
Liberalism from the Perspective of Islamic Education and Its Implications for the National Education System

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Abstract

Objective: This study aims to analyze the influence of liberal principles from the perspective of Islamic education and its implications on the national education system in Indonesia. **Theoretical framework:** The theoretical framework used is the principle of liberalism, which emphasizes individual freedom and critical thinking in education. Liberalism is considered to offer a unique perspective to build an education system in a plural and democratic society. **Literature review:** The literature review includes an analysis of liberal educational theories, national education policies, and scientific literature related to the application of liberal values in education. This study explores the benefits, challenges, and relevance of the principles of liberalism in the context of the education system in Indonesia. **Methods:** The research uses a qualitative method with a literature study approach. The data was analyzed through the study of various scientific literature, educational policies, and educational theories related to the principles of liberalism. **Results:** The results of the study show that the application of liberal principles in the education system can increase students' freedom of thought, creativity, and critical ability, and help students face the challenges of globalization. However, there are challenges such as Incompatibility with local cultural values and the need to adjust the curriculum to be relevant to the Indonesian context. **Implications:** This research suggests the need for an adaptive education policy, which can: Integrate freedom of thought and independence in learning and maintain national identity and local cultural values. This approach is expected to create an inclusive, relevant, and balanced education system. **Novelty:** The novelty of this research lies in the analysis of the balance between the values of freedom in liberalism and traditional social norms in the context of national education. This research provides new insights into how liberalism can be applied without neglecting local cultural roots.

Keywords: liberalism, islamic education, education system, freedom, social implications.

INTRODUCTION

Liberalism as an ideology emphasizes the values of individual freedom, human rights, and respect for personal autonomy in various aspects of life, including education [1]. In the global context, the principles of liberalism have influenced education policies in various countries, leading to a more inclusive and oriented education system towards individual capacity building

[2]. In Western countries, such as the United States and European countries, these liberal values have been shown to encourage education focused on creativity, critical thinking, and adaptive abilities, which are essential in the face of the economic and social dynamics of the 21st century [3].

However, in Indonesia, the national education system still tends to be oriented towards collectivist values, where the role of the state and communal values take precedence over individual freedom [4]. In addition, the national curriculum is still structured with a less flexible pattern, focusing on cognitive and academic aspects, with limited space for personality development and freedom of thought [5]. This condition creates a problematic gap, where the Indonesian education system faces challenges in adapting to the demands of globalization and the digital era, which requires critical thinking skills, creativity, and personal initiative—competencies that are driven by the principles of liberalism in education [6].

Some indicators of this problem include low scores of Indonesian students in global assessments, such as the Programme for International Student Assessment (PISA), which shows low critical thinking and problem-solving skills. In addition, the results of the national survey also show a high unemployment rate among graduates, which indicates a lack of skills relevant to the needs of the current world of work [7]. With this gap, it is necessary to conduct further studies on how the principles of liberalism in education can be adaptively integrated into the national education system without overriding local cultural values [8].

The novelty of this study lies in its approach that examines the potential contribution of liberal principles to the Indonesian education system, which is rarely discussed in the context of national education [9]. This study will attempt to identify a balance between the values of liberalism, such as freedom of thought and independence of learning, with the characteristics and needs of education in Indonesia that emphasize social harmony and collective values. This research is expected to provide a new perspective for stakeholders in formulating education policies that are not only adaptive to global developments but also relevant to the cultural context and national identity of Indonesia [10].

This study offers a unique and timely exploration of liberalism through the lens of Islamic education, an area that remains underexplored in contemporary educational discourse. While liberalism has been widely studied in political philosophy and secular education, its implications for Islamic educational thought and practice are often overlooked or misunderstood. The novelty of this research lies in its integrative approach—analyzing liberalism not merely as a political ideology but as a set of educational values and paradigms that may intersect, conflict, or coexist with Islamic educational principles [9].

The study critically examines the foundational assumptions of liberalism—such as individual autonomy, freedom of expression, and secularism—in contrast with Islamic educational values like communal responsibility, moral development, and divine-centred knowledge. It explores how these differing worldviews shape educational goals, pedagogical strategies, and the construction of knowledge. This comparative framework highlights areas of tension as well as potential points of dialogue, offering fresh insights into how Islamic education can respond to or engage with liberal influences in a globalized context [9].

The significance of this research lies in its relevance to national education systems, especially in countries with Muslim-majority populations that are negotiating between traditional Islamic values and liberal democratic principles. By investigating how liberal values are implicitly or explicitly embedded in national curricula, teacher training, and educational policies, the study contributes to a critical understanding of educational direction and identity formation among youth. It raises important questions about the compatibility of liberalism with Islamic education, the preservation of religious identity in secular educational settings, and the extent to which Islamic principles can inform the development of a more holistic and value-based national education system [11].

Furthermore, this research provides practical implications for policymakers, educators, and curriculum developers who are seeking to harmonize national education systems with cultural and religious values. It challenges stakeholders to re-evaluate educational frameworks through an epistemological and ethical lens grounded in Islamic teachings while remaining responsive to global discourses. In doing so, the study not only fills a gap in scholarly literature but also contributes to broader debates about the future of education in pluralistic societies [11].

LITERATURE REVIEW

This literature review examines various previous and contemporary studies that analyze the principles of liberalism in education, both globally and within the Indonesian context. The comparison of perspectives helps identify recurring themes, educational trends, and research gaps in the discourse on liberalism's role in shaping educational systems. John Dewey's work emphasized the importance of democratic education rooted in individual freedom. His approach advocates for an education system that nurtures creativity, personal autonomy, and freedom of thought, thus preparing students to actively participate in a democratic society. Similarly, R. S. Peters focused on the ethical dimension of education, arguing that liberal education should cultivate independent moral reasoning and critical thinking skills, not merely the transmission of knowledge [12].

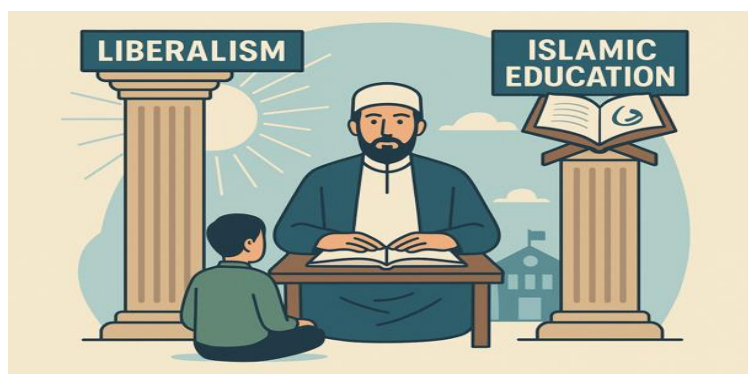


Figure 1. Illustration of Liberalism, Islamic Education, and National Education

Amy Guttmann broadened this view in her study on liberal higher education by framing it as a tool for character formation. She asserted that universities should promote not only intellectual advancement but also the development of socially responsible citizens through liberal values. Ian Hunter offered a contextual analysis of the Australian education system, showing that liberal principles can enable educational structures to adapt to dynamic societal changes and foster inclusivity [12]. Further contributions by Ryan and Santoro highlighted the cognitive benefits of liberal education. Their research stressed that when students are encouraged to think critically and independently, their analytical capacities are significantly enhanced. This underscores liberalism's role in cultivating intellectual maturity [13].

In the Southeast Asian context, Subakti analyzed how liberal principles are applied across different nations. His findings revealed a wide spectrum of implementation, often constrained or modified by cultural and social norms. He noted that the reception of liberalism in education is not uniform and is deeply influenced by local values and historical context. Santosa and Harahap provided a more focused study on Indonesia, observing that the Indonesian education system remains rigid and heavily standardized. Their study pointed out the lack of emphasis on student freedom, creativity, and critical thinking, suggesting that liberal principles have yet to be meaningfully integrated into national education policy [13].

Overall, the reviewed studies converge on the idea that liberalism can offer valuable contributions to educational development by fostering autonomy, creativity, and critical reasoning. However, the challenge lies in integrating these principles with existing cultural and religious values, particularly in nations like Indonesia where traditional norms still

significantly shape educational practices. In this section, several previous and recent studies related to the application of liberalism principles in education, both in Indonesia and in other countries are discussed. This review helps identify trends, research gaps, as well as views on the integration of liberalism in the education system. Here is a comparison of the studies in the table.

Table 1. Literature Review

Author	Research Title	Main Focus	Key Results
Dewey, J.	<i>Democracy and Education</i>	Democratic education based on individual freedom	Education should equip students with freedom of thought and creativity
Peters, R. S.	<i>Ethics and Education</i>	Ethics in education that focuses on independent thinking	Liberal education promotes independent ethical thinking
Guttmann, A.	<i>Liberal Education and the Idea of a University</i>	Liberal higher education as the basis for character development	Liberal education serves to build critical and responsible individuals
Hunter, I.	<i>Rethinking the School: Education and the Education System in Australia</i>	Analysis of liberal education in the Australian context	The principle of liberalism supports an education system that is more adaptive to changes in society
Ryan, J. & Santoro, N.	<i>Critical Studies in Education</i>	Contribution of liberal education to students' cognitive development	A liberal education helps students develop analytical and critical abilities
Subakti, A.	"The Impact of Liberalism in the Education System in Southeast Asia"	Analysis of the role of liberalism in education in Southeast Asian countries	The application of liberal principles is diverse in Southeast Asia, with diverse local cultural challenges
Santosa, Y. & Harahap, R.	"The Application of Liberalism-Based Education in Indonesia"	Limitations in the application of liberalism principles in the Indonesian education system	Indonesia's national education system is still rigid, with a lack of implementation of freedom of thought in students

METHODOLOGY

This study uses a qualitative approach with a literature study method that aims to explore and analyze the influence of liberalism principles in education and its implications on the national education system in Indonesia [13]. The following is a detailed explanation of the design, data sources, data collection techniques, and data analysis techniques used.

Research Design

The design of this study is descriptive-analytical, aiming to provide an in-depth overview of the concept and application of liberalism principles in the education system and how the concept can be adapted in the context of education in Indonesia [14]. This descriptive-analytical research was chosen because it allows researchers to present information systematically and in-depth about the phenomenon being studied, as well as analyze its relevance to the local context.

Data Source

The main sources of data in this study are relevant literature, including books, scientific journals, research articles, and reports related to liberalism in education, especially those that discuss the context of Indonesia and other countries in Southeast Asia [15]. Some sources are also drawn from research that focuses on Western countries that have adopted the principles of liberalism in their education systems [16].

Data Collection Techniques

The data collection technique is carried out through a literature review by searching and collecting data from various relevant literature. The articles and books obtained are then

selected based on the criteria of relevance and credibility of the source, such as recognized authors in their fields and indexed journals. The data collected include concepts, empirical findings, and theories related to liberalism in Education [17].

Data Analysis Techniques

The data analysis in this study uses a content analysis approach, where the collected data is analyzed to identify the main themes related to the application of liberalism in education. The stages of analysis include (a) organizing the data by rereading the collected literature, (b) coding the data based on relevant themes, such as individual freedom, independence of thought, and challenges in implementation, (c) identification of relationships and patterns in the data, and (d) summarizing and interpreting the results of the analysis to gain a deep understanding of the adaptation of the principles of liberalism in the Indonesian education system [18].

Credibility and Validity of Data

To maintain the validity and credibility of the research, the data collected is only taken from trusted sources that are recognized by academics. In addition, triangulation is carried out by comparing data from various sources that discuss the same issue, both from the context of Indonesia and other countries [19].

Expected Results

It is hoped that this study can provide recommendations related to education policy models that accommodate the principles of liberalism within the limits that are by local values and the needs of Indonesian national education. This research is also expected to make a theoretical contribution to the literature on liberalism-based education in developing countries. With this research method, it is hoped that the research can provide a comprehensive and in-depth understanding of how the principles of liberalism in education can be integrated adaptively into the Indonesian national education system [20].

RESULTS AND DISCUSSION

This study reveals several key findings related to the implications of the principles of liberalism in Indonesia's national education system, which are based on a literature review of various theories and previous research. Here is a discussion of the main findings:

Individual Freedom in Education

Liberalism in education places a strong emphasis on individual freedom, which is reflected in providing space for students to develop critical thinking skills, creativity, and freedom of opinion [21]. In Indonesia, the current national education system still tends to be oriented towards a standard and rigid curriculum approach, which emphasizes academic aspects and memorization rather than the development of critical thinking. Based on the results of previous studies, this less flexible system makes it difficult for students to practice independent learning and critical thinking [22]. Implications: The application of the principle of freedom in education promoted by liberalism can provide opportunities for Indonesian students to be more active in the learning process, allowing the development of creativity and critical thinking skills [23].

Independence of Thought and Personal Initiative

The principles of liberalism also emphasize independent thinking and personal initiative, where students are expected to be able to take responsibility for their learning process [24]. In some countries that have adopted liberal education systems, the curriculum is designed to allow students to choose subjects and learning methods according to their interests and learning styles [25]. In Indonesia, this approach is still limited due to the existence of national curriculum standards that strictly regulate the structure and content of learning. Implications: The existence of the principle of independent thinking can encourage innovation in teaching

methods and enrich the curriculum in Indonesia so that it can better prepare students to face a dynamic and competitive world of work [26].

Openness to Difference and Inclusivity

Liberalism promotes an inclusive education system, which accepts differences, in terms of views, cultural background, and students' abilities [27]. However, in practice, Indonesia's education system often still faces gaps in terms of inclusivity, especially in remote areas. This is due to the inconsistency between the national education policy and various local conditions and needs [28]. Implications: By adopting an inclusive education approach promoted by liberalism, Indonesia can develop a more equitable education system for all levels of society. This can be achieved with more flexible policies and attention to local needs so that education becomes more relevant and effective [29].

Cultural Challenges in Adopting Liberalism-Based Education

One of the main obstacles to adopting the principle of liberalism in education in Indonesia is the existence of collective cultural values that are still strong [30]. The culture of collectivism and respect for authority is very influential in the education system in Indonesia, which often places teachers as the source of truth and students as passive recipients of knowledge. Therefore, the transition to a more liberal education system will face considerable challenges [31]. Implications: The Indonesian education system needs to find a balance between the individual freedoms offered by liberalism and the collective values that underlie national identity. Liberalism-based education can be contextually adapted to remain relevant to local cultural values, for example through teacher training so that they are more conducive to teaching and encouraging students to be actively involved [32].

Opportunities and Potential of Liberal Education in Welcoming the Era of Globalization

In the era of globalization, the principles of liberalism in education can support the creation of a generation that is more adaptive, innovative, and globally insightful. This research shows that with the application of liberalism values, students can be prepared with 21st-century skills that include critical thinking, creativity, collaboration, and communication skills. This is indispensable in the face of increasingly fierce global competition [33]. Implications: By utilizing the principles of liberalism, Indonesia can build an education system that is ready to compete in the international arena. However, this process requires careful adaptation, taking into account cultural factors and prevailing national education policies [34].

Liberalism in education offers a viewpoint that places individual freedom, personal autonomy, and human rights at the core of the learning process [35]. Through this approach, each individual is considered to have the right to develop themselves according to their potential, without any restrictions that curb creativity and freedom of thought. This perspective emphasizes education that is adaptive, open, and respectful of plurality and provides space for students to actively participate in determining their educational direction [36].

However, the application of liberalism in the national education system also brings challenges. On the one hand, too broad freedom can lead to disagreement in terms of access to education and quality of learning [37]. On the other hand, not all cultures and societal values are in line with the principles of individual freedom embraced by liberalism, so it is necessary to take a wise approach to adapt this idea of liberalism to local values. In the Indonesian context, it is important to balance freedom and control, between individual rights and collective needs, to achieve national education goals that are in line with Pancasila and the 1945 Constitution [38].

The implication of liberalism for the national education system is the need for policies that accommodate the diversity of students, give them the freedom to access a wider range of learning resources, and encourage critical and creative learning [39]. Ultimately, the implementation of the application of liberal values in education depends on the ability of the

education system to integrate the principles of liberalism with policies that remain grounded in the character, values, and ideals of the nation. Thus, education is expected to be able to give birth to a generation that is not only knowledgeable but also has strong life skills and critical thinking, as well as a high sense of social responsibility [40].

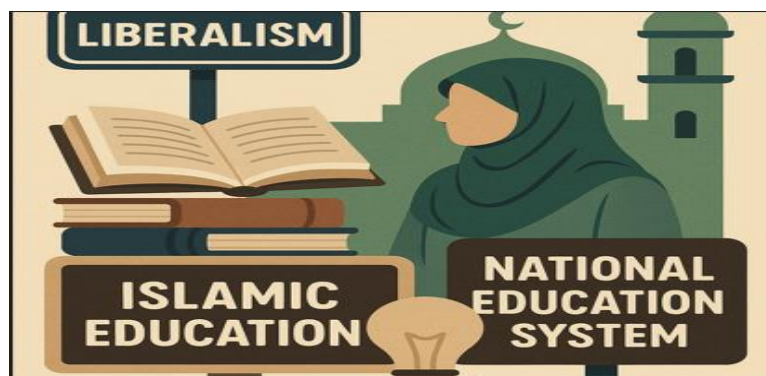


Figure 2. Illustration of the National Education System of Liberalism and Islam

Analysis and Discussion

Liberalism, as a political and philosophical ideology, promotes individual freedom, autonomy, and equal rights. In the realm of education, liberalism emphasizes student-centred learning, freedom of thought, critical inquiry, and the separation of education from religious or ideological dogma. While these principles have contributed to educational advancement in various secular contexts, their compatibility with Islamic education raises complex issues, especially in countries with Muslim-majority populations. This study seeks to explore liberalism from the perspective of Islamic education and analyze its broader implications for the national education system [37]. From the Islamic educational standpoint, knowledge is deeply integrated with moral and spiritual values. Education is not only a means to acquire intellectual skills but also a path to cultivate faith (iman), good character (akhlaq), and submission to divine guidance. The concept of ta'dib—the process of nurturing a well-mannered and morally upright individual—is central to Islamic pedagogy. Liberalism's emphasis on moral relativism and value-neutral education often stands in contrast to this holistic Islamic view [37].

However, some elements of liberalism, such as freedom of thought and critical reasoning, can align with Islamic education when properly contextualized. Classical Islamic scholarship encouraged *ijtihad* (independent reasoning) and *ikhtilaf* (diversity of opinions), demonstrating that Islam does not reject intellectual inquiry. Nevertheless, the liberal paradigm that detaches education from religious values may erode the spiritual and ethical foundations that Islamic education seeks to uphold [39]. The national education system, especially in pluralistic societies, often faces the challenge of balancing secular liberal values with religious and cultural traditions. If liberal principles are implemented without critical adaptation, they risk marginalizing religious perspectives and undermining efforts to build character-based education. For instance, curricula that promote unrestricted freedom of expression or question religious tenets in the name of critical thinking may conflict with the objectives of Islamic moral development [39].

On the other hand, ignoring the constructive aspects of liberalism—such as academic freedom, tolerance, and inclusivity—may hinder educational progress and social harmony. Islamic education, therefore, must engage in a selective and critical integration process, adopting compatible liberal elements while maintaining its spiritual framework. This approach requires educators, policymakers, and scholars to revisit Islamic educational philosophy and reinterpret it in light of contemporary realities [40]. In

conclusion, liberalism poses both opportunities and challenges for Islamic education and the national education system. A purely liberal approach may weaken the spiritual and ethical dimensions of education, while an uncritical rejection of liberalism may isolate Islamic education from global academic discourse. The key lies in developing a balanced educational model that harmonizes Islamic values with relevant aspects of liberal thought. This model can serve as a foundation for a national education system that is both globally competent and rooted in local religious identity [40].

CONCLUSION

This study concludes that understanding and critically balancing the principles of liberalism within the framework of Indonesian education is crucial, especially considering the nation's cultural diversity and deeply rooted traditional norms. Liberalism promotes values such as individual freedom, creativity, and critical thinking, which are undoubtedly essential in preparing students to meet global challenges. Through qualitative methods and literature studies, this research finds that the application of liberal educational principles can enhance students' intellectual independence and innovative capacity. However, the uncritical adoption of liberalism presents challenges, particularly when it comes to tension with local cultural and religious values. In the Indonesian context, where education is not merely a cognitive endeavour but also a moral and spiritual responsibility, the implications of liberalism must be approached with caution. The values embedded in Islamic education—such as iman (faith), ta'dib (ethical nurturing), and akhlaq (character)—emphasize the integration of knowledge and morality, aiming not only to educate the mind but also to purify the soul and behaviour. This research offers a novel perspective by arguing that the solution lies not in rejecting liberalism outright but in contextualizing its principles to align with Indonesia's national identity and Islamic educational values. There is a need for a flexible curriculum that maintains critical inquiry and academic freedom, while still upholding spiritual, cultural, and moral foundations. The main implication of this study is the formulation of educational policies that do not merely reflect global liberal ideals but are also grounded in Indonesia's local wisdom and Islamic principles. Such policies should aim to build an inclusive and adaptive education system that respects the pluralism of Indonesian society while safeguarding its religious and cultural heritage. By doing so, the national education system can evolve to become both globally competitive and morally grounded, enabling students to thrive intellectually while remaining faithful to their identity.

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Author Contribution

Shafika Fadillah: Conceptualisation, Methodology, Writing, Review, and Editing. Sondos Jihad Shnewra and Mariam Elbanna have finished this article.

Conflicts of Interest

The author declares no conflict of interest.

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