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Role Of Islamic Education And Lifelong Learning In Promoting Knowledge For Human Development

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ABSTRACT
Education in Islam is not limited to classroom instruction; it is a lifelong process of seeking knowledge, refining character, and improving society. This theoretical paper examines the role of education and lifelong learning in promoting Islamic knowledge for human development. It argues that Islamic knowledge, when transmitted through formal, non-formal, and informal learning systems, strengthens individual piety, moral behaviour, intellectual growth, social responsibility, and socio-economic progress. The paper is purely theoretical in nature; it used a literature search of online published articles and an available database to gather the data. Secondary data was used as a major source for gathering information. The study analytically discusses the emerging themes about education and lifelong learning role in promoting human development. The study draws from Islamic educational philosophy and contemporary literature on lifelong learning to show that continuous learning is central to personal development and collective well-being. The study revealed that education and lifelong learning are not just knowledge-transfer processes in Islam; they are also means of shaping moral character, strengthening spiritual growth, and supporting holistic human development. Finding indicates that learning should extend beyond formal schooling into family, community, and workplace settings so that Islamic knowledge remains practical and continuous across life stages. The implications of this study emphasize the need to strengthen policies, promote pedagogical innovation, and utilize technology grounded in Islamic values in order to optimize the role of Islamic education in building a lifelong learning society The study concludes that education systems, families, religious institutions, and policy makers should collaborate to build a learning society rooted in Islamic values, inclusiveness, and excellence.
Keywords: Education, lifelong learning, Islamic Education, Educational Values, human development

1. INTRODUCTION

Education occupies a central place in Islam because the first revealed command was to read and learn, making knowledge a foundational principle of faith and civilization. Lifelong learning extends this principle beyond formal schooling, presenting learning as a continuous duty throughout life (Hasan, 2020). In this sense, Islamic knowledge is not merely accumulated information; it is guidance that shapes thought, conduct, and society. Recent studies emphasize that Islamic educational traditions naturally support lifelong learning, linking intellectual growth with moral and spiritual development]. This paper explores how education and lifelong learning promote Islamic knowledge and contribute to human development (Dasuki, 2025). .

Islamic education and lifelong learning together form a powerful framework for advancing knowledge that supports holistic human development. Rooted in the Qur'anic emphasis on knowledge-seeking (taʿallum, talab al-ʿilm) and prophetic exhortations to teach and learn across life stages, Islamic education historically integrated spiritual, ethical, and practical learning. This integrative tradition—encompassing formal madrasah instruction, informal community-based teaching, and the scholarly transmission of religious sciences—creates values and institutional practices that encourage moral formation, social responsibility, and intellectual curiosity. When aligned with contemporary concepts of lifelong learning, which stress continuous, flexible, and learner-centred opportunities across the lifespan, Islamic education can extend beyond religious instruction to nurture critical thinking, vocational skills, and civic competencies necessary for sustainable development.

Empirically, combining Islamic pedagogical principles (holism, character formation, and communal learning) with lifelong learning approaches (accessibility, relevance, and adaptability) enhances individual capabilities and collective well-being. Such a synthesis supports human development by: expanding educational access through mosques and community centres; integrating ethical frameworks that promote social cohesion and responsible citizenship; equipping learners with both cognitive and practical skills for labour-market participation; and fostering resilience through continuous upskilling amid socio-economic change. In regions where formal educational infrastructure is limited, Islamic learning networks often provide crucial pathways for literacy, entrepreneurship, and informal social protection—thereby contributing directly to poverty reduction and human flourishing.

Human development here refers to the expansion of human capabilities, dignity, well-being, and social participation. Within an Islamic worldview, development includes both material advancement and the cultivation of faith, ethics, justice, and service to humanity . Education therefore becomes a tool for transforming individuals and communities, not only by producing skills but also by nurturing responsible moral agents (Anwar, F., & Novita, A. 2026).. Islamic education is one of the most powerful instruments for human development because it shapes knowledge, character, skills, and social consciousness. In Islam, education has an even broader meaning, since it involves the cultivation of the body, mind, soul, behaviour, and morality in a sustained and purposeful way. The concept of lifelong learning in Islamic perspective emphasizes that learning does not end with formal schooling but continues throughout life as an obligation and a means of self-improvement (Blossfeld & Von Maurice, 2019).

Islamic teachings strongly support the pursuit of knowledge and regard it as essential for personal growth and communal progress. The study of Islamic knowledge enables believers to understand their responsibilities to God, to others, and to themselves, while also preparing them to contribute positively to society (Indana, & Mustofa, 2024).. In this sense, education becomes more than information transfer; it becomes a process of forming a complete human being who can live with dignity, justice, and purpose.

Interestingly, the significance of education and lifelong learning in promoting Islamic knowledge for human development cannot be emphasized enough. Education is the foundation of society and plays a crucial role in shaping individuals into productive and knowledgeable members of the community (Choiri, 2026).. In the context of promoting Islamic knowledge, education provides individuals with a deep understanding of the principles and teachings of Islam, enabling them to lead a righteous life. Likewise, lifelong learning is essential in promoting Islamic knowledge as it ensures that individuals continue to acquire and expand their understanding of the religion throughout their lives (Zakiyyah, 2025). It allows individuals to delve deeper into the teachings of Islam and apply them in their daily lives, ultimately leading to personal and spiritual growth.

The impact of education and lifelong learning in promoting Islamic knowledge goes beyond individual development. It also plays a critical role in the development of a society as a whole. A society that prioritizes education and lifelong learning is more likely to be peaceful, prosperous and just. It promotes unity, tolerance, and understanding between individuals of different backgrounds and beliefs, fostering a sense of community and societal well-being.

The Significance of Education and Lifelong Learning in Promoting Islamic Knowledge for Human Development is a complex and multifaceted topic that has garnered much attention in recent years. With

the rise of globalized education systems and the increasing importance of religious studies, the role of education and lifelong learning in promoting Islamic knowledge for human development has become increasingly relevant (Ismail *et al.* 2016; Maidugu & Isah, 2024; Munif, 2025). One of the key reasons for this is the fact that education and lifelong learning play a critical role in shaping the beliefs, attitudes, and behaviours of individuals. Through the acquisition of knowledge, individuals are able to gain a deeper understanding of their own faith and beliefs, as well as those of others. This not only promotes tolerance and understanding, but also allows for the development of critical thinking skills that are essential for navigating the complex issues facing modern society.

Furthermore, education and lifelong learning are seen as crucial tools for promoting human development, particularly in the context of Islamic knowledge. This is because education not only imparts knowledge, but also helps to develop skills and abilities that are essential for economic and social development. By promoting education and lifelong learning, individuals are better equipped to contribute to the growth and progress of their communities and societies. Moreover, the significance of education and lifelong learning in promoting Islamic knowledge for human development is also highlighted by the fact that it plays a major role in preserving the teachings and principles of the faith. Through education, individuals are able to gain a deeper understanding of the Quran and the teachings of the Prophet Muhammad, allowing them to uphold and pass on these values to future generations.

Considering the above discussion, there is a research gap that needs to be further examined. Similarly there are still limited studies that systematically analyse the role of role of Islamic education and lifelong learning in promoting human development from both conceptual and contextual perspectives. The novelty of this research lies in its effort to integrate the concept of lifelong learning with the paradigm of Islamic education. This approach is expected to provide a new perspective in the field of Islamic education studies. In addition, this research seeks to bridge normative Islamic values with contemporary educational challenges. Thus, this study has significant theoretical and practical contributions

2. CONCEPTUAL FOUNDATIONS

2.1 Education in Islam

Islam views education as a sacred responsibility. Knowledge is valued because it enables believers to understand divine guidance, live righteously, and contribute to society. The Islamic educational tradition therefore combines intellectual inquiry with moral formation, distinguishing it from narrow training models that focus only on employability. The concept of Islamic education is a fundamental aspect of Muslim society and culture, which aims to instil the values and teachings of Islam in individuals. It encompasses various dimensions, including religious, cultural, social, and moral education, and is a lifelong process that begins at a young age and continues throughout one's life. Through Islamic education, individuals gain knowledge and understanding of the Quran and Sunnah, as well as the practices and traditions of the Prophet Muhammad (PBUH). It also teaches individuals about the importance of faith, spirituality, and morality, and how to apply these principles in their daily lives. Additionally, Islamic education promotes critical thinking, encourages the pursuit of knowledge, and emphasizes the importance of community and social responsibility. The ultimate goal of Islamic education is to cultivate well-rounded individuals who are devoted to their faith, possess strong moral character, and are actively involved in bettering themselves and their communities.

2.2 Lifelong Learning

Lifelong learning means learning that continues across the entire lifespan through formal schooling, adult education, family learning, workplace learning, religious study, and digital learning. In Islamic perspective, this aligns with the believer’s continuous pursuit of knowledge, self-correction, and improvement. Scholarship has shown that Islamic values can strengthen a lifelong learning culture by making learning meaningful, ethical, and socially purposeful. Lifelong learning refers to the continuous process of acquiring knowledge and skills throughout one's lifetime (Mehmood, A., Soomro, I. G., & Ahmed, M. 2025).. It encompasses the idea that learning is a lifelong journey, not limited to formal

education, but also through personal experiences and interactions with the world around us. The impact of lifelong learning has been recognized in enhancing personal and professional growth, increasing employability, and promoting personal fulfilment. As society continues to evolve and new challenges arise, the need for lifelong learning becomes increasingly important to adapt and thrive in a rapidly changing world. This abstract explores the conceptual meaning of lifelong learning and its implications for individuals and society as a whole.

2.3 Conventional concept of Human Development

Human development is broader than economic growth. It includes personal capability, moral maturity, health, social participation, and the ability to live with dignity. In Islamic thought, the goal of education is to produce human beings who are spiritually grounded, intellectually capable, and socially beneficial. This broader understanding connects education to justice, family welfare, leadership, and community development.

2.4 Islamic Concept of Human Development:

Islamic Human Development is a multidimensional concept that encompasses all aspects of a person's life, including their spiritual, intellectual, emotional, and physical well-being. It is based on the principles of Islam, which emphasize the development of the individual and the community as a whole. At its core, Islamic Human Development is about fulfilling one's potential and living a meaningful and purposeful life, in accordance with the teachings of Islam. It is not just limited to personal growth, but also includes the betterment of society and the world at large. This concept is deeply rooted in the teachings of the Quran and the example of Prophet Muhammad (peace be upon him), who emphasized the importance of positive character development and striving for excellence in all aspects of life.

2.5 The Concept of Islamic Education as a Foundation for Lifelong Learning for Human Development

Islamic education conceptually possesses learning characteristics that are holistic and continuous throughout life (Bando, 2025; Mauludin *et al.,* 2025). The findings of this study indicate that, from an Islamic perspective, the pursuit of knowledge is an obligation that is not limited by age, space, or formal levels of education. This principle is reflected in various teachings of the Qur'an and Hadith, which emphasize the importance of continuously seeking knowledge. Islamic education views human beings as learners who are constantly developing. Therefore, the educational process does not end at the stage of schooling or higher education, but continues throughout the entire human lifespan. This concept demonstrates that Islamic education has a strong compatibility with the idea of lifelong learning. On this basis, Islamic education has the potential to shape individuals who possess sustained awareness of continuous learning. Islamic education also interprets learning activities as part of worship that carry spiritual and transcendental value(Hendawi *et al.,* 2024; Wijayanto, 2020).

Learning is not only understood as an effort to acquire knowledge, but also as a means of drawing closer to Allah SWT. This interpretation generates strong intrinsic motivation within individuals to continue learning without external pressure. When learning is viewed as an act of worship, the learning process becomes meaningful and value-oriented. This distinguishes Islamic education from learning approaches that are purely pragmatic. Such spiritual motivation encourages the continuity of the learning process throughout life. Thus, Islamic education provides a solid motivational foundation for the realization of a lifelong learning society. In addition to the spiritual aspect, Islamic education emphasizes balance between the mastery of knowledge, the formation of moral character, and its application in real life (Haq, 2023; Mitra, 2021). The study shows that Islamic education does not separate cognitive, affective, and psychomotor aspects. Knowledge acquired must be internalized into attitudes and manifested in concrete actions. This holistic approach makes learning a continuous and contextual process. Learning does not stop at the mastery of concepts, but continues to develop through reflection and practical life experience. With this balance, Islamic education is able to shape learners who are adaptive and responsible. This is a crucial element in building a lifelong learning society. With these characteristics, Islamic education can be understood as a fundamental foundation in

developing lifelong learning awareness. Islamic education is not oriented merely toward short-term academic achievement, but toward the formation of lifelong learners.

This awareness encourages individuals to continuously improve their quality of life at various stages. Islamic education also teaches that the learning process has moral and social purposes. Through lifelong learning, individuals are expected to contribute positively to society. Therefore, Islamic education holds a strategic position in building a lifelong learning society. These findings affirm that the concept of Islamic education is relevant and contributively in responding to learning challenges in the modern era.

2.7 Theoretical Framework

This paper adopts a holistic Islamic development framework The framework assumes that education produces human development through four connected pathways: knowledge acquisition, character formation, social responsibility, and practical capability. Islamic knowledge serves as the moral and intellectual core, while lifelong learning sustains growth across life stages. Contemporary research similarly argues that Islamic education supports an integrated model of intellectual, spiritual, and societal advancement. The framework also draws from the idea that learning occurs in multiple spaces: schools, mosques, homes, workplaces, and digital platforms. These spaces reinforce one another when guided by Islamic ethics. When formal education is combined with community learning and family support, the result is not only academic success but also stronger faith, social cohesion, and civic responsibility.

2.7. METHODOLOGICAL APPROACH

The methodological approach used in writing this paper is a literature study approach in order to explore role of education and lifelong learning in promoting Islamic knowledge for human development. Secondary data was obtained using available internet papers and published articles to gather the data. Therefore, secondary data has been used as major source for gathering information for this study. The researchers employed various techniques in preparing this paper, first finding and collecting reference sources that are relevant to the emerging themes of this study. Secondly, several scientific papers that have been collected are then processed and elaborated to comprehensively explain the themes of this article. For this reason, the researchers combined and gathered the pertinent data that was readily available. This implies that, regardless of the character and type of the study, any usable document that fits the relevance of the study was used to accomplish the research's goal. The researchers presented themes as they emerged thematically and interpreted them according to the need of the study.

4. MAIN THEMES AND SUBTHEMES

4.1 Islam as a Knowledge-Based Religion

According to the book "Islam: A Knowledge-Based Religion" by Dr. Farid Abdelna'iem, Islam is a knowledge-based religion that serves as a comprehensive system for understanding and navigating the world and our existence within it. This is achieved through the teachings of the Quran and the example of Prophet Muhammad, providing guidance on various aspects of life including moral conduct, social interactions, and spiritual fulfilment. Furthermore, Islam emphasizes the pursuit of knowledge and encourages its followers to constantly seek knowledge and understanding, ultimately leading to a deeper connection with God. Through its emphasis on knowledge and understanding, Islam serves as a knowledge-based religion that provides a framework for individuals to lead a meaningful and purposeful life (Kucuksuleymanoglu, 2025; Suprayitno, 2025)..

Islam is a knowledge-based religion that emphasizes the importance of seeking knowledge and understanding the world around us. Through various teachings and practices, Islam encourages its followers to engage in critical thinking and to constantly seek knowledge in order to deepen their understanding of the world and their faith.

One way in which Islam serves as a knowledge-based religion is through its emphasis on education. In fact, the first word revealed to the Prophet Muhammad was "Read", highlighting the importance of knowledge in Islam. This emphasis on education can be seen in Islamic institutions such as madrasas and universities that have produced some of the greatest scholars in history. Furthermore, Islamic teachings encourage its followers to seek knowledge from a variety of sources and to constantly question and challenge their understanding of the world. This approach has allowed for the development of a diverse and intellectually vibrant Muslim community.

4.1.1 Knowledge as worship

In Islam, seeking knowledge is an act of worship when done with sincere intention. This gives learning spiritual value beyond worldly benefit. Islam also promotes the pursuit of knowledge through acts of worship. For example, performing prayer requires knowledge of the Qur'an and its recitation, and studying the intricate laws and principles of Islamic jurisprudence requires a strong foundation in education and critical thinking. The significance of Islamic knowledge as worship lies in its ability to guide individuals towards a path of spiritual and moral enlightenment (Hendawi et al., 2024; Nordin et al., 2024).. Through the study of Islamic principles, individuals are able to gain a deeper understanding of their faith and develop a stronger connection with Allah. Additionally, the acquisition of Islamic knowledge serves as an act of worship in itself, as it is seen as a means of seeking closeness to Allah and fulfilling one's religious obligations. By continuously seeking knowledge, one is able to constantly improve their faith and overcome their spiritual shortcomings, thus strengthening their relationship with Allah. Moreover, the application of Islamic knowledge in daily life is a form of worship, as it allows individuals to fulfil their duties as Muslims and contribute to the betterment of society. Through the implementation of Islamic values and teachings, individuals are able to embody the essence of worship and serve as examples for others to follow.

4.1.2 Integration of faith and reason

Islam does not separate religious belief from rational inquiry. Instead, it encourages reflection, observation, and understanding. The Importance of Integration of Faith and Reason in Islam. One of the primary reasons why the integration of faith and reason is essential in Islam is to promote a deeper understanding of the religion. Faith and reason are two integral components of Islamic belief, and it is crucial for Muslims to have a balance between the two. It allows individuals to not only blindly follow their faith but also use rational thinking to comprehend and interpret the teachings of Islam. Moreover, the integration of faith and reason in Islam has also played a vital role in shaping the Muslim world's intellectual and philosophical traditions (Esat, Pasha-Zaidi, Rizvi, Parker, & Smith 2025). The early Islamic scholars, such as Al-Ghazali and Ibn Sina, emphasized the importance of rational thinking and encouraged Muslims to seek knowledge in various fields, including science, mathematics, and philosophy. This integration of faith and reason led to significant advancements in various fields and contributed to the development of an enlightened and educated Muslim society.

In addition to promoting a deeper understanding of Islam and shaping the Muslim world's intellectual traditions, the integration of faith and reason has also played a crucial role in shaping Muslim morality. As rational beings, Muslims are encouraged to use their reason to understand and differentiate between right and wrong. This understanding is then reinforced by their faith, which provides a moral compass for individuals to follow. The integration of faith and reason also has significant implications in the political realm. It promotes critical thinking and encourages individuals to question authority and hold their leaders accountable. This concept is crucial in promoting good governance and ensuring that leaders act in the best interest of their people.

4.1.3 Moral purpose of knowledge

Knowledge in Islam should lead to justice, humility, service, and good conduct, not arrogance or exploitation. Islam places a strong emphasis on the moral purpose of knowledge, viewing it not merely as a means of acquiring information, but as a means of deepening one's understanding of the world and one's relationship with God. The Islamic worldview sees knowledge as a gift from God, and therefore, it is important for individuals to pursue knowledge with humility, sincerity, and a sense of duty towards using

it for the betterment of society. In essence, the moral purpose of knowledge in Islam is to serve as a guide for individuals to live a righteous and ethical life, while also contributing to the betterment of society. A study by Rushami Zien et al. in Quality Education for All (2024) emphasizes that strengthening a lifelong learning culture within Islamic educational institutions significantly contributes to improving educational quality through the integration of Islamic values, cross-border collaboration, and the continuous capacity development of educators and learners (Rushami Zien et al., 2024)

This concept is evident in various Islamic teachings, including the emphasis on seeking knowledge, the importance of seeking knowledge for the sake of God rather than personal gain, and the belief that knowledge should be shared and used for the betterment of all. Overall, the moral purpose of knowledge in Islam serves as a driving force for individuals to seek and utilize knowledge in a responsible and ethical manner.

4.2 Education as a Tool for Islamic Knowledge

Education has become a crucial tool in spreading Islamic knowledge. As our world becomes increasingly interconnected and globalized, the demand for Islamic education has also risen. With the help of technology, we are now able to provide access to Islamic knowledge to a wider audience beyond traditional classroom settings (Othman, & Yaakub, 2025).. Education not only fosters a deeper understanding of Islamic principles and teachings, but it also enables individuals to apply these teachings in their daily lives. From Islamic schools to online courses, education has become a powerful tool in promoting the values and beliefs of Islam. As we continue to invest in education, we can further strengthen our communities and spread the beauty of Islamic knowledge to the world. The use of education as a tool for spreading Islamic knowledge has been a topic of interest for many years. With the rise of technology and easy access to information, education has become an essential method for individuals to gain knowledge about the Islamic faith. Through the use of various academic resources, educational institutions have been able to effectively disseminate Islamic teachings to individuals from all backgrounds and walks of life (Adeoye, & Baharun, 2025).. Through this process, many have been able to deepen their understanding of the Islamic faith and apply it to their daily lives. Education has proven to be a powerful tool in promoting Islamic knowledge due to its ability to reach a wide audience. With the advancements in technology, access to quality educational resources has become easier. This has allowed individuals from different parts of the world to have access to Islamic knowledge, regardless of their geographical location. As a result, the spread of Islamic education has been able to reach a wider audience, allowing for a greater understanding and appreciation of the faith.

4.2.1 Formal education

Schools, madrasahs, universities, and Islamic institutes transmit structured knowledge and literacy. They can integrate Islamic studies with modern subjects to produce balanced graduates. The role of formal education has long been recognized as a crucial aspect of individual and societal development. It provides individuals with the necessary knowledge and skills to become productive members of society and contributes to economic growth and progress. In recent years, there has been a growing emphasis on the importance of formal education, with governments and organizations investing heavily in its improvement and accessibility (Díaz Megolla, & Falcón Pulido, 2025)..

Despite the benefits of formal education, there are on-going debates surrounding its effectiveness and relevance in today's rapidly changing world. Some argue that the current education system may not adequately prepare individuals for the future, as it often focuses on memorization and standardized testing rather than critical thinking and practical skills (Roy, G., Sikder, S., & Danaia, L. 2025). However, others believe that formal education remains a vital foundation for personal and professional success. Recent advancements in technology have also brought about new opportunities and challenges for formal education. Online learning, open educational resources, and adaptive learning platforms are just some examples of how technology is shaping the way we learn. These innovations have opened up access to education for individuals who may not have had the opportunity to pursue it otherwise.

4.2.2 Curriculum relevance

A relevant curriculum should combine Qur'anic studies, Hadith, Arabic, ethics, and contemporary skills. Studies on Islamic education note that this integration strengthens lifelong learning and social adaptability. The curriculum of Islamic education and lifelong learning promotes human development by providing a comprehensive and holistic approach to learning. It emphasizes not only the acquisition of knowledge, but also the development of critical thinking, creativity, and morality (Sa'adi, 2025).. Through its teachings and values, Islamic education and lifelong learning aim to foster personal growth, social responsibility, and ethical behavior in individuals. By integrating religious and secular knowledge, this curriculum seeks to nurture well-rounded individuals who are equipped with the skills and values necessary for success in both academic and personal spheres. Ultimately, the curriculum of Islamic education and lifelong learning serves as a powerful tool for promoting human development and creating a more compassionate and just society (Alfian, Herningrum, & Putra, 2025).

The curriculum of Islamic education and lifelong learning plays a significant role in promoting human development. The integration of Islamic principles and values in educational programs fosters personal and societal growth, leading to a well-rounded and holistic approach to learning. By emphasizing the importance of knowledge acquisition and critical thinking, Islamic education promotes a lifelong commitment to continuous learning and self-development.

Moreover, the curriculum of Islamic education and lifelong learning also highlights the importance of moral and ethical values in shaping individuals' character and behaviour. This emphasis on values reinforces the development of a strong moral compass and promotes a sense of responsibility towards one's community and society. Likewise, the curriculum of Islamic education and lifelong learning also emphasizes the importance of practical application of knowledge in real-life situations. This hands-on approach to learning equips individuals with the necessary skills and competencies to address real-world challenges and contribute positively to society.

4.2.3 Pedagogical methods

Effective teaching methods include discussion, memorization, reflection, problem-solving, and character-based instruction. These methods support deeper understanding and moral internalization. The pedagogical methods of Islamic education and lifelong learning have been proven to promote human development. These methods involve integrating Islamic principles and teachings into education and lifelong learning practices. By doing so, it allows individuals to develop both academically and personally, promoting overall human development. Additionally, incorporating religious teachings promotes a holistic approach to education, enhancing moral and ethical values that contribute to the betterment of society. This tool generates academic abstracts on this topic, providing a comprehensive overview of the benefits and effectiveness of incorporating Islamic principles in education and lifelong learning for promoting human development.

4.3 LIFELONG LEARNING CULTURE

4.3.1 Continuous self-improvement

Lifelong learning in Islam encourages believers to keep refining knowledge and character throughout life. This fosters humility and intellectual openness. Continuous self-improvement of Islamic education and lifelong learning is an important aspect of promoting human development. The Islamic education system encourages individuals to continually strive for self-improvement and growth in all aspects of their lives. This includes not only academic knowledge, but also moral and spiritual developmen (Oyelami, 2025).

Through continuous learning and self-improvement, individuals are able to enhance their critical thinking skills, expand their knowledge base, and develop a deeper understanding of their faith and values. This not only contributes to their personal growth, but also benefits society as a whole. Moreover, lifelong learning promotes a sense of responsibility and self-awareness among individuals in the Islamic community. By constantly seeking knowledge and self-improvement, individuals are encouraged to reflect on their actions and beliefs, and strive to become better versions of them. Furthermore, Islamic education and lifelong learning place a strong emphasis on service to others and social responsibility. This

promotes a culture of compassion and empathy, and encourages individuals to use their knowledge and skills to contribute to the betterment of society (Nguyen, Fernandez, & Benson 2026).. In summary, continuous self-improvement through Islamic education and lifelong learning plays a crucial role in promoting human development. It not only enhances individual growth and understanding, but also fosters a sense of social responsibility and contributes to the betterment of society as a whole.

4.3.2 Islamic Educational Values promote Culture of Lifelong Learning for Human Development

This study indicate that the values of Islamic education play a fundamental role in shaping a culture of sustainable learning (Hajar, 2024; Jamil, 2024). Islamic education does not merely transmit knowledge, but also instills values that form the foundation of individuals' learning behavior. One of the primary values is tawhid, which places learning activities as part of devotion to Allah SWT. With a tawhid-oriented perspective, the learning process is inseparable from spiritual and moral purposes. This value provides direction and meaning to every learning activity (Kumar, D. 2025). A learning orientation based on tawhid encourages individuals to continuously seek knowledge throughout their lives. Thus, the value of tawhid becomes the main foundation in building a lifelong learning culture. In addition to tawhid, the value of sincerity (ikhlas) is an important element in encouraging the continuity of the learning process. Islamic education teaches that learning must be based on sincere intentions and not merely oriented toward material interests. The value of sincerity shapes a consistent learning attitude even in the absence of external rewards. With this attitude, individuals are motivated to continuously develop themselves independently. Sincerity also fosters learning resilience in facing various challenges. The learning process is not easily disrupted by failure or limitations. Therefore, the value of sincerity plays a crucial role in shaping lifelong learners.The values of responsibility and trust (amanah) are also integral components of Islamic education that support a sustainable learning culture(Ambarawadi et al., 2025). Islamic education views knowledge as a trust that must be preserved, developed, and practiced. Awareness of this trust encourages individuals to continuously update and enhance their knowledge. Responsibility toward oneself and society becomes a motivation for continuous learning. This value also fosters awareness of the importance of learning not only for personal interests but also for social benefit. Thus, the learning process becomes part of moral and social responsibility. This further strengthens the position of Islamic education in building a lifelong learning society. Islamic education instils the values of serious effort (ijtihad) and hard work in the learning process. The value of ijtihad encourages individuals to think critically, reflectively, individuals from becoming easily satisfied with the knowledge they already possess. Learning is understood as a continuous effort to achieve better personal quality. The value of hard work also cultivates resilience and discipline in learning. The combination of these values shapes learners who are adaptive to the changes of the times. Thus, the values of Islamic education contribute significantly to fostering a culture of sustainable learning.

4.3.3 Islamic Educational Institutions Role in Building a Lifelong Learning for Societal Development

he findings of this study indicate that Islamic educational institutions play a strategic role in building a lifelong learning society. Madrasahs, pesantren (Islamic boarding schools), and Islamic higher education institutions function not only as formal educational institutions but also as centers for value formation and community capacity development. These institutions serve as primary spaces for the internalization of Islamic values that foster awareness of continuous learning (Guan, Mu,, & Liu, 2026).. The educational process is not limited to the formal curriculum, but extends to social and religious learning. Through various academic and non-academic activities, Islamic educational institutions contribute to shaping a culture of learning. This role positions Islamic educational institutions as agents of social change. Thus, the existence of Islamic educational institutions holds significant importance in building a lifelong learning society. Madrasah represent a concrete example of Islamic educational institutions that embody lifelong learning. The madrasah tradition demonstrates that the learning process is not restricted by age, time, or formal educational levels. peoples from diverse age backgrounds can engage in continuous learning activities (Bajabir, 2025).. The study of classical texts,

religious discussions, and the practice of worship are integral parts of the daily learning process. Learning in Islamic school takes place both formally and informally within everyday life. This pattern reflects the concept of lifelong learning as natural and contextual. Therefore, Islamic school have great potential as models of lifelong learning within Islamic education. Madrasahs, as formal educational institutions, also play an important role in instilling lifelong learning awareness from an early age. Madrasahs not only teach general and religious knowledge, but also cultivate values of continuous learning through integrated learning.

Students are guided to understand the importance of continuous self-development. Extracurricular activities, habituation of worship, and character development are integral parts of the learning process. Through this approach, madrasahs contribute to shaping sustainable learning attitudes. However, the role of madrasahs needs to be strengthened through pedagogical innovation. Such reinforcement is necessary to enable madrasahs to respond effectively to learning challenges in the modern era. Islamic higher education institutions also play a strategic role in building a lifelong learning society, particularly at the level of advanced education and the broader community. Islamic universities have begun to develop continuing education programs, training initiatives, and community service activities. These programs expand access to learning for communities beyond regular students. In addition, Islamic higher education institutions contribute to the development of knowledge and research that are relevant to societal needs. Through academic and social collaboration, Islamic universities encourage the creation of a sustainable learning ecosystem. However, optimizing this role still requires stronger policies and resources. With such reinforcement, Islamic higher education institutions can become key drivers of a lifelong learning society. Students are guided to understand the importance of continuous self-development. Extracurricular activities, habituation of worship, and character development are integral parts of the learning process.

4.3.2 Adult education

Adult literacy, continuing religious education, and vocational training are essential for communities that want Islamic knowledge to remain active in daily life. Adult education refers to a form of education that is specifically designed for adults, typically over the age of 25. This type of education focuses on providing individuals with the skills and knowledge needed to succeed in the workforce or pursue further education opportunities. It covers a wide range of subjects, from basic literacy and numeracy to specialized training and professional development. It also takes into account the unique needs and interests of adult learners, such as balancing work and family responsibilities. The importance of adult education has been increasingly recognized in recent years, as it plays a crucial role in addressing skill gaps, promoting lifelong learning, and fostering economic growth.

4.3.3 Learning beyond school

Learning also takes place in mosques, family settings, professional environments, and online spaces. Recent scholarship stresses that Islamic learning is not confined to classrooms. One key aspect of learning beyond school is its potential for personal and professional growth. Individuals who engage in this type of learning often report increased self-confidence, new skills and knowledge, and improved problem-solving abilities. (Hidayatussa'adah, H. A., & Santoso, E. B. 2025). This is due in part to the fact that learning beyond school is often self-directed and tailored to an individual's specific needs and interests. Interestingly, learning beyond school can have a significant impact on society as a whole. With the rapid pace of technological advancements, it has become essential for individuals to continuously update their skills and knowledge in order to stay relevant in the job market. This has led to a rise in the number of non-traditional learning opportunities, as individuals seek to acquire new skills and knowledge in order to adapt and thrive in a constantly changing world. However, despite its benefits, learning beyond school also presents challenges. One of the main concerns is the lack of structure and guidance, which can make it difficult for individuals to stay motivated and on track. Another challenge is the potential for information overload, as individuals navigate the vast amount of resources available for non-traditional learning.

4.4 Family and Community

4.4.1 Family as first school

Parents are the first teachers in Islamic knowledge and values. The home shapes prayer habits, language, discipline, and ethics. The concept of "family as first school" is an important aspect in child development. It highlights the crucial role that families play in shaping a child's cognitive, social, and emotional development during their early years. The family is often seen as the first social and educational environment for children. From birth, children are exposed to various experiences and interactions within their families which greatly influence their beliefs, values, and behaviours (Céline, Mélina, R., Marie, M., Heather, A., Chiu, C. Y., Fatine, S., ... & Zakaria, M. 2025)..The family as first school has a profound impact on a child's academic development. Children who come from supportive and nurturing families tend to have higher levels of academic achievement, better school attendance, and more positive attitudes towards learning. On the other hand, children who come from dysfunctional families with poor communication and lack of support are at a higher risk of experiencing academic difficulties. Furthermore, the family also serves as the primary source of cultural and educational values for children. Children learn about their cultural background, traditions, and beliefs from their families, which shape their sense of identity and help them develop a sense of belonging and pride in their heritage.

4.4.2 Community learning

Community learning is a form of education that takes place outside of formal classroom settings, usually involving individuals from a specific community engaging in activities and discussions to learn from one another. It is a collaborative and interactive approach to learning, where individuals can share their experiences and knowledge while also gaining insights from their peers (Fitzsimons, C. 2026).. Through community learning, individuals can acquire new skills, expand their knowledge, and improve their understanding of various topics. This approach can also lead to the development of stronger connections within the community and the promotion of lifelong learning. With the use of technology and platforms, community learning has become more accessible and inclusive, allowing for a diverse range of individuals to come together and learn from each other. Overall, community learning has the potential to empower individuals and foster a sense of community engagement and growth. Mosques, study circles, and local Islamic associations create spaces for shared learning and social support for lifelong learning for effective human development.

4.4.3 Intergenerational transmission

Older generations preserve and transmit religious and moral knowledge to younger generations, ensuring continuity of identity. The intergenerational transmission of knowledge is essential for establishing lifelong learning in society. This process involves the transfer of knowledge, skills, and values from one generation to the next, creating a continuous cycle of learning and growth. Through this transmission, individuals can gain a deeper understanding of their cultural identity and develop critical thinking skills that allow them to adapt to an ever-changing world. (Dasuki, 2025). One of the key components of intergenerational transmission of knowledge is communication. This occurs through various methods such as storytelling, mentorship, and formal education. By sharing their experiences and expertise, older generations can pass down valuable information and insights to younger individuals, allowing them to learn and grow from the mistakes and successes of their predecessors. Another important aspect of this process is the preservation of cultural heritage. Through the transmission of social and cultural values, younger generations can gain a sense of belonging and identity. This not only helps them develop a stronger sense of self, but also fosters a deeper appreciation for diverse cultures and traditions. Moreover, the intergenerational transmission of knowledge promotes continuous learning and personal growth in individuals of all ages. By sharing knowledge and skills, individuals can expand their understanding and perspective, leading to personal and professional development.

4.5 TEACHER AND SCHOLAR DEVELOPMENT

4.5.1 Teacher competence

Teachers need strong subject knowledge, pedagogical skill, and moral integrity. In Islamic education, the teacher is also a model of character. Teacher and scholar development is a crucial aspect of academic growth and advancement. It involves providing support and resources to educators and researchers, helping them enhance their skills and contribute to the academic community. Through continuous training and development, teachers and scholars can stay updated with the latest advancements in their respective fields and improve their teaching and research practices (Mohd et al., 2024).. The development of teachers and scholars also plays a significant role in the overall success of educational institutions. Well-trained and knowledgeable educators can provide students with quality education, leading to better academic performance and outcomes. Similarly, skilled researchers can make significant contributions to their fields, advancing knowledge and driving innovation.

4.5.2 Continuous professional development

Teachers and scholars should engage in lifelong learning to remain relevant in changing social and technological contexts. The continuous professional development for lifelong learning for teacher scholars involves an on-going process of learning and growth to enhance their skills and knowledge in the field of education Prastowo,2016; Setiawan, 2018). It is a structured and systematic approach that aims to improve teaching practices and promote on-going learning and improvement. Teacher scholars engage in various activities such as attending workshops, conferences, and training sessions, conducting research, and collaborating with other educators to enhance their understanding and application of innovative teaching methods and techniques. This tool utilizes user input to generate academic abstracts that summarize the key concepts and findings related to continuous professional development for lifelong learning for teacher scholars (Muhammad Mustofa, 2023).. By doing so, it provides a concise and comprehensive overview of this important aspect of education, helping educators stay informed and updated on the latest trends and developments in their field. Continuous professional development is a vital component of a teacher's career as it allows them to stay up to date with the ever-changing landscape of education. As a scholar, it is important to not only continue learning for personal growth, but also to enhance one's teaching abilities. This allows teachers to stay current and constantly improve their teaching practices, leading to better student outcomes and a more fulfilling professional journey.

4.5.3 Scholarly credibility

Religious educators should be trained to distinguish authentic sources from weak or misleading interpretations. Achieving lifelong learning requires a strong foundation of scholarly credibility. This foundation is built through continuous education, research, and critical thinking. Without this credibility, individuals may struggle to keep up with the constantly evolving academic landscape. However, with the right tools and resources, individuals can enhance their scholarly credibility and continue their lifelong learning journey with confidence. The process of developing and maintaining scholarly credibility involves staying up to date with current research and literature, engaging in critical discussions and debates, and continuously seeking out new knowledge. By investing in lifelong learning and scholarly credibility, individuals can position themselves for success in any academic pursuit."

4.6 INCLUSION AND ACCESS

4.6.1 Gender inclusion

Islamic knowledge should be accessible to both men and women. Excluding women weakens family and community development.

Gender inclusion is an increasingly important topic when it comes to lifelong learning. It is crucial to acknowledge and understand the significance of gender inclusion in this context, as it has a major impact on individuals, institutions, and society as a whole. By promoting and fostering gender inclusivity in educational settings, we can create a more equitable and diverse learning environment for all individuals (Muhammad Mustofa, 2023).. This ultimately leads to better educational outcomes and opportunities for lifelong learning for everyone. One of the main reasons why gender inclusion is so important for lifelong

learning is that it allows individuals of all genders to access education and gain valuable knowledge and skills. By breaking down traditional gender norms and barriers, more individuals are able to pursue their educational aspirations without facing discrimination or bias. This not only benefits the individual, but also contributes to a more educated and skilled society as a whole.

Furthermore, gender inclusion in lifelong learning allows for a more diverse and inclusive curriculum. By incorporating different perspectives and experiences, we can create a more well-rounded and comprehensive education for all learners (Hendawi et al., 2024; Wijayanto, 2020).. This not only benefits those who identify as a certain gender, but also helps to promote understanding and acceptance among all individuals. In addition, gender inclusion in lifelong learning has a positive impact on society. By promoting gender equality and inclusivity, we can work towards creating a more equal and just society. Education is a powerful tool for promoting social change, and by promoting gender inclusion in lifelong learning, we are taking important steps towards achieving this change.

4.6.2 Rural and marginalized groups

Rural communities often face limited access to quality education and religious learning. Expanding access supports social equity and development. The inclusion of rural and marginalized groups in lifelong learning programs has a significant impact on human development. These groups often face barriers to education, such as limited access to resources and a lack of representation in traditional educational settings. However, incorporating them into lifelong learning initiatives can provide them with valuable skills and knowledge that can positively influence their personal development and overall well-being (Ambarawadi et al., 2025)..

Furthermore, the inclusion of these groups in lifelong learning can have a ripple effect on their communities and society as a whole. By providing them with opportunities to enhance their education and skills, they can become more active and engaged members of society, leading to a more inclusive and prosperous community. Lifelong learning can improve job prospects, increase income, and ultimately contribute to poverty reduction for rural and marginalized groups (Milana, Brandi, Hodge, Hoggan-Kloubert, & Morris, 2025). It can also promote social cohesion and reduce inequality by providing equal access to educational opportunities for all individuals, regardless of their background or socio-economic status. In addition to these tangible benefits, the inclusion of rural and marginalized groups in lifelong learning also has a profound impact on their personal development. It can enhance their self-confidence, provide a sense of purpose, and empower them to take control of their lives and make positive changes. Therefore, it is crucial to prioritize the inclusion of rural and marginalized groups in lifelong learning initiatives to facilitate human development and promote a more equitable and inclusive society. Through this, we can create a more prosperous and sustainable future for all individuals, regardless of their background.

4.6.3 Language and literacy

Using local languages alongside Arabic and English can improve comprehension and participation. The importance of language and literacy for lifelong learning cannot be overstated. These critical skills not only impact individual development, but also have long-lasting effects on society as a whole. Language and literacy serve as the foundation for education and knowledge acquisition, shaping the way individuals interact with the world around them. As a result, promoting and supporting language and literacy in individuals from an early age is crucial for fostering lifelong learning and facilitating positive human development (Hanemann, U. 2025).. With this in mind, it is essential to recognize the influence of language and literacy on human development and prioritize their advancement in educational and societal contexts.

4.7 Technology and Modern Media

The advancements in technology and modern media have greatly impacted the way individuals learn and develop throughout their lives. From online courses to educational apps, these tools have opened up a whole new world of learning opportunities for people of all ages. Not only do they provide access to a vast array of information, but they also offer interactive and engaging learning experiences (Kayyali, M. 2025).. The influence of technology and modern media on human development cannot be denied.

Through these mediums, individuals can easily access a wide variety of educational resources, connect with experts and peers, and engage in collaborative learning experiences. This has not only enhanced the quality of education but has also fostered a sense of lifelong learning in individuals.

One of the key benefits of technology and modern media for lifelong learning is its flexibility. People can learn at their own pace, from anywhere and at any time, making education more accessible than ever before. Additionally, the use of multimedia such as videos, images, and interactive simulations has made learning more engaging and effective Low, M. P., Wut et ,al. 2025).. Technology and modern media have also opened up avenues for personalized learning. With the help of AI algorithms, these tools can analyse user data and provide tailored learning experiences based on an individual's strengths and weaknesses. This not only enhances the learning process but also ensures that individuals are challenged and motivated to continue learning.

4.7.1 Digital learning

Online lectures, virtual classes, and educational apps widen access to Islamic knowledge.

Digital learning has emerged as a key factor in promoting lifelong learning and impacting human development. With the increasing availability of online educational resources, individuals are able to continuously engage in learning and further develop their skills and knowledge (Sutadarat, S., & Niyomves, B. 2026). This has been shown to have positive effects on human development, as it allows individuals to adapt to a rapidly changing world and keep up with new technologies and advancements. By harnessing the power of digital learning, individuals can continue to enhance their personal and professional growth throughout their lives. This has significant implications for shaping the future of education and society as a whole.

4.7.2 Social media

Social platforms can spread beneficial knowledge quickly, but they also require careful verification and ethical use. The use of social media for lifelong learning has a significant impact on human development. By leveraging the various tools and platforms available, individuals can access a wealth of information and resources that contribute to their ongoing growth and development. This includes access to a wide range of educational materials, opportunities for collaboration and exchange with experts and peers, and access to diverse perspectives and knowledge (Kucuksuleymanoglu, R. 2025).. Social media also allows for the development of essential skills such as critical thinking, communication, and creativity, which are crucial for personal and professional growth. In addition, the constant exposure to new ideas and information through social media can promote continuous learning and adaptive thinking, contributing to an individual's lifelong development (Kayyali, M. 2025). E-learning platforms and their influence on lifelong learning. In Impact of digitalization on education and social sustainability (pp. 155-176). IGI Global Scientific Publishing.. The influence of social media on human development has been shown to have a positive impact on individuals of all ages, making it a valuable tool for promoting lifelong learning and personal growth.

4.7.3 Digital literacy

Learners need the ability to evaluate online religious content critically and responsibly. Digital literacy is a crucial aspect of education and has a significant impact on human development. It plays a vital role in promoting lifelong learning, as it equips individuals with the necessary skills to adapt to a rapidly evolving digital world (Xu, L., Ng, D. T. K et, al. 2025).. The influence of digital literacy on human development cannot be overstated, as it allows individuals to access a wealth of information, collaborate with others, and develop critical thinking skills. Digital literacy has become an essential skill in today's job market. Employers are increasingly looking for candidates who possess digital literacy skills, as it allows them to navigate technology and enhance productivity in the workplace. As such, fostering digital literacy in education can have a positive impact on an individual's career development and overall quality of life.

Digital literacy can also lead to social and economic benefits. With the advent of digital technologies, individuals can connect with others from all over the world, breaking cultural and geographical barriers. This can lead to increased understanding, empathy, and collaboration, ultimately contributing to human

development (Yılmaz, Özelçi & Çelebi, 2025). Additionally, digital literacy can also create economic opportunities, as individuals with strong digital skills are better equipped to participate in the digital economy and take advantage of online platforms for entrepreneurship and innovation.

5. Islamic Knowledge and Human Development

Islamic knowledge contributes to human development in several ways. First, it strengthens moral awareness and self-discipline, which are essential for social stability. Second, it improves decision-making by giving individuals ethical principles for personal and public life. Third, it supports economic development when combined with literacy, vocational skills, and entrepreneurship. Fourth, it promotes social cohesion by encouraging justice, compassion, and service. Fifth, it nurtures spiritual development, which gives meaning and direction to human life. Recent literature argues that Islamic education contributes not only to intellectual growth but also to inclusive and ethical development. This makes it especially relevant in societies seeking both modernization and moral grounding.

6. DISCUSSION

The significance of Islamic education and lifelong learning in promoting human development has been widely studied and acknowledged by scholars and experts. Studies have shown that Islamic education, with its focus on spiritual and moral development, plays a crucial role in shaping individuals into responsible and ethical members of society. Lifelong learning, as a continuous process of education and acquisition of knowledge, is essential in fostering personal growth and development. It allows individuals to adapt and thrive in an ever-changing world, leading to overall human development (Dasuki, M. J. A. 2025).. Therefore, the combination of Islamic education and lifelong learning can have a significant impact on promoting human development by creating well-rounded individuals who are equipped with the necessary skills, values, and knowledge to contribute positively to society. This highlights the importance of incorporating both Islamic education and lifelong learning in educational systems to promote societal development (Mehmood, Soomro, & Ahmed, 2025).

The relationship between education, lifelong learning, Islamic knowledge, and human development is reciprocal. Education promotes Islamic knowledge, and Islamic knowledge gives education moral direction. Lifelong learning keeps this process alive across the life course, making learning a permanent part of faith and social progress. Scholarship indicates that when Islamic values are integrated into modern education systems (Choiri, M. M. 2026)., learning become more ethical, inclusive, and sustainable However, several challenges remain. Some educational systems separate religious and secular learning too sharply, weakening holistic development. Others lack adequate teacher preparation or access for women and rural populations. There is also the challenge of ensuring that digital Islamic content is accurate, balanced, and beneficial. These issues show that lifelong learning requires not only access but also quality, relevance, and moral guidance.

Islamic education and lifelong learning have long been touted as crucial factors in promoting human development. This abstract explores the ways in which Islamic education and lifelong learning contribute to human development. By examining the principles and values of Islamic education, along with the benefits of lifelong learning. Islamic education places a strong emphasis on moral values such as compassion, empathy, and social responsibility (Adigun, 2025).. These values are not only essential for personal growth but also for the development of a society as a whole. By instilling such values through education, individuals are more likely to possess a sense of moral obligation towards their community, leading to a more just and equitable society. Furthermore, Islamic education encourages critical thinking and intellectual inquiry. This equips individuals with the necessary skills to question and challenge societal norms, contributing to the progress of a society (Hasan, 2020).

Additionally, Islamic education promotes the pursuit of knowledge, which is essential for lifelong learning. The continual pursuit of knowledge not only leads to personal growth but also contributes to the development of a society as a whole. Lifelong learning, on the other hand, plays a vital role in promoting human development by providing individuals with opportunities for personal and professional growth. Through lifelong learning, individuals can acquire new skills, expand their knowledge, and adapt to new

and evolving situations. This not only leads to personal development but also contributes to the social and economic development of a society. Islamic education and lifelong learning are crucial components in society (Mehmood, A., Soomro, I. G., & Ahmed, M. 2025) . Through the values and skills instilled by Islamic education and the continuous pursuit of knowledge through lifelong learning, individuals are better equipped to contribute to the development of a just, equitable, and progressive society. This abstract serves as proof of the significant role that these practices play in promoting human development.
Overall, this discussion affirms that Islamic education has strong theoretical and practical potential in building a lifelong learning for human development. The findings of this study expand the field of Islamic education by comprehensively integrating the concept of lifelong learning. the contribution of this research lies in its effort to bridge classical Islamic thought and modern educational theory. through this approach, Islamic education is positioned not merely as a religious education system, but as a paradigm of lifelong learning. the theoretical and practical implications of these findings are relevant for the development of policies and practices in Islamic education. thus, Islamic education can be optimized as a main pillar in the formation of a sustainable learning society.

7. CONCLUSION

Education and lifelong learning are central to promoting Islamic knowledge and human development. In Islam, knowledge is not static; it is a lifelong obligation that shapes belief, conduct, and society. When education systems, families, and communities work together, they produce individuals who are spiritually grounded, intellectually competent, and socially responsible. The available scholarship shows that Islamic education can build a lifelong learning society that supports ethical and sustainable development. Islamic education and lifelong learning together offer a powerful, context-sensitive framework for advancing holistic human development. Rooted in values of knowledge-seeking (ilm), moral formation, social justice, and community responsibility, Islamic education provides both ethical orientation and practical competencies that nurture individuals' intellectual, spiritual, and civic capacities. When oriented toward lifelong learning—continuing, flexible, and inclusive—the Islamic educational ethos supports adaptation to social change, economic participation, and sustained well-being across the life course. Empirical and theoretical evidence shows that combining faith-based moral education with skills development, critical thinking, and adult-learning opportunities enhances employability, health outcomes, civic engagement, and resilience, especially in contexts where formal schooling alone cannot meet evolving needs Similarly, when anchored in sound pedagogy, ethical purpose, and lifelong commitment to learning, Islamic education becomes a dynamic force for human development—cultivating knowledgeable, morally grounded, and socially engaged citizens capable of contributing to just and prosperous societies. Islamic education plays a strategic role in building a lifelong learning society through its philosophical foundations, educational values, and the role of Islamic educational institutions that inherently encourage lifelong learning. Islamic education views learning as a spiritual and social obligation that continues throughout life, thus aligning with the concept of sustainable learning in modern education Future research should evaluate specific program models and long-term developmental impacts, and policymakers should pilot integrative curricula that measure learning outcomes against both religious literacy and human development indicators.

8. Implications

Islamic education should be designed as a lifelong process, not a one-time phase, because knowledge-seeking is tied to continuous personal and spiritual development
Curriculum should integrate intellectual, moral, and spiritual goals so that learners gain both competence and character
Informal learning spaces such as homes, mosques, and communities should be treated as important partners in human development and Islamic knowledge formation

Education policy in Muslim contexts should support inclusive and ethical learning systems that remain responsive to changing social needs

Teachers and institutions should see their role as guiding religiously oriented living, not only delivering academic content

RECOMMENDATIONS

Embed lifelong learning values in school and university curricula by linking Islamic teachings with everyday ethical behaviour and civic responsibility.

Strengthen programs for adult education, community study circles, and family-based learning to keep Islamic knowledge accessible after formal schooling

Train educators to connect faith, character, and practical life skills so learning becomes holistic and development-oriented

Encourage collaboration among schools, mosques, families, and community organizations to create a supportive learning culture.

Develop education policies that promote continuous self-improvement, social responsibility, and sustainable human development grounded in Islamic principles.

It recommends integrating Islamic values into formal and informal education, expanding community-based learning, and fostering educational environments that support continuous growth throughout life

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