesetaraan gender, hak minoritas dalam konteks pendidikan Islam, dan integrasi spiritualitas. Penelitian ini menggunakan pendekatan kualitatif, teknik pengumpulan data, yaitu wawancara dan analisis dokumen. Data kualitatif dianalisis menggunakan pendekatan analisis tematik dengan melakukan triangulasi data untuk meningkatkan validitas. Hasil penelitian menunjukan bahwa Peran spiritualitas dalam pendidikan menjadi pilar utama membentuk individu holistik. Integrasi nilai-nilai spiritual dalam kurikulum membentuk siswa cerdas secara akademis dan bertanggung jawab moral. Spiritualitas memunculkan empati, toleransi, dan keadilan, membentuk dasar karakter positif. Pendidikan Islam berbasis spiritualitas memandu siswa memahami diri dan lingkungan secara mendalam. Tantangan kesetaraan gender melibatkan ketidaksetaraan akses dan kekerasan berbasis gender. Keterlibatan perempuan dalam pengambilan keputusan perlu ditingkatkan. Kesadaran masyarakat dan dukungan kebijakan kunci dalam menciptakan masyarakat adil. Inisiatif kesetaraan gender dalam pendidikan Islam menekankan akses setara dan pengembangan keterampilan sosial. Identifikasi hak minoritas menuntut pengakuan bahasa, budaya, dan perlindungan hak fundamental. Langkah menuju pendidikan inklusif mencakup kesadaran, perubahan kebijakan, pengembangan sumber daya manusia, keterlibatan orang tua, dan evaluasi terus-menerus. Integrasi spiritualitas, kesetaraan gender, dan hak minoritas menciptakan sistem inklusif dan holistik, memberdayakan semua peserta didik.

Kata Kunci: *Spiritualitas, Pendidikan Islam, Gender, Minoritas*

Introduction

The role of Islamic education is not only limited to conveying religious teachings but also acting as an agent of social transformation and forming the character of Muslim society. Islamic education includes a deep dimension of spirituality, creating a foundation for Muslim individuals to understand the meaning of life, connection with God, and moral responsibility.

As time goes by, various complex challenges require creative and holistic thinking. Gender issues and minority rights are the main focus in the context of Islamic education. Women's active involvement in the educational process and a deeper understanding of their rights are important for creating a fair and inclusive educational environment. Likewise, the rights of minorities, often face obstacles in accessing education according to their needs and identities[1].

The exploration of spirituality is key to understanding and responding to these challenges. The concept of spirituality in Islam not only highlights religious rituals but also ethics, morality, and empathy toward others[2]. By deepening the dimensions of spirituality in the context of Islamic education, society can design learning methods that accommodate gender differences and minority rights positively.

Furthermore, the religious values taught in Islamic education, such as compassion, justice, and tolerance, can form thse foundation for gender equality and recognition of minority rights. Exploring spirituality is not only about applying religious teachings but also about exploring a deeper understanding of the nature of humanity and the position of each individual in society[3].

Gender inequality in Islamic educational institutions creates complexities that need to be addressed immediatel[4]. Disparities in accessibility, opportunities, and treatment between men and women not only go against the principles of equality taught in Islam but also harm the full potential of individuals and the progress of society as a whole.

In many cases, women's access to Islamic education is often limited, so they face obstacles to developing their academic, intellectual, and spiritual potential. To a certain extent, traditional views about gender roles can restrict women's options and aspirations for seeking religious knowledge and contributing to society[5].

Exploring spirituality is crucial in overcoming gender inequality. Islamic values emphasize that men and women have the same rights and responsibilities in seeking knowledge and self-development. Through a deep understanding of religious teachings, society can explore the potential of spirituality to absorb the principles of gender equality that are inclusive and have a positive impact.[6].

Spirituality in Islam emphasizes moral and ethical values that embrace all humanity regardless of gender. By utilizing spirituality, Islamic education can serve as a vehicle for changing paradigms and creating an environment where men and women can learn, develop, and contribute without gender restrictions [7].

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[1]Guillory, "Strategies for Overcoming the Barriers of Being an African-American Administrator on a Predominantly White University Campus," *In Retaining African Americans in Higher Education*, 2023, 111–23.

[2] Saada, "Educating for Global Citizenship in Religious Education: Islamic Perspective," *International Journal of Educational Development*, 2023, 102894.

[3] N Baig, N., & Isgandarova, 'Exploring Islamic Spiritual Care: What Is in a Name', *Religions*, 14.10 (2023), 1256.

[4] Shofiyyah, Komarudin & Hasan, "Innovations in Islamic Education Management within the University Context: Addressing Challenges and Exploring Future Prospects," *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam* 8, no. 2 (2023): 193–209.

[5]C Ozturk, 'Revisiting the Islam-Patriarchy Nexus: Is Religious Fundamentalism the Central Cultural Barrier to Gender Equality', *Zeitschrift Für Religion, Gesellschaft Und Politik*, 7.1 (2023), 173–206.

[6]J. L Small, *Making Meaning: Embracing Spirituality, Faith, Religion, and Life Purpose in Student Affairs* (Taylor & Francis, 2023).

[7]T Arar, K., Sawalhi, R., DeCuir, A., & Amatullah, *Islamic-Based Educational Leadership, Administration and Management: Challenging Expectations Through Global Critical Insights.* (Francis: Taylor, 2023).

Apart from that, exploring spirituality can also be a means of understanding and overcoming gender stereotypes that may influence thought patterns and practices in Islamic educational institutions[8]. Integrating spiritual values in the curriculum and teaching process can help form a balanced perception of gender roles in society, as well as among minorities.

Minorities in the context of Islamic education often experience various challenges, whether in the form of obstacles to accessing education, social rejection, or discrimination[9]. These minority groups can involve differences in ethnicity, religion, or certain groups, and their existence often requires special understanding and attention so that Islamic education can be truly inclusive and fair.

exploration of spirituality becomes an important instrument in understanding and responding to minority rights. Spiritual values in Islam, such as justice, tolerance, and compassion, provide a framework for promoting inclusivity without compromising religious values. This exploration not only includes understanding the obstacles faced by minorities but also focuses on solutions that emerge from spiritual wisdom[10].

The concept of spirituality in Islam emphasizes the importance of respecting the dignity and rights of every individual, regardless of ethnic, religious, or class background. By imbuing these spiritual values, Islamic education can become a means of promoting inclusivity without creating tension with religious principles. A deep understanding of spirituality also helps overcome stereotypes and prejudice that may exist against minorities[11].

In addition, exploring spirituality can be a map for developing more inclusive curricula and teaching methods. Including spiritual values in the educational process can help create an environment where minorities feel accepted, respected, and supported to reach their full potential.

In line with Islamic principles, exploring spirituality can be a way to build bridges between the majority and minorities[12]. This involves establishing an attitude of mutual respect, mutual understanding, and mutual support among all members of the Islamic education community, regardless of existing differences.

Thus, the exploration of spirituality in Islamic education is not only the key to understanding the challenges of minority rights, but also the basis for designing an educational system that is inclusive, respects diversity, and embodies humanitarian principles in a religious context.

Based on the background above, this research aims to explore the exploration of spirituality in Islamic education, the perspective of gender equality in Islamic education, minority rights in the context of Islamic education, the integration of spirituality, gender equality, and minority rights.

Method

This research was carried out using a qualitative approach to gain an in-depth understanding of the perspectives of gender equality, minority rights, and the integration of spirituality in Islamic education. The following are the steps and components of this research methodology: 1) Research Design: This research adopts a qualitative research design to explore and understand the phenomena of gender equality, minority rights, and the integration of spirituality in the context of Islamic education. A qualitative approach allows the researcher to detail the complex context and dynamics of the research subject. 2) Research Participants: Research

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[8] A Sahin, 'Critical Issues in Islamic Education Studies: Rethinking Islamic and Western Liberal Secular Values of Education', *Religions*, 9.1 (2018), 335.

[9] A. Badruzaaman, A., & Adiyono, 'Reinterpreting Identity: The Influence of Bureaucracy, Situation Definition, Discrimination, and Elites in Islamic Education', *Journal of Research in Instructional*, 3.2 (2023), 157–75.

[10] Small.

[11] A Badruzaman, A., & Adiyono, 'Reinterpreting Identity: The Influence of Bureaucracy, Situation Definition, Discrimination, and Elites in Islamic Education', *Journal of Research in Instructional*, 3.2 (2023), 157–75.

[12] Small.

participants consist of various parties involved in the context of Islamic education, including teachers, students, teaching staff, and other stakeholders. The selection of participants was carried out purposefully to ensure diverse representation[13].

Data Collection Techniques: 1) In-depth Interviews: In-depth interviews were conducted with participants to gain in-depth insight into their views and experiences regarding gender equality, minority rights, and the integration of spirituality in Islamic education. 2) Document Analysis: Document analysis was carried out on the Islamic education curriculum, school policies, and teaching materials to gain further understanding about the implementation of these values.

Data Analysis: Qualitative data from interviews and document analysis were analyzed using a thematic analysis approach. This involves identifying patterns, themes, and categories in the collected data to form a comprehensive understanding[14].

Validity and Reliability: To increase validity, data triangulation was carried out by combining data from various sources, such as interviews and document analysis. Reliability is maintained through the continuity of research and regular reflection by researchers to ensure consistency and accuracy of findings[15].

Research Ethics: This research adheres to the principles of research ethics, including participants' rights to information about the purpose of the research, anonymity, and confidentiality of data. Presentation of Findings: Research findings are presented following a clear structure and discussing the implications of the findings for the context of Islamic education, providing insights and recommendations for reform or improvement.

Result and Discussion
Result

Exploration of Spirituality in Islamic Education

The role of spirituality in education emerges as the main pillar that plays a central role in forming individuals holistically. Deepening dimensions of life that go beyond material aspects, spirituality guides the exploration of the meaning of life, ethical values, and relationships with others[16]. In the scope of education, spirituality is not just a collection of religious teachings but is also a moral force that provides direction and guidance in forming students' character. The integration of spiritual values in the curriculum and learning atmosphere is the key to forming students who are not only academically intelligent but also morally responsible. This is also reflected in the principles of Islamic education, as follows:
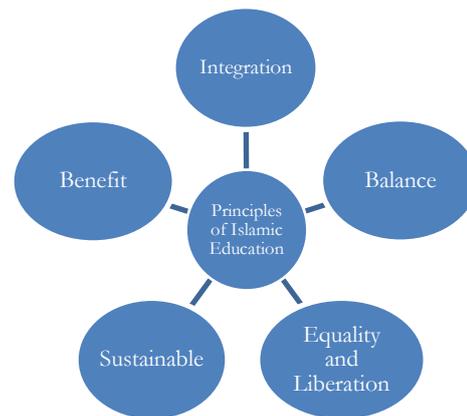

Figure 1. Principles of Islamic Education[17]

The role of spirituality opens a window for the development of attitudes of empathy, tolerance, and justice, which are the foundation for a harmonious social life. By imbuing the values of

[13] E Zerbian, T., & de Luis Romero, 'The Role of Cities in Good Governance for Food Security: Lessons from Madrid's Urban Food Strategy.', *Territory, Politics, Governance*, 11.4 (2023), 794–812.

[14] Y. Limam, M., Dhiaf, M., & Kessentini, 'FATURA: A Multi-Layout Invoice Image Dataset for Document Analysis and Understanding', *ArXiv Preprint ArXiv*, 2023.

[15] C. W Rose, J., & Johnson, 'Contextualizing Reliability and Validity in Qualitative Research: Toward More Rigorous and Trustworthy Qualitative Social Science in Leisure Research', *Journal of Leisure Research*, 51.4 (2020), 432–51.

[16] Small.

[17] Sri Haryanto, *Pendidikan Karakter Berbasis Spritual, Suatu Tinjauan Paradigmatik* (Bantul: Bildung, 2022).

wisdom, integrity, and compassion through spiritual experiences, students form a strong foundation for the formation of positive character and care for the surrounding environment. Spirituality-based education also creates space for students to seek knowledge with deeper goals, not only for academic excellence but also as a means of service to society[18].

The implementation of spiritual values in Islamic learning has a significant impact on shaping students' character and life orientation. As an integral dimension of Islamic teachings, spiritual values such as sincerity, compassion, patience, and gratitude play a major role in guiding individuals toward a deeper understanding of themselves and their relationship with their surroundings. In the context of Islamic learning, the implementation of spiritual values requires a holistic approach involving the teacher as the main facilitator. Teachers are not only conveyors of information but also moral role models who guide students to apply these values in their daily actions. Teaching methods that involve direct interaction with sacred texts, self-reflection, and ethical discussions can create a deep and reflective learning environment[19].

The application of spiritual values also opens up opportunities for contextual exploration and appreciation of the meaning of Islamic teachings. Students can be invited to reflect on how these spiritual values can be applied in real life, both in personal and social contexts. Learning methods that integrate spiritual aspects, such as meditation and contemplation, allow students to explore the inner dimensions of their lives[20]. Thus, Islamic learning is not only about theoretical knowledge but also about character formation based on noble values.

Through the implementation of spiritual values, students not only develop in academic aspects but also moral and ethical aspects. They become more aware of the importance of empathy and tolerance in human relationships. Apart from that, spiritual values also provide a foundation for developing a humble attitude, a sense of responsibility, and integrity in living daily life. Islamic education that prioritizes spiritual values not only creates academically skilled individuals but also individuals who are committed to the life values espoused by the Islamic religion[21].

The impact of spirituality on individual development has a deep and comprehensive dimension, shaping the essence of a person's personality in a unique and meaningful way. Spirituality, as a foundation of moral and ethical values, provides a strong foundation for individual growth[22]. Through spiritual experiences, a person can explore the meaning of life, find existential purpose, and understand their role in relationships with others and the universe.

Individual development influenced by spirituality includes cognitive, emotional, and social aspects. Cognitively, spirituality can stimulate reflective and philosophical thinking, guiding individuals toward a deeper understanding of life's wisdom and purpose. From an emotional perspective, spiritual experiences can bring peace, happiness, and gratitude, which have a positive impact on an individual's psychological well-being. Socially, spiritual values can form attitudes of empathy, tolerance, and justice, creating individuals who contribute positively to society[23].

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18 S Mukherjee, S., & Ghosh, 'Enhancing Effectiveness of Values and Ethics Education through Spirituality', *Journal of Management, Spirituality & Religion*, 19.3 (2022), 275–301.

19 A Deluca, C., Willis, J., Dorji, K., & Sherman, 'Cultivating Reflective Teachers: Challenging Power and Promoting Pedagogy of Self-Assessment in Australian, Bhutanese, and Canadian Teacher Education Programs', *Power and Education*, 15.1 (2023), 5–22.

20 A Nufus, D. H., Sururin, S., & Sodiq, 'Tafakkur: A Contemplation of Students' Spiritual and Emotional Intelligence (in The Perspective of Sufism & Transpersonal Psychology)', *Dayah: Journal of Islamic Education*, 6 (2023).

21 Arar, K., Sawalhi, R., DeCuir, A., & Amatullah.

22 Mukherjee, S., & Ghosh.

23 T Hanipudin, S., Nasihah, N. A., & Subki, 'Analysis of the Impact of Instilling Religious Moderation on Students' Social Attitudes', *Nusantara Education*, 19.24 (2023), 19–24.

Apart from that, the impact of spirituality on individual development is also seen in the instillation of strong moral values. Spirituality forms the basis of ethics and integrity, guiding individuals to make meaningful and responsible decisions. It helps form a strong character full of integrity, overcoming life's challenges with wisdom and inner calm.

The importance of spiritual development in individuals is also reflected in their ability to adapt and overcome stress [24]. Sensitivity to the dimensions of spirituality can be a source of strength in facing life's challenges, provide meaning and purpose to difficult experiences, and provide calm in difficult circumstances.

The impact of spirituality on individual development is not only seen in the religious dimension but also in holistic growth, which includes cognitive, emotional, social, and moral aspects. This creates individuals who are more empowered, and meaningful, and have a positive impact on themselves and the environment around them.

Gender Equality in Islamic Education

The challenge of gender equality remains a complex and profound battleground on the journey towards a more just and equal society. One of the critical points that continues to be in focus is inequality of access and opportunity in education and the world of work. Despite the rapid increase in women's participation in education and employment, gaps remain clear in terms of career opportunities, salaries, and promotions between women and men[25].

In addition to material challenges, social and cultural norms that limit gender roles pose strong obstacles. Gender stereotypes that are still strong can limit individual development and reduce their choices in various aspects of life[26]. Deep cultural transformation is needed to break down restrictive norms, ensuring every individual has the freedom to pursue their interests, talents, and ambitions without being limited by traditional gender expectations.

Challenges continue to emerge in the form of gender-based violence, including sexual harassment and domestic violence. The need to create a safe and fair environment for all individuals is a must. Overcoming gender-based violence requires structural changes in culture and systems that can support changes in behavior and norms that are intolerant of acts of violence.

Women's involvement in decision-making at political and economic levels is also still limited[27]. An imbalance in the representation of women in leadership can hinder the journey towards complete gender equality. This change requires strong collaborative initiatives to overcome the barriers that prevent women from taking equal roles in the decision-making processes that shape society as a whole.

In facing the challenge of gender equality, joint efforts across sectors are needed, from inclusive education to consistent advocacy. Public awareness, support for policies that support equality, and joint commitment from the entire spectrum of society are the keys to forming a positive transformation towards a more just and gender-equal society. Only with collective effort and continued perseverance can we realize the dream of a world where every individual has equal opportunities, regardless of gender

Gender equality initiatives in Islamic education reflect the determination to create an inclusive educational environment, where gender

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[24] T Afita, L., & Nuranasmita, 'The Role of Social Support in Promoting Resilience and Mental Well-Being', *Bulletin of Science Education*, 3.3 (2023), 269–79.

[25] J. C Smith, S. G., & Sinkford, 'Gender Equality in the 21st Century: Overcoming Barriers to Women's Leadership in Global Health', *Journal of Dental Education*, 86.9 (2022), 1144–73.

[26] P. Mella, 'In Every Organization, Gender Stereotypes Reduce Organizational Efficiency and Waste Productive Energy: A Systems Thinking Perspective', *Kybernetes,* 15.13, 156–85.

[27] T. B Sunar, 'A Study on Lowering Factors of Women's Representation to Decision Making Positions in Local Governance of Nepal', *Journal of Health and Social Welfare*, 2.1 (2023).

roles and rights are recognized and respected by Islamic teachings[28]. In recent years, awareness of the importance of gender equality in the context of Islamic education has increased significantly. This initiative involves efforts to overcome gender stereotypes, provide equal access to education, and create a curriculum that values the contribution and potential of every individual regardless of gender.

One important step in this initiative is ensuring that women have equal opportunities to obtain quality education, including at advanced levels and in disciplines that may have previously been considered the domain of men. In addition, gender equality initiatives in Islamic education also include increasing awareness of gender issues among teaching staff and students, encouraging open dialogue, and promoting the values of equality in all aspects of school life.

Not only limited to academic aspects, gender equality initiatives also emphasize developing women's social and leadership skills, allowing them to contribute to the formation of society and the Muslim community more broadly. Thus, gender equality initiatives in Islamic education not only create a fair space in the classroom but also play a role in forming an inclusive and just social order based on Islamic values that advocate justice and equality for all humanity.

The impact of gender equality in the educational context makes a significant positive contribution to the overall quality of the education system[29]. Gender equality creates an environment where individual potential and talents, regardless of gender, can be optimally developed. One of the positive impacts is improving the quality of education through the active participation of women at all levels of education. By providing equal opportunities, women can become agents of change who play a role in advancing science, the arts, and science.

Gender equality also enriches classroom dynamics and improves the quality of teaching. Through balanced representation of both genders in the learning environment, students can access a variety of perspectives and experiences, which supports a deeper understanding of the subject matter. Teachers and teaching staff of diverse genders can also provide role models and inspiration for all students, creating an environment that stimulates and supports the development of all potential[30].

Additionally, gender equality can reduce disparities in academic achievement between male and female students. By removing gender barriers, all students have equal opportunities to succeed in academic and non-academic fields. This not only creates a more equitable society but also shows that each individual has unique values and contributions unfettered by gender stereotypes.

Gender equality in education is not only a human rights issue but also an investment in improving the quality of education[31]. By creating an inclusive space and providing equal rights to all, education can become a more effective tool in producing a knowledgeable generation, that has superior personalities and can contribute positively to society as a whole.

Minority Rights in the Context of Islamic Education

Identifying minority rights in an educational context involves recognizing and respecting the rights of minority groups, including ethnic,

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[28] A. Aderibigbe, S. A., Idriz, M., Alzouebi, K., AlOthman, H., Hamdi, W. B., & Companioni, 'Fostering Tolerance and Respect for Diversity through the Fundamentals of Islamic Education.', *Religions*, 14.2 (2023), 212.

[29] S Leal Filho, W., Kovaleva, M., Tsani, S., Țîrcă, D. M., Shiel, C., Dinis, M. A. P., ... & Tripathi, 'Promoting Gender Equality across the Sustainable Development Goals', *Environment, Development and Sustainability*, 25.12 (2023).

[30] C Sparks, D. M., Przymus, S. D., Silveus, A., De La Fuente, Y., & Cartmill, 'Navigating the Intersectionality of Race/Ethnicity, Culture, and Gender Identity as an Aspiring Latina STEM Student', *Journal of Latinos and Education*, 22.4 (2023), 1355–71.

[31] G Pantelopoulos, 'Human Capital, Gender Equality and Foreign Direct Investment: Evidence from OECD Countries', *Journal of the Knowledge Economy*, 2023, 1–17.

linguistic, religious, and other marginalized groups. Inclusive and fair education must consider the needs and rights of every individual, regardless of minority or majority[32]. This identification process is important to ensure that each group can access education equally, and can maintain and preserve their cultural identity.

One aspect of identifying minority rights in education is the recognition of the language and culture of minority groups. Providing the right to use and maintain the mother tongue and recognizing cultural values will create an educational environment that supports and respects diversity. This involves developing curricula that reflect the cultural richness of each group, as well as increasing understanding and appreciation among students to foster an inclusive learning environment[33].

In addition, the identification of minority rights also includes the protection of fundamental rights, such as the right to equal education without discrimination. Teachers and teaching staff need to be provided training on the special needs of minority groups and how to integrate these perspectives into the learning process. By understanding minority rights, education can be a means of fighting discrimination, promoting tolerance, and building an inclusive society.

The importance of identifying minority rights in education not only creates equality of access but also recognizes diversity as a wealth that needs to be respected in the education process[34]. By detailing and understanding the rights of minority groups, education can serve as a tool to strengthen identity, increase intercultural understanding, and create citizens who are full of tolerance and respect for diversity.

Challenges and obstacles to minority rights in the educational context create various obstacles that can hinder access, participation, and acceptance of minority groups in the education system. One of the main challenges is inequality in access to education, which often reflects gaps in infrastructure, resources, and learning opportunities between minority and majority groups. Economic, and geographic factors, as well as inequalities in the distribution of teachers and educational facilities, can be real obstacles for minority groups[35].

Apart from that, discrimination and stereotypes are also serious obstacles to minority rights in education[36]. Discrimination can occur both in the form of formal policies and practices and in the form of substantive unfair treatment that can harm minority groups. Derogatory stereotypes and a lack of positive representation of minority groups in the curriculum and teaching materials can also be detrimental to the learning process and student identity development.

Another challenge is the lack of recognition of the cultural and linguistic rights of minority groups. The languages and cultures of minority groups are often ignored or even considered an obstacle in an education system that is not in harmony with the diversity of society. This can result in alienation, decreased motivation, and even a dropout from formal education[37].

Steps towards inclusive education are systematic efforts to create an educational environment that can accommodate diversity and provide educational rights to all individuals, regardless of background, abilities, or special characteristics. First of all, it is important to build awareness and understanding among related

[32] I Anastasiou, D., & Bantekas, 'Education for Learners with Disabilities as a Social Right', *University of Pennsylvania Journal of Constitutional Law*, 25.2 (2023), 365.

[33] S Kunwar, R., & Adhikari, 'An Exploration of the Conceptualization, Guiding Principles, and Theoretical Perspectives of Inclusive Curriculum', *Journal of Contemporary Research in Social Sciences*, 5.1 (2023), 1–13.

[34] A Salmi, J., & D'Addio, 'Policies for Achieving Inclusion in Higher Education', *Policy Reviews in Higher Education*, 5.1 (2021), 47–72.

[35] E Royce, *Poverty and Power*, *The Problem of Structural Inequality* (Rowman & Littlefield, 2022).

[36] J. O Anjorin, O., & Busari, 'Unpacking the Social Constructs of Discrimination, Othering, and Belonging in Medical Schools', *Teaching and Learning in Medicine*, 2023, 1–9.

[37] S Andersen, D., Waldemar, A. K., & Kirkegaard, 'Recovery College Dropout: A Qualitative Study of External, Relational and Course-related Dropout Drivers in Co-produced Mental Health Care', *International Journal of Mental Health Nursing.*, 2023.

parties, including teachers, school staff, and parents, about the needs and potential of each student[38]. This can be done through training, seminars, and outreach campaigns aimed at combating stereotypes and promoting a deeper understanding of the concept of inclusivity.

Furthermore, there need to be changes in education policies to support inclusive practices. This includes revising the curriculum to reflect diversity and recognize minority rights[39]. In addition, there need to be adjustments in teaching and assessment methods to ensure that each student can access learning material in a way that suits his or her learning style and needs.

Human resource development is also a key step towards inclusive education. Teachers and educational staff need to be given further training in differentiated learning, inclusive classroom management, and the application of educational technology that supports all students. This will ensure that they have the skills and understanding necessary to manage diversity in the classroom effectively.

Parental and community involvement is also an important element in creating inclusive education[40]. Close collaboration between schools, parents, and communities can create strong support for all students, especially those who have special needs or are from minority groups.

Finally, continuous evaluation and monitoring of the implementation of inclusive measures is necessary. By monitoring progress and identifying areas that still need improvement, inclusive education can continue to develop and ensure that the rights of all individuals are respected in a fair and welcoming educational context. With this series of steps, inclusive education will not only become an idea but also a reality that builds an inclusive society and supports educational rights for all.

Integration of Spirituality, Gender Equality, and Minority Rights

The integration of spirituality, gender equality, and minority rights in the educational context is a progressive step towards an inclusive and holistic education system[41]. First of all, this approach recognizes that every individual, including minority groups, has a spiritual dimension that needs to be considered and developed in the educational process. Education that includes aspects of spirituality can help form strong character, moral ethics, and concern for others, creating more empathetic and responsible citizens.

Furthermore, the integration of gender equality in education not only includes providing equal rights but also creating an environment where gender differences are recognized and respected. The curriculum should reflect gender equality and provide students with a deeper understanding of the role and contribution of each gender in society. This education not only eliminates inequality but also promotes better understanding and support for the rights of women and gender minorities[42].

In addition, minority rights must also be an integral part of inclusive education. This involves recognizing cultural and linguistic rights, ensuring fair representation in the curriculum, and creating an environment that supports the growth and development of all students without discrimination. Integrating minority rights in education not only respects diversity but also

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[38] P Nisa, H. K., Isfihani, I., & Praptiningsih, 'Teachers' Efforts in Growing Awareness of the Importance of Parents in Educating Children at SMP Muhammadiyah 5 Surakarta in Academic Year 2022/2023', *Edumaspul: Jurnal Pendidikan*, 7.2 (2023), 5383–90.

[39] Jennifer Lapum and others, 'Equity, Diversity, and Inclusion in Open Educational Resources: An Interpretive Description of Students' Perspectives', *Nurse Education Today*, 116 (2022), 105459.

[40] Janet Helmer and others, 'Planting the Seeds for Inclusive Education: One Resource Centre at a Time', *International Journal of Inclusive Education*, 27.5 (2023), 586–602.

[41] Helmer and others.

[42] Sonya G Smith and Jeanne C Sinkford, 'Gender Equality in the 21st Century: Overcoming Barriers to Women's Leadership in Global Health', *Journal of Dental Education*, 86.9 (2022), 1144–73.

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creates greater awareness of justice and plurality in society[43].

The potential synergy that arises from the integration of spirituality, gender equality, and minority rights in the educational context creates a strong foundation for the development of individuals and society as a whole. By combining these three perspectives, education can become a vehicle for building a harmonious balance between spiritual, social, and cultural dimensions. First of all, spirituality can provide a foundation for ethical and moral values that become the basis for gender equality and minority rights. The spiritual dimension can inspire individuals to respect and appreciate diversity, thereby creating an environment where every individual feels recognized and appreciated[44].

When it comes to gender equality, a spiritual perspective can help combat gender stereotypes and promote a deeper understanding of the unique contributions each gender can make. Spirituality teaches values such as justice, equality, and compassion, which provide the basis for creating an educational environment that is not only fair but also creates space for the development of each individual's potential without gender restrictions.

The importance of minority rights is also reinforced through this approach. The integration of spirituality can encourage acceptance of cultural and linguistic diversity, while gender equality can help reduce the inequality and discrimination often experienced by minority groups. In this way, education becomes a platform for empowering groups that may have previously been ignored or discriminated against.

The inclusive Islamic education model reflects a progressive vision of education that not only teaches religious teachings, but also encourages inclusivity, gender equality, and recognition of minority rights[45]. In this model, Islamic teachings are integrated into a learning framework that includes diverse cultures, languages, and student backgrounds. One of the key elements in this model is the recognition that each individual is unique, with different potential and needs, and therefore, education must be able to accommodate this diversity.

Aspects of spirituality are integrated into this educational model to shape the moral and ethical character of students[46]. Through learning Islamic values, which include justice, compassion, and equality, students are invited to understand and internalize the ethical principles underlying minority rights and gender equality.

This model also emphasizes the empowering role of women in the context of education and society more broadly. By providing equal access to education, as well as supporting the role of women in academic and social life, the inclusive Islamic education model creates a platform for overcoming gender inequality and promoting women's active participation in all aspects of life.

Additionally, minority rights are recognized and respected in this model. Developing a curriculum that reflects cultural, linguistic, and historical diversity recognizes the valuable contributions of each minority group. Teachers and education staff are also trained to understand the special needs of minority groups, create inclusive environments, and understand cultural sensitivities[47].

Implementing an inclusive Islamic education model requires a mature and planned strategy to ensure success and sustainability. One of the main

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[43] Neng Nur Annisa and Nabila Tabassum, 'Challenges of Multiculturalism: Integration of Religion in State Policy', *Religion and Policy Journal*, 1.1 (2023), 8–15.

[44] George Gotsis and Katerina Grimani, 'The Role of Spiritual Leadership in Fostering Inclusive Workplaces', *Personnel Review*, 46.5 (2017), 908–35.

[45] Ulumuddin Ulumuddin and others, 'Advancing Islamic Education: Fostering Multicultural Values through the Implementation of Islamic Religious Education', *Jurnal Islam Nusantara*, 7.1 (2023), 82–96.

[46] Hastuti Mulang and Aditya Halim Perdana Kusuma Putra, 'Exploring the Implementation of Ethical and Spiritual Values in High School Education: A Case Study in Makassar, Indonesia', *Golden Ratio of Social Science and Education*, 3.1 (2023), 1–13.

[47] Philippa Gordon-Gould and Garry Hornby, *Inclusive Education at the Crossroads: Exploring Effective Special Needs Provision in Global Contexts* (Taylor & Francis, 2023).

strategies is the development of an inclusive and diverse curriculum. The curriculum must reflect inclusive Islamic values, emphasize gender equality, and recognize the rights of minorities. Developing teaching materials that are sensitive to the cultures and languages of various groups is also an integral part of efforts to create an inclusive learning environment[48].

Furthermore, training and professional development for teachers and educational staff is essential. Teachers need to have a deep understanding of the principles of inclusivity, diverse learning strategies, and sensitivity to students' special needs and cultural backgrounds. This training can help create an environment where every student feels recognized, supported, and empowered.

Integrating educational technology is another relevant strategy[49]. Technology can be a powerful tool to support inclusive learning by providing easily accessible educational resources, supporting a variety of learning styles, and facilitating effective communication between teachers, students, and parents. It can also help in mitigating geographic challenges and ensuring access to education for all.

In addition, parental and community involvement is very important in implementing an inclusive Islamic education model. Close collaboration with parents can help make them aware of the values and goals of inclusive education, as well as help support the learning process at home. Communities can also be valuable partners in creating supportive and inclusive environments outside the classroom setting[50].

Overall, the implementation strategy for an inclusive Islamic education model must include a comprehensive approach, from curriculum development to teacher training, technology integration, and parent and community involvement. With this approach, inclusive education can become a reality that benefits all students.

Discussion

From the perspective of gender equality in Islamic education, the challenges faced involve unequal access and opportunities between women and men. Despite a rapid increase in women's participation in education and employment, gaps are still visible in career opportunities, salaries, and promotions. Barriers are not only material but also related to social and cultural norms that limit gender roles[51]. Deep cultural transformation is needed to break down gender stereotypes and ensure individuals' freedom to pursue their interests, talents, and ambitions without being limited by traditional gender expectations. In facing these challenges, gender equality initiatives in Islamic education reflect a determination to create an inclusive educational environment, where gender roles and rights are recognized and respected by Islamic teachings.

In addition, identifying minority rights in the context of Islamic education involves recognizing and respecting the rights of minority groups, including ethnicity, language, religion, and other marginalized groups. Inclusive education must consider the needs and rights of every individual, regardless of whether they are a whether they are a minority or a majority[52]. Minority rights challenges include inequalities in educational access, discrimination, and stereotypes that can hinder the acceptance of minority groups in the education system. Lack of recognition of the

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[48] T Guberina, 'Cultivating Inclusive Learning Environments: Incorporating Diversity Through Culturally Responsive Pedagogy', *Social Science Chronicle*, 2 (2023), 1–14.
[49] Ritesh Chugh and others, 'Implementing Educational Technology in Higher Education Institutions: A Review of Technologies, Stakeholder Perceptions, Frameworks and Metrics', *Education and Information Technologies*, 2023, 1–27.
[50] J McWayne, C. M., Melzi, G., & Mistry, 'A Home-to-School Approach for Promoting Culturally Inclusive

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[51] Shengjie Zhou, 'Gender Politics and Power Structure: An Analysis of Institutional Barriers to Gender Equality', *Journal of Research in Social Science and Humanities*, 2.10 (2023), 64–71.
[52] Anastasiou, D., & Bantekas.

cultural and linguistic rights of minority groups is also a serious obstacle. Strategies towards inclusive education include awareness, educational policies that support inclusivity, teacher training, and active involvement of parents and the community[53].

The integration of spirituality, gender equality, and minority rights in Islamic education produces potential synergies that create a strong foundation for the development of individuals and society as a whole[54]. This integration recognizes the spiritual dimension of each individual in the educational process, shapes moral character, and supports inclusivity. Gender equality is not only about providing rights but also creating an environment where gender differences are recognized and respected. Minority rights are integrated with recognizing and respecting cultural and linguistic rights and creating an environment that supports the growth of all students without discrimination. Through this integration, Islamic education becomes not only a means of religious learning, but also a tool for forming character, promoting equality, recognizing the rights of minorities, creating an inclusive society, and supporting educational rights for all.

The recommendations of this article are very relevant for readers who are interested in developing an inclusive education system that accommodates diversity, respects individual rights, and integrates spiritual values, gender equality, and minority rights in the context of Islamic education. Readers involved in research, curriculum development, and educational policy will gain valuable insights from this article. Apart from that, this article can be a guide for educational practitioners, teachers, and educational institutions to implement an inclusive Islamic education model in their environment.

Conclusion

The exploration of spirituality in Islamic education illustrates its central role in forming individuals holistically. Spirituality is not just a religious teaching, but a moral force that guides the formation of students' character. The integration of spiritual values in the curriculum creates students who are academically intelligent and morally responsible. The implementation of spiritual values gives rise to attitudes of empathy, tolerance, and justice as the foundation of a harmonious society. Spirituality-based Islamic learning guides students toward a deep understanding of themselves and the environment. The impact includes the development of cognitive, emotional, social, and moral aspects, forming empowered and meaningful individuals. Spirituality creates positive character, overcomes challenges, and gives meaning to life experiences, producing individuals who contribute positively to society.

An exploration of gender equality in Islamic education highlights the complexity of challenges, including unequal access, career opportunities, and social norms that limit women. Cultural transformation is needed to overcome these obstacles and provide individual freedom without being limited by gender stereotypes. Gender equality also requires a safe and fair environment, as well as the involvement of women in decision-making. Gender equality initiatives in Islamic education reflect the determination to create an environment by Islamic teachings, ensure equal access, and empower women. Its impacts include improving the quality of education, promoting balanced representation, and reducing disparities in academic achievement, making it a vital investment for a more equitable society.

Minority rights in Islamic education involve recognizing and respecting the rights of minority groups, including language, culture, and

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[53] Emile Monono Mbua, 'Principal Leadership: Raising the Achievement of All Learners in Inclusive Education', *American Journal of Education and Practice*, 7.1 (2023), 1–25.

[54] Dzulkifli Bin Abdul Razak and Abdul Moten, 'Linking Sustainability and Spirituality: The University with a Soul', *Higher Education Governance and Policy*, 4.1 (2023), 38–48.

fundamental rights. This identification ensures that diversity is recognized and valued in the educational environment. Challenges involve unequal access, discrimination, and stereotyping. Inclusive measures need to be implemented, including awareness, supportive education policies, teacher training, and parental involvement. Inclusive education requires ongoing evaluation to ensure the rights of all individuals are respected, create an inclusive society, and support educational rights for all.

The integration of spirituality, gender equality, and minority rights in education forms the foundation for an inclusive and holistic system. Education that includes a spiritual dimension can shape moral character, while gender equality creates an environment that respects gender differences. Minority rights are recognized to create a fair and inclusive educational space. The inclusive Islamic education model emphasizes diversity, gender equality, and recognition of minority rights. Implementation involves curriculum development, teacher training, technology integration, and parent and community involvement. This strategy ensures inclusive education and empowers all students.

The limitations of this article touch on gender equality, and the development of this aspect is very limited. Further research may be needed to investigate the impact and implementation of gender equality in greater depth in the context of inclusive Islamic education.

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