



EDUKASIA ISLAMIKA
Jurnal Pendidikan Islam
Vol. 9 No.1 ,2024 , hlm. 1-16
P-ISSN: 2548-723X; E-ISSN: 2548-5822

Transforming Islamic Education Through *Maslahah Mursalah* Perspective: Innovation of Islamic Religious Education Books with Disaster Awareness to Enhance Madrasah Resilience

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DOI: 10.28918/jei.v9i1.7421			
Received: 26 April 2024	Revised: 13 May 2024	Approved: 15 June 2024	Available Online: 29 Juni 2024

Abstrak

Pendekatan mitigasi bencana dalam Pendidikan Agama Islam mendesak untuk diadopsi karena tingginya frekuensi kejadian bencana dan dampaknya terhadap madrasah, terutama di daerah rawan bencana. Kurangnya literatur dan panduan praktis tentang pendidikan mitigasi bencana menjadi salah satu hambatan utama yang mengurangi keterlibatan madrasah dalam upaya pengurangan risiko bencana. Tujuan dari penelitian ini adalah untuk mengidentifikasi konsep transformasi pendidikan Islam dalam kesadaran terhadap bencana dan bentuk inovasi buku teks pendidikan Agama Islam berbasis kebencanaan perspektif *Maslahah Mursalah*. Dengan menggunakan pendekatan *Systematic Literature Review* (SLR), hasil penelitian menyoroti; (1) Konsep transformasi pendidikan Islam dalam kesadaran terhadap bencana perspektif *Maslahah Mursalah* berfokus pada tiga tingkatan *maslahah*: (a) *al-Maslahah al-Dharuriyat*, pendidikan fokus pada pemahaman mendalam tentang ajaran Islam terkait dengan perlindungan diri dan tanggung jawab sosial dalam situasi bencana, (b) *al-Maslahah al-Hajiyat*, memastikan ketersediaan fasilitas dan lingkungan yang mendukung pembelajaran efektif terkait bencana, (c) *al-Maslahah al-Tahsiniyat*, pendidikan menekankan pembentukan karakter siswa dengan nilai-nilai seperti gotong royong, saling tolong-menolong, dan empati dalam menghadapi bencana. (2) Inovasi buku teks pendidikan agama Islam berbasis kebencanaan dengan perspektif *Maslahah Mursalah* meliputi penyisipan hukum-hukum Islam terkait bencana dalam kurikulum dengan penekanan pada relevansi dan fleksibilitas, menekankan relevansi dan fleksibilitas kurikulum, penggunaan studi kasus dari sejarah Islam, dan penyediaan sumber daya praktis seperti panduan evakuasi dalam upaya mempersiapkan siswa dalam menghadapi bencana. Penelitian ini berkontribusi dalam memahami dan menerapkan kebijakan pengurangan risiko

bencana dalam pendidikan agama Islam, pengembangan buku teks bencana berbasis transdisipliner, serta kajian materi pendidikan Islam dengan perspektif mitigasi bencana berbasis *Maslahah Mursalah*.

Kata Kunci: *Pendidikan Agama Islam, Mitigasi Bencana, Maslahah Mursalah*

Abstract

The approach of disaster mitigation in Islamic religious education urgently needs to be adopted because of the high frequency of disaster occurrences and their impact on madrasahs, particularly in disaster-prone areas. The lack of literature and practical guidelines on disaster mitigation education is one of the main obstacles that reduces the involvement of madrasah in disaster risk reduction efforts. This study aims to identify the concept of Islamic education transformation in disaster awareness and the form of innovation in Islamic religious education textbooks based on *Maslahah Mursalah's perspective*. Utilizing a Systematic Literature Review (SLR) approach, the research findings highlight: (1) The concept of Islamic education transformation in disaster awareness from the perspective of *Maslahah Mursalah* focuses on three levels of *maslahah*: (a) *al-Maslahah al-Dharuriyat*, where education emphasizes a deep understanding of Islamic teachings related to self-protection and social responsibility in disaster situations, (b) *al-Maslahah al-Hajiyat*, ensuring the availability of facilities and environments that support effective learning related to disasters, (c) *al-Maslahah al-Tahsiniyat*, where education emphasizes the formation of student character with values such as mutual assistance, cooperation, and empathy in facing disasters. (2) The innovation of Islamic religious education textbooks based on disasters from the perspective of *Maslahah Mursalah* includes the incorporation of Islamic laws related to disasters into the curriculum with an emphasis on relevance and flexibility, emphasizing the relevance and flexibility of the curriculum, using case studies from Islamic history, and providing practical resources such as evacuation guides to prepare students to face disasters. This research contributes to understanding and implementing disaster risk reduction policies in Islamic religious education, the development of interdisciplinary-based disaster textbooks, and the study of Islamic education materials with the perspective of disaster mitigation based on *Maslahah Mursalah*.

Keywords: *Islamic Religious Education, Disaster Mitigation, Maslahah Mursalah*

INTRODUCTION

The implementation of the principles of *Maslahah Mursalah*, equality, and empowerment in the innovation of Islamic Religious Education books from a Disaster Mitigation Perspective significantly impacts the enhancement of the quality of Islamic religious education that is responsive to natural disaster threats.

The integration of the *Maslahah Mursalah* principle, which refers to the public interest that can benefit society, can ensure that these books not only provide an understanding of religion, but also offer practical guidance in facing disasters. Islamic religious education plays a crucial role in shaping individuals' character and attitudes

when dealing with various life situations, including natural disasters. (Aksa, 2020) Through Islamic education, individuals are taught determination, patience, and empathy towards others in facing trials and disasters (Danarta, 2022). Furthermore, the values of kindness, assistance, and concern taught in Islamic education also serve as a strong foundation for shaping proactive and responsive attitudes towards natural disasters. (Fahm, 2019; Nur Aulia, M. Jasin, Anggraeni, Mardhiah, & Hadiyanto, 2020)

Islamic religious education not only provides spiritual understanding but also builds a strong character and positive attitudes in facing life challenges, including natural disasters (Fatimahsyam et al., 2018; Chester et al., 2013). The main content of Islamic religious education has been elaborated conceptually and practically in efforts to reduce community hazards and vulnerabilities when facing disasters, particularly earthquakes. Islamic religious education significantly contributes to short-term, medium-term, and long-term roles for students in the essential stages related to disaster socialization, education, socialization, and even disaster practices. (Rubaidi, 2018)

Madrasahs located in disaster-prone areas face greater risks from natural disasters, making the integration of Islamic lessons in disaster learning an important step in creating a safe and resilient learning environment for students and madrasah staff. (Rosyida, Wahyuningtyas, Tanjung, & Kodir, 2022)

In this context, efforts to improve knowledge and skills through the development of disaster-aware Islamic educational textbooks are necessary. This is also a crucial step in protecting students, ensuring educational continuity, and minimizing the negative impacts of natural disasters because knowledge and information about skills in each phase of disasters are presented in textbooks (Bakti, I. K., Abu Bakar, M. Y., & Fuad, 2023).

The existence of disaster-aware educational textbooks is crucial for providing practical guidance and knowledge to students on how to deal with disasters and emergencies. These textbooks will assist students in preparing physically, mentally, and emotionally and provide guidance on appropriate actions when facing disasters. (Sato, Kimura, & Ohtomo, 2021)

Disaster-oriented textbooks will help to increase students' awareness of disaster threats and the importance of preparedness. With a better understanding of disasters, students will be better prepared to deal with emergency situations and contribute to disaster mitigation efforts in their surroundings. (Seddighi et al., 2021)

Integrating disaster concepts into educational textbooks will help shape responsive, proactive, and empathetic attitudes towards others facing disasters. This will help students become part of the solution in emergency situations and strengthen their solidarity and concern for others. (Miresmaeeli, Esmaceli, Sadeghi Ashlaghi, & Abbasi Dolatabadi, 2021)

Islamic education textbooks with a disaster perspective are crucial, as they provide a strong foundation for madrasas and Islamic educational institutions to raise awareness of disaster threats. Integrating disaster concepts into Islamic religious education will also provide relevant guidance and resources for Islamic Religious Education teachers to creating effective disaster education materials, thus enhancing students' understanding of religious responsibilities in emergency situations. (Petal & Izadkhah, 2008)

Textbooks will also help improve disaster preparedness skills, allowing madrasahs to take appropriate action to protect students, staff, and educational assets in the event of a disaster. With a better understanding of disasters, students will be better prepared to deal with emergency situations and contribute to disaster mitigation efforts in their surroundings, thereby providing safety and protection for the entire education community in the event of a disaster. (Petal & Izadkhah, 2008)

Previous research has mentioned that Islamic religious education is very effective in improving the resilience of madrasahs when facing disasters. The aim of this research is to prioritize disaster risk reduction policies in the Islamic religious education curriculum, especially regarding earthquake disasters (Rubaidi, 2018). Other studies have mentioned that behaviorism, cognitivism, and constructivism methodologies can be used as one of the methodologies to distribute knowledge, skills, and social attitudes in disaster mitigation education. (Sato et al., 2021) Furthermore, there is research mentioning the mainstreaming of disaster education in the Independent Learning curriculum in the study of strengthening social character (Manek, 2023; Petal & Izadkhah, 2008).

From the research mentioned above, it can be inferred that there is a need to continue and complement new research, namely, the Innovation of Islamic Religious Education textbooks with a disaster mitigation perspective that can be concretely used by teachers and students as disaster mitigation learning materials.

METHODOLOGY

This research adopts a qualitative descriptive approach with a focus on library research, implementing four main stages in the research methodology of Systematic Literature Review (SLR). The first stage was identification, in which the researcher identified relevant literature on disaster mitigation education in Islamic religious education from various sources, including scientific journal databases, books, and other scholarly literature.

The second stage was Screening Eligibility, where the identified literature was selected based on specific eligibility criteria, such as relevance to the research topic, year of publication, and methodological quality. Next, in the third stage, "Extraction" the selected literature was extracted to obtain information related to concepts, methods, and findings related to disaster mitigation education in Islamic religious education.

Finally, in the fourth stage, this research involves Data Analysis was conducted, where the data extracted from the literature were qualitatively analyzed to form a strong conceptual basis. By using this approach, it is expected that this research can provide a deep understanding of the transformation of disaster mitigation education in the context of Islamic religious education and provide a solid scientific foundation for the development of effective models

RESULTS AND DISCUSSION

The Concept of Islamic Education Transformation through *Maslahah Mursalah*

1. The concept of *Maslahah Mursalah* as a foundation for the transformation of Islamic education

Maslahah Mursalah in terms refers to a concept consisting of two words, namely "*Maslahah*" which means benefit, and "*Mursalah*" which means loose (Nofialdi, 2009). Thus, *Maslahah Mursalah* describes something that is considered

to have benefits, but does not have clear legal assertiveness in supporting or rejecting it, and there is no *dalil* or *nash* that explicitly supports or rejects it (Maksum, 2022). According to Abdul Wahab Khallaf, *Maslahah Mursalah* refers to everything that is considered to provide benefits, but there is no definite legal basis for determining this, either in terms of supporting or rejecting it (Muksana Pasaribu, 2014).

In terms of the importance and quality of *Maslahah*, *ushul fiqh* experts divide *Maslahah* into 3 levels, namely *al-Maslahah al-Dharuriyat* (*Maslahah* related to basic human needs in this world and the hereafter), *al-Maslahah al-Hajiyat* (benefits that perfect the main benefits and also eliminate the difficulties faced by humans) and *al-Maslahah al-Tahsiniyat* (complementary benefits). (Nofialdi, 2009)

Concerning Islamic education's transformation, the *maslahah mursalah* concept can serve as a robust foundation for creating a holistic and sustainable curriculum (Efendi & Sholeh, 2023). *First*, at the level of *al-Maslahah al-Dharuriyat*, which focuses on essential benefits, Islamic education should prioritize the understanding of Islamic teachings and the preservation of religious values. This involves not only imparting deep knowledge of Islamic principles, but also ensuring students' spiritual, physical, and mental well-being through strong character education (Nurfalah, 2018). Integrating disaster mitigation at this level could involve teaching spiritual resilience, basic safety, and first aid, fostering community awareness, and equipping students to respond effectively in emergencies while maintaining their faith.

Second, at the level of *al-Maslahah al-Hajiyat*, which addresses complementary benefits, Islamic education must create a conducive and adequate learning environment (Azis, 2017). This includes providing facilities that support effective learning and utilizing innovative methods to enhance student engagement with Islamic teaching. In terms of disaster mitigation, this can be achieved by ensuring that school infrastructure is resilient to natural disasters, regularly conducting emergency preparedness drills, and integrating disaster risk reduction into various subjects. These measures ensure that the

learning environment remains safe, and that students are prepared for potential disasters.

Third, moving to the level of *al-Maslahah al-Tahsiniyat*, which enhances benefits, Islamic education should emphasize the development of students' character and morality (Susanto, Lasmiadi, Mualif, Wismanto, & Zhafirah, 2023). This involves introducing Islamic values such as honesty, discipline, and empathy into daily school activities and promoting appreciation for art and beauty within Islamic culture (Iskandar, 2022). Disaster mitigation at this level can include teaching ethical preparedness; encouraging participation in community services focused on disaster relief and recovery; and promoting environmental education. These efforts help students understand their moral responsibilities and the importance of environmental stewardship, and link these concepts to their Islamic duties.

By considering these three levels of *maslahah*, Islamic education can cultivate a generation that is academically proficient, morally upright, and highly aware of both Islamic values and disaster preparedness (Bali & Susilowati, 2019). This comprehensive approach ensures that students are ready to face future challenges confidently and responsibly, thereby contributing to a more harmonious and resilient society. Thus, transforming Islamic education through the concept of *maslahah mursalah*, with the integration of disaster mitigation principles, can significantly enhance character building and religious understanding among future generations.

2. Application of the Concept of *Maslahah Mursalah* in the Development of Islamic Religious Education Curriculum and Materials on Disaster Awareness.

The application of the concept of *Maslahah Mursalah* in curriculum development and Islamic religious education materials is very important for increase awareness of disasters (Nurulloh, 2019). First, at the level of *al-Maslahah al-Dharuriyat*, the curriculum should include a deep understanding of Islamic teachings related to the protection of the self and life. This entails teaching students about evacuation procedures, the moral responsibility of helping those affected by disasters, and the ethical values required to navigate difficult

situations (Alfred et al., 2015; Budiana et al., 2023). For example, Islamic studies can incorporate specific lessons on the importance of safeguarding human life, which can be illustrated through teachings from the Quran and Hadith, combined with practical skills such as first aid and emergency response protocols.

Second, at the *al-Maslahah al-Hajiyat* level, education should ensure the availability of facilities and environments that support effective disaster-related learning (Wang, 2016). This includes the provision of resources, such as books and learning support equipment, that include aspects of disaster preparedness (Firman, Gazalin, & Wijaya, 2023). Developing materials, such as illustrated guides on disaster response, interactive apps, and educational videos, can enhance students' understanding. Moreover, the curriculum should include hands-on disaster evacuation training and promote the importance of maintaining clean water and good sanitation during and after disasters. These practical aspects can be integrated into science and geography lessons, making the learning experience both comprehensive and relevant.

Third, at the of *al-Maslahah al-Tahsiniyat* level, the curriculum should emphasize the formation of students' character and morality in the face of disasters (Chowdhury, 2016; Nantara, 2022). This involves teaching values, such as mutual cooperation, helping others, and patience, as foundational principles in disaster management. Activities, such as group projects, role-playing scenarios, and community service initiatives can be incorporated into the curriculum to foster these values. Additionally, promoting empathy and solidarity through social and religious activities in schools can help students internalize these principles, making them more likely to act with compassion and effectiveness during disasters.

By strengthening Islamic education through the concept of *maslahah mursalah* at all three levels, communities can be better prepared for disasters. They have the necessary knowledge, skills, and attitudes to act quickly and effectively during emergencies. Furthermore, Islamic education will also play an important role in building community preparedness and resilience in the face of natural and social disasters, thus creating a safer and more resilient environment for all.

The Innovation of Islamic Religious Education Textbooks Based on the Disaster Perspective of *Maslahah Mursalah*

Innovative strategies for integrating disaster awareness content into Islamic religious education textbooks can be implemented by utilizing the *Maslahah Mursalah* perspective. *First*, a discussion of Islamic laws related to emergency response, disaster preparation, and victim handling can be incorporated into the curriculum, with an emphasis on relevance and flexibility (Baidhawiy, 2015; Rubaidi, 2018). This material could include Islamic legal principles that emphasize the importance of individual and community safety in emergencies, as well as actions that are permitted or recommended to be taken in the face of disasters.

One of the key points of this strategy is to incorporate a discussion of Islamic laws related to emergency response, disaster preparation and victim handling into the curriculum (Suyadi, Nuryana, & Fauzi, 2020). This includes emphasizing the principles of Islamic law that emphasize the importance of individual and community safety during emergencies. (Rubaidi, 2018)

Second, Curriculum Relevance and Flexibility. In this discussion, it is important to emphasize the relevance and flexibility of the curriculum (Camelia, 2020). This ensures that the material taught is appropriate to the actual context and needs (Kristian & Setyasih, 2023), while allowing flexibility in the application of Islamic legal principles in emergencies that may vary.

Third, the case studies were used. Learning materials can be enriched with case studies from Islamic history that show how the companions of the Prophet deal wisely with disasters and emergencies (Purnomo & Solikhah, 2021). This will provide concrete examples of how Islamic religious values are applied in practical situations, and how they face challenges with courage, patience, and helpfulness. This type of case study can inspire students to develop the same attitude in dealing with modern disasters.

Finally, Practical Resources in Books. This strategy involves providing practical resources such as evacuation guides, safety tips, and emergency contact information in Islamic religious education books (Anafiah and Rezkita, 2019). This helps students prepare in real-time for disasters and provides quick and easy access to the information needed when an emergency occurs.

Overall, this strategy combines a holistic and practical approach for integrating disaster awareness content into Islamic religious education books. Utilizing the *Maslahah Mursalah* perspective, this material is relevant and adaptive to times' needs. It provides a strong foundation for forming students' character based on Islamic values when facing real-life challenges and disasters.

Table 1. Design of Disaster-Based Islamic Religious Education Textbook from the Perspective of Maslahah Mursalah

Chapter	Topic	Subtopic	Description
I	Introduction to Maslahah Mursalah in the Context of Disasters	Definition and Concept of Maslahah Mursalah	Understanding Maslahah Mursalah and its importance in Islamic law.
		Application of Maslahah Mursalah in Emergency Situations	Basic principles of Maslahah Mursalah and its relevance in the context of disasters
II	Islamic Law Related to Emergency Response and Disaster Preparedness	Emergency Response in Islamic Law	Principles of individual and community safety and permissible actions in emergency situations.
		Disaster Preparedness from an Islamic Perspective	Importance of preparing for disasters and practical steps recommended in Islam.
III	Curriculum Relevance and Flexibility	Principle of Relevance in Islamic Education	Aligning content with the current context and examples of relevant curriculum implementation.
		Flexibility in Applying Islamic Legal Principles	Flexible application of principles in emergency situations and case studies of flexible implementation.
IV	Case Studies from Islamic History	Evacuation Guide	Recommended evacuation steps, maps, and evacuation routes.
		Practical Examples in Facing Challenges	Wisdom in handling emergency situations and values of courage, patience, and generosity.

V	Practical Resources in the Book	Evacuation Guide	Recommended evacuation steps, maps, and evacuation routes.
		Safety Tips and Emergency Contact Information	Practical tips for facing disasters and important emergency contact information.
		Disaster Preparedness Checklist	List of emergency supplies and family plans for facing disasters.

Table 1 shows that The design of the disaster-based Islamic Religious Education textbook from the perspective of Maslahah Mursalah consists of five main chapters, each aimed at holistically and practically integrating disaster awareness into islamic religious education. The first chapter, 'Introduction to Maslahah Mursalah in the Context of Disasters,' introduces the concept and definition of Maslahah Mursalah and how its principles are applied in emergencies. The second chapter, "Islamic Law Related to Emergency Response and Disaster Preparedness," discusses Islamic law regarding emergency response and the importance of disaster preparedness, including recommended practical steps.

The third chapter, "Curriculum Relevance and Flexibility," emphasizes the importance of curriculum relevance and flexibility by aligning instructional content with the current context and applying Islamic legal principles flexibly in emergencies, supported by case studies of implementation. The fourth chapter, "Case Studies from Islamic History," provides practical examples from Islamic history demonstrating how the companions of Prophet Muhammad wisely dealt with disasters, teaching values of courage, patience, and generosity.

The fifth chapter, 'Practical Resources in the Book,' includes evacuation guides, safety tips, emergency contact information, and a disaster preparedness checklist to help students and families prepare for emergencies. The conclusion of the book underscores a holistic and practical approach from the perspective of Maslahah Mursalah, ensuring that the content is relevant and adaptive to contemporary needs while providing a strong foundation for shaping students' character based on Islamic values when facing real-life challenges and disasters. The book is also supplemented

with references supporting the materials and appendices, consisting of a bibliography, glossary, and index to facilitate information retrieval.

CONCLUSION

The concept of Islamic Education Transformation through *Maslahah Mursalah* shows how important adaptation and innovation respond to the changing demands of times. By applying flexibility and adaptability in the development of Islamic religious education curricula and materials, as well as strengthening madrasah resilience through the integration of disaster awareness content with the *Maslahah Mursalah* approach, a more relevant, adaptive, and impactful education can be produced in preparing generations of Muslims to face the complex challenges of the times. Collaboration between educational institutions, governments and communities is crucial to strengthen the resilience of madrasas and Muslim communities as a whole, creating a resilient and solid environment in the face of natural disasters and other emergencies, and making a sustainable contribution to building a safe and empowered society.

The integration of *Maslahah Mursalah* in Islamic education not only enables education to remain relevant and adaptive to changing times but also strengthens the role of madrasas in preparing a generation of Muslims who are resilient and responsive to disasters and emergencies. With a focus on religious values, practical knowledge of emergency response, and close collaboration between educational institutions, the government, and communities, these efforts not only improve student preparedness but also make a positive contribution to building the resilience of the Muslim community as a whole.

ACKNOWLEDGMENT

We express our gratitude to the Ministry of Religious Affairs of the Republic of Indonesia for facilitating the writing of this article through the 23rd Annual International Conference On Islamic Studies (AICIS), enabling its composition and publication in journals indexed at both the national and international levels.

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