

Educational Values in Surah Luqman: A Perspective from Al-Maraghi's Tafsir

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Abstract

This study explores the educational values in Surah Luqman from the perspective of Al-Maraghi's Tafsir, aiming to identify and analyze the relevance of these values in modern life. Employing a qualitative approach with a library research method, the study integrates an analysis of Quranic text, tafsir literature, and related educational resources. The findings reveal five key educational values in Surah Luqman: monotheism (tauhid), morality (akhlaq), social responsibility, worship (ibadah), and environmental awareness. Al-Maraghi's Tafsir emphasizes the practical application of these values in shaping individual character and society. These findings address contemporary challenges such as moral crises, individualism, and environmental degradation. This research contributes theoretically by highlighting the relevance of Quranic values in modern education and advocating for their integration into curricula. However, the study is limited to Al-Maraghi's perspective, suggesting opportunities for comparative analysis with other tafsir works.

Keywords: *Surah Luqman, Al-Maraghi's Tafsir, Islamic Education, Educational Values, Modern Education.*

INTRODUCTION

Education is the fundamental foundation for shaping civilized individuals and societies. From an Islamic perspective, education aims not only to develop intellectual capacities but also to instill integrated values of faith, morality, worship, and social responsibility. The Qur'an, as the primary source of Islamic teachings, offers comprehensive guidance on these values, exemplified in Surah Luqman. This chapter is significant as it contains a father's advice to his son about monotheism, morality, and social relationships, which remain relevant across generations (Quraish Shihab, 2002).

Tafsir studies serve as a method for understanding the deeper meanings of Qur'anic values. Among the notable works of tafsir is Tafsir Al-Maraghi by Ahmad Mustafa Al-Maraghi, known for its straightforward, contextual, and modern approach (Al-Maraghi, 1952). This tafsir is a key reference for exploring the educational values within Surah Luqman.

In the context of contemporary education, the values embedded in Surah Luqman make a significant contribution to character education. This aligns with Zakiyah Daradjat's (1996) perspective, which emphasizes that Islamic education should produce well-rounded individuals imbued with faith, morality, and social responsibility. This relevance is especially critical in the globalization era, where moral degradation and the erosion of traditional values are prominent challenges.

From this background, the study seeks to address the following questions: What educational values are contained in Surah Luqman? How does Tafsir Al-Maraghi interpret these values? What is the relevance of these values to contemporary Islamic education? The objectives of this research are to identify the educational values in Surah Luqman based on Tafsir Al-Maraghi. Analyze the relevance of these values to modern education. Provide practical guidelines for integrating these values into Islamic education.

Theoretically, this research aims to enrich studies on Qur'anic tafsir in the context of Islamic education. Practically, it can serve as a reference for educators and policymakers in designing educational systems that integrate Qur'anic values. Munir (2013) highlights the importance of a Qur'an-based approach in Islamic education curricula to nurture not only intellectual but also morally upright individuals.

THEORETICAL REVIEW

Concept of Educational Values

Values are at the core of educational philosophy, serving as guidelines for determining the goals, processes, and outcomes of education. In philosophy, values are not merely practical but encompass moral, spiritual, and social dimensions. John Dewey emphasizes that educational values are experiences fostering positive transformation in individuals, highlighting the interplay between knowledge and action. In contrast, Islamic thought views values as tools for achieving both worldly and eternal well-being (mashlahah) through the integration of monotheism (tauhid) into education.

The values in Islamic education derive from the Qur'an and Hadith, encompassing aspects of creed (aqidah), morality (akhlak), worship (ibadah), and human interactions (muamalah). Al-Attas asserts that the purpose of Islamic education is to instill adab—a foundational value integrating knowledge with morality. This aligns with Surah Luqman, which emphasizes tauhid as the core of education, complemented by moral values (kindness to parents) and social values (promoting good and forbidding evil).

Various educational philosophers support the significance of values in education. Plato views ideal education as fostering virtuous individuals and harmonious societies, paralleling the moral and social values in Islam. Ibn Khaldun argues that education should cultivate character and intellect, aligning with the tauhid-based concept in Surah Luqman, which emphasizes acknowledging Allah's sovereignty. Kant posits that moral values should underpin all human actions, resonating with Surah Luqman's guidance for personal and social righteousness.

In modern contexts, educational values often face challenges from secularization and individualism. Character education, while integrating moral values into formal curricula, often neglects the spiritual dimension found in Surah Luqman. Al-Maraghi's perspective highlights that educational values must balance worldly and spiritual aspects, offering solutions to harmonize modern education with Qur'anic principles.

In Islamic educational philosophy, values are not merely theoretical but must be integrated into learning processes. These include. Tauhid, Instilling awareness of humanity's relationship with Allah as Creator and Sustainer. Morality (Akhlak): Developing personality grounded in Qur'anic ethics. Social Responsibility: Fostering

awareness of obligations toward society. Environmental Awareness: Teaching respect for nature as a trust from Allah.

The application of educational values in Surah Luqman, as interpreted by Al-Maraghi, offers a holistic approach to addressing moral and spiritual challenges in the modern era. An education philosophy rooted in tauhid serves as a foundation for cultivating individuals who are intellectually capable, ethical, and integrated with their values.

The Tafsir Al-Maraghi

Ahmad Mustafa Al-Maraghi, a contemporary Egyptian scholar born in 1881, is recognized for his monumental work Tafsir Al-Maraghi. Comprising 30 volumes, this tafsir provides an accessible interpretation of the Qur'an for both academics and the general public. Al-Maraghi's background as an educator significantly influenced his focus on practical applications of Qur'anic values in daily life, particularly in the realm of moral and character education (Iqbal, 2019).

One of the key features of Tafsir Al-Maraghi is its simple and accessible language, aimed at making the Qur'an's teachings comprehensible without losing their profound essence. Al-Maraghi (1952) emphasized facilitating a deeper understanding for a broader audience. The commentary also employs a contextual and rational approach, relating the Qur'an's teachings to contemporary life. For instance, in interpreting Surah Luqman, Al-Maraghi highlights educational values such as monotheism (tauhid), morality (akhlaq), and social ethics, presenting them as essential for character formation (Shihab, 2002).

Al-Maraghi further integrates insights from classical sources like Tafsir Al-Thabari and Tafsir Al-Razi, simplifying these ideas to meet modern readers' needs. Moreover, his emphasis on moral and social education is particularly evident in Surah Luqman, where he underscores the significance of ethics as the foundation for harmonious social life (Al-Maraghi, 1952).

The relevance of Tafsir Al-Maraghi to contemporary Islamic education lies in its focus on integrating tauhid, morality, and worship into the learning process. This aligns with the Islamic educational objective of developing holistic individuals (insan kamil). Munir (2013) notes that this tafsir provides practical guidance for incorporating Qur'anic values into educational curricula.

Despite its strengths, Tafsir Al-Maraghi has limitations, particularly in its exploration of the Qur'an's linguistic and literary dimensions. Critics like Nasr Hamid Abu Zayd argue that it oversimplifies the Qur'an's linguistic structures. However, this simplicity enhances its inclusivity and practical application, making it a valuable resource for modern Islamic education.

RESEARCH METHOD

This study employs a qualitative approach using the library research method. Library research was chosen as the research focuses on examining and analyzing textual sources, particularly Tafsir Al-Maraghi, to understand the educational values within Surah Luqman. This approach aligns with the characteristics of research aimed at exploring the meaning and context of texts (Moleong, 2001).

The research is descriptive-analytical, intending to describe the educational values in Surah Luqman and analyze Tafsir Al-Maraghi's interpretation of these values. The analysis involves uncovering key messages relevant to Islamic educational theories.

Primary data is sourced from Tafsir Al-Maraghi by Ahmad Mustafa Al-Maraghi, while secondary data includes relevant literature and prior studies. Data were collected through literature reviews by reading, understanding, and noting the contents of Tafsir Al-Maraghi concerning Surah Luqman. Additional information from secondary sources was gathered to complement the tafsir analysis. Data collection involves reading, analyzing, and categorizing key themes from the tafsir and supplementary sources. Validation is ensured through source triangulation, comparing Tafsir Al-Maraghi with other interpretative works for accuracy and reliability.

RESULT AND DISCUSSION

Context of Surah Luqman

Surah Luqman, the 31st chapter of the Quran, consists of 34 verses. Classified as a Makkiyah surah, it was revealed before the Prophet Muhammad's migration to Madinah, except for verses 27-29, which are Madaniyah. Named after Luqman, the surah highlights his wise counsel to his son, focusing on core educational values such as tauhid (monotheism), moral excellence, and social awareness (Shihab, 2002).

Revealed during Islam's early propagation amidst the Quraysh's resistance, it addresses the need for a strong foundation in faith and ethics. Luqman's narrative

exemplifies how moral and spiritual education can address societal challenges. Al-Maraghi (1952) emphasizes that Luqman's story reflects the universal relevance of Islamic teachings across time.

Surah Luqman contains several themes integral to Islamic education. 1) Tauhid and the Prohibition of Shirk. Verse 13 emphasizes the centrality of tauhid (monotheism) as the foundation of faith, highlighting shirk (polytheism) as the gravest sin disrupting one's relationship with Allah. In Al-Maraghi's interpretation, tauhid is not merely belief but also a guiding principle for behavior characterized by integrity and submission to Allah. 2) Devotion to Parents. Verses 14-15 underscore the obligation to honor parents, especially mothers, for their sacrifices. This social education fosters familial harmony, crucial to societal well-being (Daradjat, 1996). 3) Ethics and Worship Education. Verses 17-19 advocate values like establishing prayer, patience, humility, and avoiding arrogance. According to Al-Maraghi (1952), these values shape individual character and societal harmony. 4) Contemplation of Allah's Creation. Verses 20-27 encourage reflection on Allah's signs in nature, fostering gratitude and reliance on Him. This integrates spiritual values with scientific and technological education (Munir, 2013).

Al-Maraghi's Practical Insights from Surah Luqman. 1) Tauhid as the Core of Education. Verse 13 portrays tauhid as the cornerstone for ethical and responsible individuals, influencing daily life practices like honesty and discipline. 2) Devotion to Parents in a Social Context. Verses 14-15 reflect a broader social value, where honoring parents strengthens social stability. 3) Integration of Ethics and Worship. Verses 17-19 illustrate the interplay of ethics and worship, where rituals like prayer build self-discipline and control. 4) Environmental Awareness in Education. Verses 20-27 link Allah's signs in nature to human responsibility as stewards of the earth, promoting ecological awareness aligned with Islamic values.

Educational Values in Surah Luqman Based on Tafsir Al-Maraghi

Surah Luqman contains various educational values essential for shaping human character. Based on Tafsir Al-Maraghi, these values encompass theology (aqidah), ethics (akhlak), social principles, and worship, which together foster individuals with integrity. Al-Maraghi interprets the verses of Surah Luqman contextually to align these values with modern societal needs (Al-Maraghi, 1952).

1. Tauhid as the Foundation of Education

Monotheism, or the oneness of Allah, is central to Islamic education. In QS Luqman [31]:13, Luqman advises his son to avoid associating partners with Allah (shirk), a grave sin. Al-Maraghi (1952) emphasizes that tauhid is the primary foundation for developing morally and spiritually committed individuals. Its application in education instills a sense of responsibility toward Allah, reflected in honesty, discipline, and integrity. Furthermore, tauhid serves as a moral shield against materialistic influences.

2. Ethics (Akhlak) in Developing Noble Character

Surah Luqman emphasizes the importance of character building through noble ethics. This value is evident in QS Luqman [31]:14-15, which commands humans to honor their parents. Al-Maraghi interprets this respect as a form of gratitude for the essential role parents play in life. Application of Noble Ethics: Honoring parents reflects values such as respect, compassion, and gratitude. In the context of modern education, this principle can be implemented through character education focused on strengthening family relationships.

3. Social Values for Harmonious Community Life

Social values in Surah Luqman are reflected in QS Luqman [31]:17-19, which instructs humans to establish prayer, enjoin good, exercise patience, and avoid arrogance. Al-Maraghi highlights that these verses teach individuals to actively contribute to building a harmonious society. Concept of Social Values: Education based on social principles teaches cooperation, tolerance, and respect for diversity. Luqman encourages his son to be not only virtuous personally but also a positive force in his social environment.

4. Worship Values: Cultivating Obedience to Allah

QS Luqman [31]:17 highlights the importance of salah (prayer) as an act of devotion to Allah. Tafsir Al-Maraghi emphasizes that worship is not merely ritualistic but serves as a means of fostering discipline and self-control. Worship education instills a deep spiritual awareness in individuals. In the context of education, this value can be integrated into religious-based learning.

5. Environmental Awareness: Instilling the Role of Stewardship

Verses on the greatness of Allah's creation (QS Luqman [31]:20-27) teach humans their role as stewards (khalifah) of the Earth. Tafsir Al-Maraghi underscores the

importance of environmental balance as a form of responsibility to Allah. Environmental education can be implemented through teaching practices that promote accountability for nature and resources.

The educational values in Surah Luqman, as interpreted by Al-Maraghi, hold strong relevance in modern education. Character Education: The moral and social values in Surah Luqman guide the development of individual character. Holistic Education: The integration of tauhid (monotheism), morality, worship, and social awareness fosters spiritual, moral, and social growth. Challenges of Globalization: These values provide a firm foundation for individuals to adhere to Islamic principles amidst globalization and modernity.

According to Tafsir Al-Maraghi, these values tauhid, morality, social responsibility, worship, and environmental consciousness work together to shape individuals of integrity who contribute positively to society. Al-Maraghi offers practical guidelines for applying these values in modern education, making them relevant for contemporary challenges.

Implementation of Educational Values from Surah Luqman in Modern Life

Surah Luqman contains universal educational values that remain highly relevant in modern contexts. Amidst rapid societal changes, these values guide individuals and communities toward moral and responsible living. Al-Maraghi's interpretation emphasizes tauhid (monotheism) as a foundation for moral character, instilling honesty, discipline, and accountability. Additionally, tauhid serves as a spiritual solution to modern challenges like materialism and individualism by balancing ethics with spirituality.

The moral teachings of akhlak (character) in Surah Luqman also hold profound implications for family and society. Honoring parents, as highlighted in QS. Luqman [31]:14, fosters harmony within families, countering growing individualism. Furthermore, humility and avoidance of arrogance (QS. Luqman [31]:18) promote character development and mitigate societal issues such as egoism.

Al-Maraghi underscores the enduring nature of moral education, highlighting its dual focus on personal growth and social harmony. These values, deeply rooted in the teachings of Surah Luqman, offer timeless guidance for navigating the complexities of modern life.

The social values in Surah Luqman emphasize the importance of amar ma'ruf nahi mungkar (enjoining good and forbidding evil), prayer, and patience. In a modern context, these values can be implemented by fostering active societal roles, such as participating in anti-corruption campaigns and advocating for justice. Patience encourages constructive conflict resolution, which strengthens inclusive and tolerant communities, as explained by Al-Maraghi.

The worship values, such as prayer, instill discipline, self-control, and spiritual connection. In modern life, worship can serve as time management practice and a means for inner reflection and peace. Al-Maraghi highlights worship as a way to enhance moral and mental resilience while fulfilling religious obligations.

Surah Luqman teaches awareness of Allah's greatness through the signs of nature. In modern life, this can be implemented as Environmental Education, encouraging the younger generation to care for nature as a responsibility toward Allah and other creatures, and Ecological Awareness, fostering preservation as a form of worship. Al-Maraghi emphasizes humanity's role as stewards of the earth, balancing exploitation with conservation.

The application of Surah Luqman's values in modern contexts faces challenges like globalization and secularism. Solutions include integrating these values into formal and informal education and promoting exemplary leadership and role models.

Educational values from Surah Luqman, as interpreted by Al-Maraghi, offer practical guidance for contemporary life. Tauhid, morality, social responsibility, worship, and environmental awareness address modern challenges while shaping strong individual character and harmonious societies. Al-Maraghi's interpretations provide a framework for holistic education suitable for the modern era.

Discussion

The findings of this study on the educational values in Surah Luqman based on Tafsir Al-Maraghi identify five key values: tauhid, morality, social responsibility, worship, and environmental awareness. These values are highly relevant for shaping individual and societal character in modern contexts, supporting the framework of holistic Islamic education that balances spiritual, moral, and social aspects.

Previous research aligns with these findings. For example, Hidayat et al. (2020) highlighted Surah Luqman's role in moral education, particularly in character

development. Similarly, Al-Habsyi (2018) emphasized tauhid as the foundation of Islamic education, reinforcing its centrality in this study. Faruq and Nuzul (2017) focused on social values, especially amar ma'ruf nahi mungkar, in fostering societal harmony, echoing this study's emphasis on social contributions.

What differentiates this research is the inclusion of Al-Maraghi's interpretation, which elaborates on the modern applications of these values, providing a contemporary perspective to the discourse.

Tafsir Al-Maraghi emphasizes a practical and contextual approach to understanding the verses of Surah Luqman. Unlike classical commentaries such as Tafsir Al-Jalalain, which are more descriptive, Al-Maraghi focuses on the real-life application of values, such as interpreting tauhid as both a spiritual commitment and a source of social impact.

Compared to Al-Mawdudi's Tafsir al-Quran, which is ideologically driven, Al-Maraghi's focus is on practicality. The educational values align with thinkers like Ibn Khaldun, who emphasized character development, and Al-Ghazali, who advocated balance between worldly and spiritual knowledge. Even in non-religious contexts, John Dewey's pragmatic education philosophy shares similarities with Al-Maraghi's emphasis on the relevance of values to daily life.

This study demonstrates that the values in Surah Luqman provide solutions to modern educational challenges. Moral Crisis: Tauhid and ethics offer moral grounding to combat corruption, hedonism, and moral decay. Individualism: Social and worship values emphasize the importance of community and interconnectedness. Environmental Change: Environmental awareness in Surah Luqman educates younger generations on the importance of conservation in modern times.

This research not only reinforces prior findings but also adds insights through Al-Maraghi's interpretation, offering practical applications for formal education, family, and society. Despite its relevance, implementing these values requires strategic integration into curricula and teacher training. The major challenge lies in promoting these values amidst growing secularism and globalization. Al-Maraghi's contextual approach proves significant in adapting Surah Luqman's values as practical and holistic solutions for contemporary educational issues.

CONCLUSION

This study successfully addresses its primary objective: exploring the educational values in Surah Luqman through the lens of Al-Maraghi's interpretation. The findings reveal five key values: tauhid, morality, social awareness, worship, and environmental consciousness. These values offer a holistic educational framework focused on individual character development and social harmony.

A notable contribution is Al-Maraghi's emphasis on practical applications, such as discipline, environmental care, and moral strengthening in the globalized era. Implementing these values requires integration into educational curricula and role modeling to foster spiritually and socially balanced future generations.

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