

## RECONSTRUCTING THE PHILOSOPHY OF LOVE IN ISLAMIC EDUCATION: HUMANISTIC APPROACHES TO CULTIVATING EMPATHY, TOLERANCE, AND HARMONY

**Wiwin Narti**

Pendidikan Islam Anak Usia Dini, Institut Agama Islam Yasni Bungo  
[wiwinnartimpsi@gmail.com](mailto:wiwinnartimpsi@gmail.com)

**Latifa Annum Dalimunthe**

UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan  
[latifa@uinsyahada.ac.id](mailto:latifa@uinsyahada.ac.id)

**Al Amin**

Department of Islamic Economics, Faculty of Economics and Business, Universitas Airlangga, Surabaya, Indonesia. Department of Economics and Business, Universitas Islam Negeri Bukittinggi, Bukittinggi, Indonesia  
[al.amin-2024@feb.unair.ac.id](mailto:al.amin-2024@feb.unair.ac.id)

### Abstract

This study aims to reconstruct the philosophy of love in Islamic education through a humanistic approach that integrates spirituality, empathy, and social harmony. Using a *critical literature review* and philosophical-hermeneutic analysis, the research explores classical Islamic thought, particularly the concepts of *mahabbah* (love), *ta'dib* (ethical discipline), and *rahmah* (compassion), in relation to modern humanistic theories advanced by Carl Rogers and Abraham Maslow. The findings reveal that love in Islam functions not merely as an emotional state but as an epistemological and ethical foundation that unites divine knowledge with human experience. This reconstruction leads to the formulation of a *Love-Based Islamic Humanistic Education (LIHE)* model comprising three interrelated dimensions: spiritual foundation (cognitive-affective integration), pedagogical process (dialogical and empathic learning), and social manifestation (tolerance and harmony). The synthesis of Islamic and humanistic paradigms offers a transformative moral and character education framework, emphasizing empathy, inclusiveness, and ethical awareness. His study concludes that love should serve as the core of Islamic educational philosophy, bridging faith and humanity while addressing the challenges of pluralism, dehumanization, and moral disintegration in contemporary society. This research contributes theoretically by redefining the epistemology of Islamic education and practically by offering pedagogical guidelines for developing compassionate and inclusive Islamic learning environments.

**Keywords:** Islamic Education; Philosophy of Love; Humanistic Pedagogy; Empathy; Tolerance; Harmony; Moral Education; *Rahmah*; *Ta'dib*; Islamic Humanism

### 1. Introduction

Islamic education in the 21st century faces serious challenges in responding to global humanitarian dynamics, especially in the context of social plurality, identity conflicts, and moral value crises. Educational transformation is no longer enough to be oriented only to transferring religious knowledge, but also to forming character based on compassion, empathy, and social harmony. According to Halstead (2007), Islamic