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The philosophy of Islamic education is looking at the principles and concepts underlying education in Islam, it is analyzing and criticizing, deconstructing

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and disintegrating of the existing educational infrastructure and strives to produce new concepts continuously or displays what should be the concepts. In this sense it is philosophy that

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of Allāh (abdullāh) and His
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The Philosophy, Aim, and
Main Features Thus, the
Islamic philosophy of
education, as far as it is a
philosophy, possesses the

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main characteristics of
philosophy (such as Page
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In this article, I intend to
present and analysis the

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concept of Islamic education of philosophy. Islamic perspective for human being and life constitute in harmony and conciliation between sense, mind and religious faith as fundamental epistemological

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origins, while thinking and considering are instruments to research in these origins.

Muslim Education in the 21st

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Century reinvestigates the current state of affairs in Muslim education in Asia whilst at the same time paying special attention to Muslim schools' perception of educational changes and the reasons for such

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changes. It highlights and explores the important question of whether the Muslim school has been reinventing itself in the field of pedagogy and curriculum to meet the challenges of the 21st

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ijhsnet century education. It interrogates the schools whose curriculum content carry mostly the subject of religion and Islam as its school culture.

Typologically, these include state-owned or privately-run

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madrasah or dayah in Aceh,
Indonesia; pondok,
traditional Muslim schools
largely prevalent in the
East Malaysian states and
Indonesia; pesantren, Muslim
boarding schools commonly
found in Indonesia; imam-

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khatip schools in Turkey,
and other variations in
Asia. Contributed by a host
of international experts,
Muslim Education in the 21st
Century focuses on how
Muslim educators strive to
deal with the educational

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contingencies of their times and on Muslim schools' perception of educational changes and reasons for such changes. It will be of great interest to anyone interested in Asian and Muslim education.

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With remarkable breadth of vision, Seyyed Hossein Nasr reveals for both Western and Muslim readers how each art form in the islamic tradition is based upon a science of nature concerned,

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not with the outer appearance of things, but with their inner reality. Ranging across calligraphy, painting, architecture, literature, music, and the plastic arts, Nasr penetrates to the inner

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dimension of Islam and shows the role art plays in the life of individual Muslims and the community as a whole—the role of inspiring the remembrance and contemplation of God. Once the author establishes art

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as an aid and support to the spiritual life, he traces the creative act to its ultimate source: inner knowledge and barakah, or grace, which make the crystallization of inner realities in form and space

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and time possible. Through this knowledge and grace, the author asserts, unity manifests upon the plane of multiplicity, making archetypal realities perceivable by the senses. Through this knowledge and

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art functions as a ladder for the journey of the soul from the visible to the invisible. How Islamic art leads man to the inner chamber of divine revelation forms the substance of much of this important work. An

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especially close look is given to the Sufi tradition within Islam, for its mystical teachers have often clearly demonstrated in their works the spiritual significance of beauty and served as the source of

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inspiration for art. By rediscovering the root of art in the Islamic tradition, Seyyed Hossein Nasr opens doors to new dimensions of unity which have seemingly been obscured in recent Western art. In so

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doing, he extends the significance of this book beyond the Islamic belief system to touch the hearts and creative impulses of readers from all traditions.

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This classic history of the Arab peoples is a work of great thoroughness and insight which contains much to satisfy general readers as well as scholars. Here is the story of the rise of

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Islam in the Middle Ages,
its conquests, its empire,
its time of greatness and of
decay, unrolling one of the
richest and most instructive
panoramas in history. For
this reissue of the tenth
edition, Walid Khalidi gives

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ijhoo.net a brief overview of the history and content of the book, and emphasises the vital importance of Philip K. Hitti's magisterial and scholarly work to on-going attempts to bridge the Arab/Western cultural

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divide.
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The first comprehensive survey of Islamic philosophy from the seventh century to the present, this classic

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discusses Islamic thought and its effect on the cultural aspects of Muslim life. Fakhry shows how Islamic philosophy has followed from the earliest times a distinctive line of development, which gives it

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the unity and continuity
that are the marks of the
great intellectual movements
of history.

This book was first
published in Turkish under
the title Bilinmeyen

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Osmanlı, co-authored by
Prof. Dr. Said Öztürk, and
250,000 copies were printed.
I answered 290 questions
whereas Öztürk answered 13
in total. He collaborated
regarding source details and
references as well as

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tirelessly proofreading and editing the book. In addition, this book was later translated into Arabic; the first edition was published by Osmanlı Araştırmaları Vakfı (OSAV), Istanbul, and the second

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will be published by Dār al-Shouroq in Cairo. The English version of this book has almost become a separate work from the aforementioned versions. Although the main part was translated into English by Ismail Ercan, the

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book needed a number of improvements and rewriting of some articles after referring to Western sources on the various subjects. Hence, I changed the title as well as the format of the book mainly for this reason.

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But I have indicated which articles were written by Prof. Öztürk. As preparation for this book, the questions it deals with have been discussed in academic research ever since 1983, and, in addition, hundreds

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of conferences have been held throughout Anatolia. As a result, over 5000 questions have accumulated in our “question desk,” submitted in written form by both readers and listeners. For example, the issue of

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ihconet comes first, with 503 questions. The issue of whether the Ottoman Sultāns, particularly Bayezid the Thunderbolt, drank alcohol ranked second, with 276 questions. These were followed by such questions

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as fratricide rights and freedoms in the Ottoman state, the issue of the Sultāns going on pilgrimage, if Sultān Waḥīduddin was a traitor, etc. Needless to say, we have been inspired by similar research done in

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this field. This book will consist of four parts. In Part One we will deal with weighty questions on the political history of the Ottoman state and the replies to them. However, such questions are most

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frequently asked about each Sultān - even if they are related to law or economics. For instance, we will not ignore the issue of fratricide in his law when discussing Meḥmed the Conqueror and the charges of

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the genocide of the Kurds
when it comes to Selim the
Excellent. In Part Two we
will deal with the questions
on social life in the
Ottoman state and the harem.
In Part Three we will look
at those issues regarding

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the Ottoman legislative system and the organization of the state. In Part Four we will answer some questions about the economy and financial law of the Ottoman state.

Unfortunately, we will not

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deal with all the questions we have received in all the aforesaid fields owing to insufficient space. Yet it is our view that if something cannot be achieved completely, we should not give up entirely and resign

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ourselves to what has been done. There are 307 different subjects in this book; some of them as below:
- War (jihād) in the Ottoman state and the legal principles of the policy of conquest in the Ottoman

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(Conscription) System - The
allegations that the Ottoman
state adhered to the Bektaşî
and Aleviyye traditions
during the years of its
foundation until Sultān
Selim the Excellent and that

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the Abdalan-ı Rum consisted of Bektāşī Babas and Alevi Dedes. - On rumors that some Ottoman Sultāns were addicted to alcohol and even held illegitimate carousals at the Palace. - The legality of fratricide in

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the Ottoman state and some claims by some historians regarding savagery and massacre for the sake of claiming the Sultanat. - There are claims that Sultān Mehmed the Conqueror was sympathetic toward

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Christianity and
corresponded with the Pope.
- On the Ottoman State
offering assistance to the
Andalusian state that was
destroyed in 1492. - Ottoman
Harem. - Ottoman legal
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system and Islamic law. -
Which events sowed the seeds
of hatred between Arabs and
Turks, both of whom are
Muslims? - The reasons for
the decline and fall of the
Ottoman State. - The
capitulations as one reason

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for terminating the Ottoman
State.

This book outlines the
findings and suggestions of
the Law and Society
Association's International
Research Collaborations,

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which focused on the African Union's Agenda 2063. This outlined the ideal Africa aspired to by the year 2063: 'the Africa we want'. The authors examine socio-economic rights issues and their impact on developing a

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strong educational agenda that can drive Africa to realize Agenda 2063. As Africa's development has remained slow in the face of many challenges, the need to embrace good governance, rule of law and human rights

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obligations are major tools to realize the continent's potential. The project focuses in particular on the central place of education law and policy in achieving the goals of Agenda 2063.

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This volume applies the critical pedagogical approach to the area of language learning, and in doing so, it addresses such topics as critical multiculturalism, gender and language learning, and

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popular culture.

Begins by offering a reading of Islamic sources, interpreting them for a Western context. The author demonstrates how an understanding of universal

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Islamic principles can open the door to integration into Western societies. He then shows how these principles can be put to practical use.

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