



SYNTHETIC EDUCATIONAL CONCEPT OF ESSENTIALISM: A CRITICAL ANALYSIS FROM AN ISLAMIC EDUCATIONAL PERSPECTIVE

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Abstract

Essentialism is a school of educational philosophy that emphasizes the importance of core values in the educational process. This school emerged as a response to progressivism, which was considered too flexible and less stable. From an Islamic perspective, essentialist education has a strong relevance because it emphasizes the inheritance of noble values, discipline, and stability in learning. Islamic education itself is based on the Qur'an and Hadith, which emphasize the importance of science as well as moral and spiritual character building. This research uses the literature review method to analyze the relationship between the concept of essentialism and Islamic education. The results show that the principles of essentialism can be applied in Islamic education by balancing religious and general sciences. The curriculum must be designed to produce students who are not only academically intelligent, but also have good morals and are able to face the challenges of the times. The role of teachers is very important in guiding students to understand knowledge deeply and apply it in life. Thus, the integration of essential education in Islamic education can produce individuals who are knowledgeable, noble, and ready to contribute to society.

Keywords: Concept of Education; Philosophy of Essentialism; Islamic Education

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INTRODUCTION

With the passage of time, education continues to experience dynamic changes in the fields of science, technology, and socio-culture. This progress has an impact on the world of education, creating various forms, types, shapes and functions that are rooted in the main foundation of education as an object of study. In its history, the philosophy of education gave birth to various schools of thought that had a significant influence, one of which was essentialism. Essentialism is a school of thought that emerged from a combination of idealism and realism. This school arose as a reaction to the absolute symbolism and dogmatism that dominated the Middle Ages.

Essentialism is a style of education that is tied to the material, but also emphasizes spirituality. It also develops students' talents and interests and builds their personality according to their current development. Essentialism seeks to discover and preserve what is essential, that is, what is essentially central or the absolute factor that determines the existence of something. Therefore, essentialism is an important thing to be taught to the younger generation so that it can endure through time (Kamila et al., 2024).

Although not initially organized, Essentialism grew as a protest or resistance to Progressivism. Essentialism has a different view of culture and education than progressivism. Essentialism rejects Progressivism's view that reality is changing, flexible, and particular, and that values are relative. According to Essentialism, such a foundation is not appropriate for education because it can lead to a changing view of education, an implementation of education that is unstable and uncertain, and even a loss of direction for education (Anwar, 2018). Therefore, according to essentialism, education must be based on values that can bring stability. For this reason, it is necessary to select values that have a clear system or have been tested to ensure that the clear and selected educational values come from the needs of the community (Faizin, 2020).



Some of the epistemological, ontological, and axiological perspectives of the essentialist philosophy of education can be used to measure the progress of Islamic pedagogy. We must recognize that education serves to enhance the dignity of human life and is the bridge that leads people from backwardness to progress, from oppression to freedom, and from humiliation to glory. Based on the religious teachings derived from the Qur'an and Hadith, Islam has transformed the field of education (Riyaldi & Khojir, 2021). Therefore, this research focuses on the philosophy of essentialist education from the point of view of Islamic education. The aim is none other than to find out the views of Islamic education regarding the philosophy of essentialism and its implications in Islamic education

METHOD

This research uses a type of library research (literature review). The literature used in the literature review method must be relevant to the focus being studied in order to produce research that can be explained (Berliana & Atikah, 2023). The data collection technique used in this research is to find information related to the focus of the study through notes, books, journals, and other relevant sources.

The steps in conducting research using the literature review method include: 1) Preparing materials in the form of ideas and research topics; 2) Gathering information relevant to the topic; 3) Disciplining time and emphasizing the focus of research; 4) Classifying reading material; 5) Reading and compiling research notes; 6) Enriching reading material; 7) Writing research.

RESULTS AND DISCUSSION

The Essence of Essentialism

Etymologically, Essentialism comes from the English essential, meaning "the core or principle of something," and ism, meaning sect, school, or understanding. According to Brameld, Essentialism is a school born from the mixture of two schools of philosophy, idealism and realism (Kamila et al., 2024). This school of Essentialism wants the re-emergence of the glory that was once achieved after the Dark Ages or



referred to as The Dark Middle Age (the age of shackled reason, stagnation in science, life colored by church dogmas). Then came the Renaissance Age which replaced it with freedom of thought (Widodo, 2015). So, the school of philosophy of Essentialism is a school of philosophy that wants humans to return to the old culture.

Essentialism is education based on cultural values that have existed since the beginning of human civilization. Essentialism emerged during the Renaissance with main characteristics that are different from progressivism. The main difference is that progressivism in education is based on the concept of flexibility, which is open to change, tolerant and has no connection with certain doctrines. Essentialism, on the other hand, believes that education should be based on clear and enduring values that provide stability/certainty and selected values that have a clear system.

As is known, the school of Essentialism is derived from the philosophy of idealism and realism. The meeting of the two schools is eclectic, that is, it does not merge into one or does not release the identity and characteristics of each school (Anwar, 2018). The two schools meet as proponents of Essentialism who argue that education should be based on values that can bring stability. Because these values become an order that guides life so that happiness can be achieved (Kamila et al., 2024).

Background of the Emergence of Essentialism

This movement first appeared in the early 1930s which was pioneered by several people including William C. Bagley, Thomas Brigger, Frederick Breed, and Isaac L. Kandel. Then they formed an institution called "The essentialist committee for the advanced of American Education". With the emergence of this committee, the views of Essentialism began to be put forward in the world of education (Anwar, 2018). Bagley as the main pioneer of Essentialism was a professor at Columbia University, he believed that the main function of schools was to convey cultural and historical heritage to the younger generation (Anwar, 2018).

Essentialism emerged during the Renaissance with different characteristics from progressivism. Its values are derived from the culture and philosophy that have been correlated over the past four centuries. The fault of today's culture, according to

Essentialism, lies in its tendency and even symptoms of deviation from the straight path that the heritage culture has cultivated. The current undesirable socio-cultural phenomena can only be overcome by a conscious return through education, i.e. a return to the path laid down by the heritage culture (Attaqy et al., 2025), So we can be optimistic about the future.

Essentialism is supported by modern idealism, which has a systematic view of the universe in which human beings exist, and is also supported by realism, which argues that the quality of value depends on "what is" and "how" it is when lived by a particular subject, and then depends on the pattern of the subject. According to idealism, value becomes a reality (exist) realized by everyone when the person concerned tries to know or adapt to something that shows value to him and the person has an emotional experience in the form of understanding and demonstration of pleasure or displeasure about the value. according to realism, knowledge is formed thanks to the union of certain stimuli and reactions into one unit. Meanwhile, according to idealism, knowledge arises because of the relationship between the small world and the big world (Widodo, 2015).

Essentialism argues that education should be based on values that have stood the test of time. This school believes that education should be based on clear and enduring values that provide stability and selected values that have a clear system. Essentialism is a school of philosophy that is a combination of the philosophical ideas of objective idealism and objective realism. Therefore, it is natural that some people call Plato the founder of the philosophical principles of this school or Aristotle the founder of its foundations. Although the emergence of this school is based on the philosophical thoughts of Plato's idealism and Aristotle's realism, it does not mean that the two schools merge into Essentialism. Essentialism first emerged as a reaction to absolute symbolism and medieval dogmatism.

The content of education includes science, art, and everything that can move the human will. In the history of its development, the curriculum of essentialism applies various curriculum patterns, such as idealism, realism, and so on. So that the

role of schools in organizing education can function in accordance with the principles and social realities that exist in society (Putri & Bakar, 2023).

The Figures of Essentialism

Some of the major figures in the spread of Essentialism are Johan Friedrich Herbart (1776-1841 A.D.). He argued that the purpose of education is to conform the soul to God's wisdom, that is, to conform to the laws of morality. The process of achieving the goal of education is called teaching by Herbart.

William T. Harris (1835-1909 A.D.). According to him, the task of education is to make reality open on the basis of an inevitable arrangement and on the basis of spiritual unity. Then, according to Harris, schools are institutions that preserve the traditional values and guide the person's adaptation to society.

Georg Wilhelm Friedrich Hegel (1770-1831 AD). Hegel argued for the integration of science and religion into an understanding that uses a spiritual foundation. An application that can be used as an example of this integration is in the theory of history. Hegel said that history is the manifestation of God's thinking (Anwar, 2018).

George Santayana (1863-1952 A.D.). George combines idealism and realism by saying that value cannot be characterized by a single concept because a person's interests, attention, and experience determine the existence of certain qualities. Although idealism upholds authoritarian principles or values, it also recognizes that individuals actively determine these values for themselves. He combined idealism and realism by saying that value cannot be characterized by a single concept because a person's interests, concerns, and experiences determine the existence of certain qualities.

Francis Bacon (1561-1626 A.D.). In his book *Novum Organum*, Bacon said that according to his views and conclusions in the past in terms of the development of science, man has little to do with the outside world. While this outside world is the real reality (Widodo, 2015).

In the treasury of Islamic thought, there are several figures who hold an essentialist view of education, emphasizing the importance of basic values and knowledge in the formation of a whole person. One of the most important figures is Imam Al-Ghazali (1058-1111 A.D.), who believes that education is not only intellectual, but also spiritual and moral. He asserted that knowledge must lead people to happiness in this world and the hereafter, and made the heart the center of the educational process.

In addition, Ibn Sina (980-1037 A.D.) or Avicenna, although known as a rational philosopher, also developed a concept of education that emphasized character building and intellectual development through a systematic and gradual curriculum, beginning with the basic sciences and ending with philosophy.

Al-Farabi (872-950 A.D.) also contributed greatly to Islamic educational thought with his notion of the ultimate society (*al-madinah al-fadhilah*), in which education plays an important role in instilling essential values to achieve ultimate happiness (*as-sa'adah*).

Ibn Rushd (1126-1198 AD) or Averroes, was an Islamic philosopher known for his commentaries on the works of Aristotle and his thoughts on the fusion of philosophy and religion. He also emphasized the essence and basic rules for understanding Islamic teachings.

Meanwhile, Ibn Khaldun (1332-1406 A.D.) saw education as an important tool for building civilization and culture. He emphasized the importance of teaching methods that are gradual and in line with the development of the student, so that knowledge can be understood in depth and applied in real life (Siregar & Hasibuan, 2024). The thoughts of these figures show that essentialism in Islamic education does not only emphasize the mastery of knowledge, but also the formation of character, morals, and spiritual integrity which is the main basis in building a full human being.

Principles and Characteristics of Essentialism



As we know, the philosophy of essentialism first emerged as a reaction against absolute symbolism and medieval dogmatism. Essentialism in modern education is an educational movement that protests against the skepticism and cynicism of the progressivism movement toward the values embedded in the cultural/social heritage. According to Essentialism, the values embedded in this heritage are human values that have been gradually formed through hundreds of years of hard work and hardship, and have been tested in ideas and ideals that have been tested over time (Romadon et al., 2024).

According to essentialism, education based on a view of flexibility in all forms can be a source of changing views, easily shaken, lacking direction, uncertain and unstable. Therefore, education must be based on values that can bring stability, have been tested by time, are durable, and values that have clarity and are chosen (Anwar, 2018).

The principles of essentialism can be detailed as follows:

1. Essentialism is rooted in the expression of objective realism and modern objective idealism, namely, that the universe is governed by natural laws, so that the task of human beings is to understand natural laws in order to adapt and manage them.
2. The aim of education is to introduce students to the character of nature and cultural heritage. Education should be based on solid, firm and stable values.
3. Value (truth is correspondence) relates between ideas and facts objectively.
4. Conservative (cultural preservation) by reflecting the classical humanism developed during the Renaissance (Supriadi et al., 2024).

The characteristics of the philosophy of education Essentialism according to William Bagley are:

1. Strong and enduring interests often grow out of initial learning efforts that captivate or attract attention, rather than from an internal drive.
2. Adult supervision, direction, and guidance inherent in infancy or human dependency.
3. The ability to discipline oneself should be the goal of education, so enforcing discipline is a necessary means to that end.

4. Essentialism offers a solid and robust theory of education, while its competitor (progressivism) offers a theory that is considered weak (Kamila et al., 2024).

Influences and Views of Essentialism in Education

Essentialism has a significant influence on the ontology, epistemology, and axiology of education. The ontology of idealist philosophy of education states that reality and truth are essentially ideas or things of spiritual quality. Therefore, the first thing to be checked in learners is their understanding as spiritual beings and their teleological and idealistic life. The aim of education is to guide the learner to become a being with personality and morality, and to aspire to all that is good and high. The ontology of realist philosophy of education states that education should give priority attention to learners as they are.

Then on the epistemological aspect that needs to be considered in education is that knowledge should be ideal and spiritual, which can lead human life to a more noble life (Rachmad & Amril, 2023). This kind of knowledge is not only tied to physical things, but gives priority to spiritual things. While the axiological aspect emphasizes a fixed and idealistic level, namely that educators should not let students be influenced by things that are relative or temporary.

Meanwhile, according to the epistemology of realism, knowledge is the result achieved through a process in which the subject and the object come together. Thus, the result is a combination of observations, thoughts, and conclusions from the human ability to absorb the object (Suroso & Sholehuddin, 2023). Therefore, epistemology in realist education philosophy is the process and product of how far educators can learn scientifically empirically about their students. Then, the results will be used as the basis for organizing education.

While in the field of axiology, learners need to be seen as agents who participate in determining the nature of value (Rachmad & Amril, 2023). Therefore, the main goal of the school of Essentialism is to form a person who is happy in this world and in the hereafter. Johann Amos Comenius, one of the figures of Essentialism, said that since the world is dynamic and purposeful, the duty of education is to form children in

accordance with God's will (Astuti & Raly, 2023). The main task of educators is to foster human awareness of the universe and the world to seek spiritual awareness towards God.

Essentialism itself arose because of the challenge of the need for self-emancipation efforts as carried out by philosophers in general from a medieval perspective. This endeavor is filled with views that respond to a worldly, scientific, and materialistic life, whose characteristics have existed since the Renaissance. It is also colored by the views of idealism and realism (Rachmad & Amril, 2023).

William T. Harris, an American figure influenced by Hegel's thought, attempted to apply objective idealism to public education. According to Harris, the task of education is to enable the unfolding of reality on the basis of an inevitable (definite) order based on spiritual unity. Schools, therefore, are institutions that preserve traditional values and guide adaptation to society (Romadon et al., 2024).

Essentialism itself is supported by the view of idealism, which argues that when a person learns at the initial level is to understand himself, then he moves out to understand the objective world. The human intellect shapes, organizes, and categorizes it in time and space. With this principle, it can be said that learning in a person is actually the development of the soul in itself as a spiritual substance. The soul nourishes and develops itself. So, learning is accepting and recognizing the true social values of the new generation that emerges to be added and subtracted and passed on to the next generation. Learning is the reflection of an active soul.

Essentialism is also an educational theory that asserts that education should be concerned with learning basic skills, arts, and sciences that have been useful in the past and will be useful in the future. Essentialists believe that some essential or basic skills have contributed greatly to human existence, such as reading, writing, arithmetic, and civilized social behavior. These basic skills are so necessary that they should be included in any good elementary school curriculum (Attaqy et al., 2025). In detail, Essentialism's views on education include:

1. Education Objectives



In particular, essentialism is a form of vocational education that limits subject matter to what students need to live productively. The subject matter is free of speculation and debate, and free of political and religious bias. In general, Essentialism is a transmission model of education that aims to familiarize students with life in today's society.

The purpose of Essentialism education is to pass on cultural heritage and historical legacy through accumulated core knowledge that has survived over a long period of time and is a life that has stood the test of time and is known by everyone. This knowledge consists of appropriate skills, attitudes and values. Then also to prepare people for life (Riyaldi & Khojir, 2021). The preparation in question is how to design subject objectives in such a way that the results are able to prepare students to face life in the future. So it can be concluded that the purpose of Essentialism education is the transmission of culture to determine social solidarity and welfare.

2. Curriculum

The curriculum model of the school of essentialism follows the transmission model, which considers that the function of education is to transmit facts, skills, and values to students so that students master the material through textbooks, master basic skills, and master and apply certain cultural values needed in society. In the first school curriculum, the basic curriculum should consist of history, mathematics, science and literature. The college curriculum consists of two components: general and science courses. By mastering these, a learner or student can prepare to participate effectively in society (Nugraha et al., 2024). So the point is that the curriculum should be organized systematically, from the simple to the complex. The curriculum is planned and organized on the basis of careful thought so that people can live harmoniously and cosmically.

The curriculum of essentialism is a miniature world of teachers, administrators, and supporters who see students as the world of reality (Nugraha et al., 2024). Essentialism's view of the curriculum has similarities to perennialism. Both want the school curriculum to be subject-centered. In elementary school, for example, the basic

skills of reading, writing, and arithmetic are emphasized. In secondary school, the subjects are expanded to include mathematics, science, humanities, language and literature, and others. If students study these subjects properly, they will be able to develop their thinking skills while becoming aware of the physical world around them (Putri & Bakar, 2023).

Imam Barnadib stated that the Essentialism school places the formation of intelligence and the formation of intelligent behavior for students as the highest order. To achieve this, what must be taught to students is substantive knowledge or knowledge that can lead students to the ability to think and imagine. Subjects that are considered relevant to improving thinking and visualization skills are language, literature, art, mathematics, natural science, history, geography and social science (Supriadi et al., 2024).

3. Educator

Based on the principles of essentialism, the role of the teacher is very important in supervising and regulating the students' activities in school. Since the teacher acts as the highest authority in the field of education, from the perspective of the philosophy of essential education, the classroom is fully influenced and subject to the policies and authority of the teacher. Teachers need not only knowledge, but also skills to deliver the material to their students. By delivering content effectively, teachers can capture the interest and attention of students. For this reason, the philosophy of essentialism in curriculum focuses on the skills of teaching essential knowledge and values. In the essentialist perspective, the role of the teacher is much more dominant than the role of the students, because the students need to get the learning in accordance with the relevant curriculum. Therefore, it is very important for teachers to continuously develop themselves.

4. Learners



Perhatian The main concern in the teaching-learning process is to develop the potential intelligence of learners or students. According to the Essentialist perspective, students are considered as intelligent individuals with the ability to develop thinking skills. Students are encouraged to think with clear logic. Thus, full responsibility for rational teaching and grading of student learning outcomes rests with the school (Nugraha et al., 2024).

5. Education Methods

According to the principle of Essentialism, teaching methods are directed more by the initiative and creative talents of the teacher. Therefore, it is most important for teachers to deepen their knowledge of various teaching methods and apply them well. It also requires the teacher's expertise in considering various things when applying methods in order for them to be effective. Teacher-centered education tends to assume that students are not fully aware of their learning needs and may need to be influenced to learn. The methods often used are mental training such as discussions, assignments, information exchange, and knowledge acquisition through reading and writing.

6. School Environment

According to Essentialism, schools as educational institutions should aim to teach students the ability to communicate clearly and logically. Skills that need to be taught include reading, writing, speaking, and arithmetic. Education should also be practical. The role of schools is to preserve and pass on cultural heritage and history from one generation to the next wisely. So, it can be concluded that one of the functions of schools is to maintain the values that have been formed and passed down from generation to generation (Kamila et al., 2024).

Essentialism in the View of Islamic Education and its Implications

Basically, the foundations and goals of Islamic education are similar to the goals of Islamic teaching itself, which is derived from its main sources, the Qur'an and the Hadith. Several perspectives in the philosophy of Islamic education, including ontology, epistemology, and axiology, can be used as a matrix to measure the development of Islamic education.



First, the ontology of essentialism. The concept of education known as the ontology of essentialism states that an impeccable system governs and organizes the world. Therefore, human form, nature, will, and ideals must be adapted to the natural system. In this regard, Islamic philosophy of education focuses on the idea that the universe was created by God (Allah Swt.) and human beings were created by Him. Therefore, we can easily understand that the philosophy of Islamic education controls every aspect of education, with God (Allah Swt.) as the Creator, man as His creation, and the Messenger as the link between the Creator and His creatures (Putri & Bakar, 2023).

Second, essentialist epistemology is a theory that regards human personality as the image of God. Because human beings will realize reality as a microcosm when their race can think about the universe. Therefore, man can develop proper knowledge about objects, natural science, society, biology, and religion. Islamic educational philosophy offers a broader perspective on this issue. As stated in QS. Ash-Shura: 52, namely:

وَكَذَلِكَ أَوْحَيْنَا إِلَيْكَ رُوحًا مِّنْ أَمْرِنَا ۖ مَا كُنتَ تَدْرِي مَا الْكِتَابُ وَلَا الْإِيمَانُ وَلَكِن جَعَلْنَاهُ نُورًا ۖ نَهْدِي بِهِ ۖ مَن نَّشَاءُ مِنْ عِبَادِنَا وَإِنَّكَ لَتَهْدِي إِلَى صِرَاطٍ مُسْتَقِيمٍ

"Thus We revealed to you (Prophet Muhammad) the rūh (Qur'ān) by Our command. Before that you did not know what the Book (Qur'ān) was and what faith is, but We made it (the Qur'ān) a light by which We guide whom We will among Our servants. Indeed, you are guiding people to the straight path." Asy-Syūrā [42]: 52 (Kemenag, 2022).

The verse shows that the Qur'an was revealed as a guide for humans to find the right path. In addition, the epistemological perspective of essentialism in Islamic education is based on it. It lies in the theory of human knowledge, which considers knowledge as an ability possessed by humans formed by reasoning abilities, levels, and levels that differ because they are adjusted to the object.

Third, the axiological perspective. Ontology and epistemology influence axiology. Since both schools basically form essentialism, axiology argues that the values of these schools come from idealism and realism. According to Islamic educational philosophy, axiology is an important principle that has practical benefits

in the field of education, especially regarding its belief that morals are the most important aspect of a person's life. Because morals are not only limited between humans and God, but also between humans and humans and their environment. So the essence of this idea is to make a person happy both in this world and in the hereafter (Faizin, 2020).

Essentialism has many consequences for the development of Islamic education. In terms of objectives, religious education should be focused on helping students understand, discover and internalize the truths of the past. It should also provide a comprehensive understanding of salaf history and culture.

Then, the development of the curriculum not only maintains religious doctrines and principles, but also emphasizes the discovery of problems that grow and develop in the learner's environment (Kamila et al., 2024). The learning method uses lectures and dialogs, discussions or debates, assignments, problem solving (Riyaldi & Khojir, 2021). The classroom management is more geared towards character building, organized, uniform, rigid and structured, precise according to the order. Evaluation is by standardized objective exams, diagnostic tests, learning achievement tests, and is scientifically based. Meanwhile, the teacher figure is the holder of the highest authority, the disseminator of truth, and a person who is an expert in his field. Teachers are excellent role models to be imitated and trusted (Faizin, 2020).

The curriculum according to the school of Essentialism must be humanistic and universal. Because the purpose of education according to Essentialism is to form a happy person in the afterlife, so that in the preparation of the curriculum must be based on the interests of the effectiveness of personality development which includes knowledge that must be mastered in life and is able to mobilize human desires. So that in this case the role of schools in organizing education becomes more functional, effective, and effective in accordance with social principles and realities.

The curriculum must be prepared based on the personalities of students so that it is necessary to plan with care and certainty. Therefore, each school needs to develop its own curriculum tailored to the abilities and development of its students (Nugraha

et al., 2024). In detail, the implications of Essentialism for the development of Islamic education curriculum are as follows:

1. Objective Component

According to the school of Essentialism, the purpose of learning is to educate students to live in their social environment. Children should show a sense of social solidarity and participate in efforts to realize general welfare. Learning objectives are also emphasized on the inheritance of noble values of religious teachings by teachers. Social aspects are still the focus of these learning objectives. It is expected that social competence, which includes the ability to communicate with empathy, understanding and with the art of two-way communication, as well as the ability to work together in groups. Therefore, the principle of learning to live together must be effectively applied in the learning process (Faizin, 2020).

2. Content Component

The curriculum is designed to convey the basic things that need to be instilled in students, especially important values. In addition to the value of faith derived from religious doctrine in the Qur'an, the curriculum also emphasizes humanitarian and social values. These fundamental values will certainly be useful for students so that one day they can carry out their function as caliphs on this earth.

3. Strategy Components

Planting values, of course, requires a process that is not short or not instantaneous. One effective way is by giving an example or exemplary figure of a teacher for his students. So, the methods that can be used are giving examples, exemplary, habituation, and persuasive approaches or inviting students in a subtle way so that they can convince students. So here it appears that the figure of the teacher is the focus (point) of classroom authority. In addition to being able to formulate appropriate and interesting learning strategies, teachers must also have more exemplary capacity and equip themselves with high intellectual abilities. In the practice of learning scenarios, teacher initiatives play a major role (Suroso & Sholehuddin, 2023).

4. Evaluation Components



In terms of learning evaluation, the emphasis is on ethical reference evaluation. This reference was chosen because it is concerned with measuring the internalization of the values of faith and humanity in students and the extent of the implementation of these values in the social sphere. The assumption of this reference seeks to develop the *fitrah* (actualization) inherent in students. This ethical reference evaluation is relevant to the learning objectives, which are to make students good human beings, moral, faithful and devoted (Faizin, 2020).

From this explanation, it can be concluded that the ideal curriculum concept according to Essentialism is more humanistic. The curriculum must be able to make students develop their abilities and discipline themselves so that what is aspired to can be achieved. Then Islamic education basically has a goal that is identical to the teachings of Islam itself, which comes from the Qur'an and the hadith of the Prophet Muhammad Saw. (Faizin, 2020).

In the context of Islamic education philosophy, especially in the concept of Essentialism education, there are several important views that need to be considered as guidelines and measuring instruments in the development of Islamic education. These views include two main dimensions: first, achieving the welfare of life in the world and salvation in the hereafter; and second, related to human nature as a creature created to serve Allah Swt. through worship (Kamila et al., 2024).

Pros and Cons of the Essentialist School of Philosophy

The essentialism school of philosophy in education has a number of advantages that make it still relevant in the context of character building and the scientific foundation of students, including:

1. Emphasis on basic and universal values that are considered essential to human life, such as morality, discipline, responsibility and logic.
2. Essentialism also pays great attention to the mastery of basic sciences such as language, mathematics, science, and history, so as to form a strong intellectual foundation for students.

3. With a structured and rule-oriented education system, essentialism helps cultivate an attitude of discipline and hard work that is much needed in real life.
4. Essentialism contributes to the preservation of cultural heritage and intellectual tradition through the teaching of classical literature and the great minds of the past, which are considered to remain relevant throughout the ages (Akbarizan, 2023).

However, essentialism also has a number of shortcomings or criticisms that need to be considered in its application, namely:

1. Its conservative tendency and lack of responsiveness to the times. Because it holds on to subject matter that is considered fixed and essential, essentialism is often considered incapable of adjusting to changing social needs, technology, and global dynamics.
2. An overly teacher-centered (authoritarian) and one-way approach can also limit students' active participation and creativity in the learning process. This makes students tend to be passive and only receive information, rather than exploring or developing their critical thinking.
3. Essentialism tends to ignore individual differences among learners, both in terms of interests, talents, and learning styles, so it does not fully support the concept of inclusive and learner-centered education (Suroso & Sholehuddin, 2023).

Therefore, although essentialism has a great contribution in building the foundation of education, this approach needs to be complemented or combined with other approaches that are more flexible and innovative according to the needs of the times.

CONCLUSION

Essentialism education in the Islamic perspective focuses on core values that are not only academic but also spiritual, by making the Qur'an and Hadith the main source of curriculum formation. In Islam, education aims to form a perfect human being (insan kamil) who is not only intellectually intelligent but also has good morals. In line



with Essentialism, Islamic education emphasizes the importance of inheriting noble values and time-tested scientific traditions, so that students can develop in a balanced manner in the aspects of faith, science, and social skills.

Then, to be more relevant to the times, Essentialism education in Islam must maintain basic values but also be flexible in facing modern challenges. The Islamic education curriculum can adopt the Essentialism educational philosophy model by emphasizing discipline and deep understanding of religious and general sciences simultaneously. In addition, the role of teachers in Islamic education should be more than just a conveyor of knowledge; they should also be role models in morals and worship, so that students are not only intellectually intelligent but also have a strong Islamic character.

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