

# EMPOWERING YOUNG MUSLIMS:

AN EDUCATIONAL FRAMEWORK BASED ON USUL AL-DIN FOR CONFRONTING 21ST-CENTURY CHALLENGES

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## The Crisis

### 1 AN EPIC EPISTEMIC EXISTENTIAL CRISIS:

- 1) Ideological manipulation: liberalism, secularism, scientism, feminism, etc.
- 2) Social pressures: identity crisis, moral confusion, blind imitation (loss of independent reasoning)
- 3) Economic process (supported by media & technology) leading to manufactured consent and undermining of self-determination.

### 2 ISLAMIC EDUCATION SHORTFALL

Failure to equip young Muslims to navigate and respond to the existential challenges confronting them.

Rote memorization and emphasis on ritualism leading to mechanical understanding while lacking spiritual, intellectual, moral depth.

### 3 KEY DEFICIENCIES

- 1) Rote ritualism: education focused on a mechanical performance of rituals.
- 2) Vulnerability to **ideological manipulation**
- 3) **Moral relativism**: lacking guidance on emerging domains and social challenges.
- 4) **Priority misalignment**: inability to balance between religion, profession, family, community, and ummah.
- 5) **Juristic Confusion**: lacking legal reasoning or evidence.
- 6) **System rigidity**: causing teacher burnout and student alienation.

## An Urgent Need

### 4 A PARADIGM SHIFT IN ISLAMIC EDUCATION...

... from ta'leem model to a tarbiyyah model (includes coaching and mentorship) rooted in usul al-din, empowering young Muslims with:

1. Critical thinking
2. Spiritual grounding
3. Moral leadership
4. Jurisprudential reasoning

### 5 ISLAMIC EDUCATION RENEWAL

Design an usul al-din based educational model bridging the empowerment gap:

Centered around tarbiyyah to holistically develop the nafs (inner-self) -- fitra, aql (mind), qalb (heart), & ruh (soul).

Equip students with intellectual humility, spiritual resilience & moral clarity.

### 6 KEY (PROPOSED) SOLUTIONS

- 1) **Tazkiyyah and Tadabbur-centered** learning for purposeful living.
- 2) **Critical thinking development** by harmonizing reason with revelation.
- 3) **Akhlaq and Maqasid Lab**: exploring real-world dilemmas for moral confidence
- 4) Realigning priorities by distinguishing **Ḍarūriyyāt, Ḥājiyyāt, & Taḥsīniyyāt**.
- 5) **Scaffolding usul al-fiqh**: to understand sources and principles to contextualize legal reasoning and Islamic scholarship.
- 6) Developing **transformational leadership**: inspiring role-models and moral mentors.

# RESEARCH ABSTRACT

## Research Problem

### Contemporary Challenges:

- Multifaceted, complex, & systemic

### Contemporary Islamic education:

- Failure of training in Islamic reasoning, spiritual resilience, priority, & Islamic expertise.

## Research Objective

### Tarbiyyah-orientation:

- Design a model bridging the youth empowerment gap.

### Theologically sound:

- A framework that is sound, practical and scalable.

## Research Questions

Guiding a practical, coherent, and relevant Islamic educational model, including ...

- conceptual foundations,
- contextual diagnosis,
- curricular design, &
- analytical validation.

## Literature Overview

- Synthesizing classical and contemporary scholarship with sociological data on contemporary challenges.
- Supporting a tarbiyyah-oriented framework grounded in Usul al-Din.

## Theoretical Overview

Anchoring in a four-layer theoretical framework addressing:

1. Human development,
2. Leadership capacity,
3. Epistemological integrity, &
4. Moral orientation.

## Methodological Frame

An analytical-conceptual approach applied ...

1. Theoretical Development
2. Critical Synthesis
3. Islamic Tradition &
4. Modern Challenges

# CALL TO ACTION – IN ISLAMIC EDUCATION

## Paradigm Shift

- From transmission to **transformation (tarbiyyah)**
- From rote memorization to **deep understanding**.
- From ritualism to **intellectual, spiritual & contemplative purpose**.
- From ideological radicalization to **structured critical thought**.
- From complacency to **moral leadership**.

## Renewal

Return to the fundamentals of tadabburul Quran and tazkiyyat-un-Nafs guiding:

**Transformative action:** holistic development of the nafs (inner-self) --> fitra, aql (mind), qalb (heart), & ruh (soul).

**Transformational action:** Guiding analytical clarity, policy coherence, collective action, and inclusive participation.

## Develop a curriculum

**A Usul al-Din-centered model, built on 4 layers:**

- Tarbiyyah Theory
- Transformational Leadership
- Islamic Epistemology
- Maqāṣid al-Sharīah Orientation

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