

Concept of Moral Development in the Light of Qur'an and Sunnah and Contemporary system of Education

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Abstract

Morality is worship in Islam and moral education is primarily the creation of a proper and sound foundation for the balance growth of character, behavior and attitudes of individual in particular and for the society in general. Islam gives full importance to healthy society, support the ethical and related issues, as corruption and its associated problems. Being an ideological state, Pakistani education system has peculiar requirement. These obligations can fulfill only if the education system of Pakistan focused and flourishing on Islamic ideology. The aim of the study was to keep educators aware and sensitize them about the moral values and its development; and to determine the role of education in development of moral values. The study was conducted in district Mardan and data was collected from the government secondary schools' teachers. It was a phenomenological study and informal interview was used for the collection of data. Modified analytical induction approach was applied the study. The collected data was organized, codified, themes and patterns were drawn and conclusion was made. The study revealed that there are values that must be inculcated in students to be morally developed these are Altruistic, Humanistic, Personal, Divine and Affective Values. It was also found out that the role of education is seemed to be very passive and department of education not playing their role as efficiently as they should be played.

Key Words: Moral, Individual, Values, Islam, Education

Introduction

Moral education is holistic phenomenon it is not restricted to individual or group, it must be entailed to other dynamics like religion, culture and contemporary challenges. Moral education is very significant because it has to set out values issues, attachment and sensation to others, and to developed the faculties, competencies and aptitudes of the students to reflect positively and make them able to work out not only for the personal maturity and development but for the society as whole¹. Development of moral system in Islam is formed by Qur'an and spell out by Muhammad (ﷺ) through his act and words. The aim of moral development is a mature and reliable personal development, to promote the superior good and virtue and to provide the shield of defense against the evils and malice; in short, the purpose of ethics or moral development is to infuse moral values in individual.

Mankind is always influenced by religion and most of the achievement and success of human beings in different walk of life are due to religion. Religion is the cradle of all civilization; it helped in the rise of humanity and

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provides a road that leads towards prosperity and happiness of the individual and whole society as well. True understanding of religion and its implementation is the source of tranquility and peace of mind and one can lead happy and healthy life if its values are implemented in true sense².

The moral values of our commune have been molested and its principle that is produced by egocentric aspiration and voracity of its populace are yield into self-interest, cynicism, conceit, coarseness and ruthlessness. People consider and deemed that for the standardization of life they have to bamboozle and to cheat other fellow beings. These are not the values of Islam which is determined for the humanity. The Qur'an instructs and directed the people to be humble, meek, reliable, exalted, sympathetic and receptive. The Qur'an says in Surat al-Luqman verse no 18,

“Turn not your face away from men with pride, nor walk in insolence through the earth. Verily, Allah likes not each arrogant boast³.”

Modern thinkers believe the education system should aim to make people think and able them to be creative thinkers and make their own opinion. Educational aims and objectives should be determined by the demands and needs of the society⁴. In wider perspectives education cover both materialism and spiritualism; reason and religion, faith and wisdom⁵. According the research studies conducted by the western psychologist the theories of moral development can be categories in three groups. There is a group of psychologist who alleged to the biological evolutionary history of moral development, morality and social behavior. These psychologist included Lorenz, Goodall, da Waal, Raine, Hoffman and Haidt. The second group believed moralities to be compatibilities with social norm. Freud and Bandura is the main exponent of this theory. The third group relates the moral development with the amount of cognitive development. Kohlberg and the famous Piaget is the presenter of this group. Recently the studies done by Gilligan and Rest are based on this theory.

Morality Development in Islam

Islam is complete code of life and regulates every aspects of human life individually and collectively. Morality provide base for Islamic religion and gives strength to the rise of the nation if observed in true sense. Islam acknowledges and concedes the fundamental rights that serve the humanity as whole and have to be observed and respected in every situation. Islam gives an affective moral system to the world that lead to the welfare and wellbeing of the society and individual. Morality is worship in Islam therefore, any work performed with hypocrisy, dishonesty and superficial work will be canceled. The Qur'an calls for the awareness of God as the highest level of quality of Muslims⁶.

The Holy book in Surat Al-Hujrat, verse 13 says, “The most praiseworthy among you in the eyes of God is more God conscious”. Zafarullah khan⁷ is of the opinion that Islam is for the time being stands for

faith and faith stands for specified idea, attitude and belief as unity of GOD, finality of the prophet-hood of Mohammed (ﷺ), faith in the Holy Quran and other Sacred Books revealed to the prophets, faith in seraph, faith in the day of judgment. These are the values and Islam considered them the standards for life. It is scale for measurement and judgment of wrong and right doer. These values and standards of life can be classified into social, economic, religious and so on.

Islamic moral and ethics covers every walk of Muslim's life and very wide in its scope, In fact it is universal in character. According to the teaching of Islam, its believer should not be only virtuous but also have to be adhered to virtues. They should avoid doing evils and vices and also prevent them as well. It can be said that a believer should be morally sound and also have to play their part in the promotion of moral development of the society as whole. Allah says, in Aal-i-Imran, verse no 110,

“You are the best of the nations raised up for (the benefit of) men; you enjoin what is right and forbid the wrong and believe in God; and if the followers of the Book had believed it would have been better for them; of them (some) are believers and most of them are transgressors⁸.”

Islam gives full importance to healthy society supported the ethical and related issues as well as corruption and its associated problems. The main principle of the Islamic behavior is righteous conduct and manners. It included the entire deeds of worship. The protector, custodian of the entire mechanism and work is ALLAH. The term “*akhla*” which singular, “*khuluq*” when translated into English is called ethic or Moral. The term *khuluq* comes in the Holy Quran twice i.e. in ⁹Al Shu'ara verse no 137 and al-Qalam¹⁰ verse no 4. Qurtubi¹¹ of the opinion that the word “KHULQ- AL- AWALIN” as in the Holy book stand for the primitive custom that consist of character, set of ideas, religion and dogma. ADAB is another term used simultaneously used for the same purpose. However some of the researcher says that there is underlying distinction between the two in the term of application, because *akhlaq* i.e. ethics refers to "moral philosophy", while *adab* (morality) denotes the actual practices of moral philosophy¹². So, one is stands for theoretical background of human behavior and the other for action and manners practically employed, and later deals with what is proper, improper, and behavior of human, while the first deals with why these actions are true or otherwise. Both these terms are complementary terms, sometimes work interchangeably, describing what to do¹³.

In Islam, the Quran is the basis of moral concepts and standards, the Sunnah of Prophet (ﷺ) is the realm of such concepts and provide practical notion of the conception of Qur'an. The Qur'an¹⁴, in chapter no sixty eight and verse no 4 says,

“You (Prophet Muhammad (ﷺ)) are on an exalted standard of character”.
Hazrat Aisha (r.a) said when someone asked about the character of Prophet
(ﷺ), “He is the reflection of the Holy Qur’an¹⁵.”

The moral concept taught by Qur’an and the life of prophet is a matter of fact. Quran and Sunnah are the sources of Islamic ethics. The Holy Qur’an and Sunnah provide a moral code that covers all aspects of human behavior, some of them are as follows:

- Qur’an says that the best is who that uphold the basics of moral, encourage other human being to observed these values. The Qur’an, Surah Nissa verse no 125 says that,
“who is better in religion than one who give up (submit) his whole self to ALLAH, does well and is the follower of way of Abraham the true in faith. For ALLAH did take Abraham a friend¹⁶.” (Al Qur’an, Surah Nissa: 125).¹⁶
- The Holy Qur’an says,
“the person is better in speech than the person who call on (men), did virtues and says, I’m of those who bend over in Islam¹⁷” (Al Qur’an, Surah Haa’meem Sajida: 33).¹⁷
- Integrity, kindness, endurance, steadfastness and observance of promises are the values stressed by the Qur’an. ALLAH says,
“And God loves those who are always firm and steadfast¹⁸” (Al Qur’an, Surah Aal-e-Imran - Verse No 146).¹⁸
- The Quran uphold the moral behavior of compassion, gentleness, benevolence, self discipline and the culture of lenient, forbearing and forgiving.
“Those who spend (freely), whether in prosperity, or in adversity; who restrain anger, and pardon (all) men; for Allah loves those who do good¹⁹.”
(Al Qur’an, Surah Aal-e-Imran 134).¹⁹

Islam possesses an inclusive educational system, knowing that most of the values upon which the building of morality stand is common in all religion must be cultivated in individual. The aim of Islamic educational system is to provide a balance values system for the development of personality of a child. All the religion of the world, except Islam, has faced the identification or determination of moral, economic, social and religious values. All human relations always dominate and run by social values and in Islam all these values are based on the Qur’anic conception that each human beings attributes to ALLAH with potential for virtues toward him and the community. ALLAH says in the Holly Qur’an in Surah Al- Hujrat verse no 13 stats:

“O mankind, We have created you from a male and a female, and have made you nation and tribes that ye may know one another. The noblest of you in the sight of Allah is he who is best in conduct. Allah is knower, Aware”

The prophet of Allah, Muhammad (ﷺ) stressed on character building and morality, sayings of Prophet (ﷺ) depicted the importance of the character building process.

“I have been sent to perfect good character²⁰” (Muatah Imām Malik, Section 5, p. 386).²⁰

“O, Mu‘adh Ibn Jabal improve your character towards people²¹” (Muatah Imām Malik, Section 5, p. 379).²¹

“Treat people with good character²²” (Musnad Ahmad, Section 5, p. 236.).²²

“Allah is gentle and He loves gentleness²³”. (Saheeh Muslim, Section 9, p. 326.).²³

Another Hidyat quoted by Bukhari,

“you have been sent to turn out things simple (for people), you are not sent to make things complicated (difficult) for them²⁴” (Saheeh Bukhari, Section 1, p. 369).²⁴

He will not enter paradise that is coarse²⁵. (Sunan Abi Dawud, Section 12, p. 423.).²⁵

“Make things easier and do not make things difficult and give good tidings and do not make them run away (from Islam)²⁶” (Saheeh Bukhari, Section 1, p. 73.).²⁶

Moral Development and School

According to ²⁷Milat, moral education is requisites to think positively, to be morally developed and present a model of perfection that is accepted to all. In multicultural society, there are multiple standards for moral development having different moral principles and values²⁸. Moral and ethical education not only need direct education system nor separate subject and one can't limit it to definite and exclusive system of education. For moral development there is need of a clear, precise, and explained system of education. Schools work should be conducted in accordance with a written, specified, and open program. Informal and implicit learning is also handy for the development of belief, attitudes and values of educators through the social environment that prevailed in schools. A high-quality and thriving moral education program should include a clearly well defined practical goal, clearly describe, carefully planned means and methods that could best serve this purpose in practice.

Parents' Role

Parental role in the attainment of moral values development in children cannot be ignored. Parents own value-laden behavior deeply impact upon the behavior of their children. Children learn indirectly from their parents when they interact with other in family and society. A study conducted on the behavior effect of parents on children behavior. It was found out that children get direct effect from their parent and adults while shaping their behaviors. It was also revealed from the study that especially girls felt common sense during their interaction with adults²⁹. A comparative study³⁰ about the investigation of gender differences in the concepts of spiritual values development revealed the fact that differences in values like tolerance, rectitude, peace, and dignity in young Muslim Indian adolescents is conform to the principles of the Holy Qur'an. People who belong to different social institutions, such as members of family, grand parents, teachers and peers, cultivate moral values in children.

Mostly the small children spend most of the time with their parent especially with mother. Mother can promote values by telling stories of their legendary character and inculcate the values of truth, power, courage, unity and so no. Human history is full of such characters, especially the companion of Prophet, their deeds and attitudes. Children also acquire spiritual value from their family particularly from their father and mother by observing them while they interact with each other and society.

Moral Education

Education is Latin word its origin is ‘educare’ meaning to bring out, to flourish. Islam gives stress on learning and education:

“O Lord increases me in knowledge³¹” (Al Quran: 20:114 Taa’haa)³⁰.

Islam give the concept of “*ILM*” and in Arabic ILM is stands for knowledge, understanding, wisdom and enlightenment which mould the personality and make one able to live full, purposive, integrated, complete, holistic, noble and progressive life. Moral education³² is the core component of education process through which new generation gets values to developed harmonization with society. Moral education is gearing human energy to constructive social goals. Moral and ethics is not the quality that people automatically gain. It must be implemented through education and training so that a strong and healthy values system be shaped. Each individual cultivates these behaviors that enable him to live and work in harmony with other human beings, both in school premises in present and in the future, and at every level where human interaction occurred. Hence,³³ moral education is the process by which both the gender of school lives a perfect accord and adjusted life with the aims to reach the superior goodness. It is generally recognized that the basic need of man is to deal with others, to love and get love, to be interested and to take care of others. A famous psychologist Lawrence Kohlberg³⁴ stated that Moral education is to stimulate the natural growth and development of individual personal moral judgment and learner’s abilities, so that they can utilize their own moral judgment to manage their conduct and behavior. The role of teaching cannot be ignored in inspiration and motivation in the development of natural growth and development. It has to stimulate development, rather than to teach the preset rules. It implies to assists the students what to be done to which they already intended to do rather to impose rules and pattern from outside.

Moral education helps the children in getting and enhancing the ethical habits that help them to live independently while being productive by contributing to members of the commune. Thus, moral education should positively contribute to the individual life and social environment as whole³⁴. Moral education concerns with characterization, the building of righteous and honest citizens, heartfelt personal relationships, personal virtues, personal and social relationships, developing healthy interactive environment and the capability to make real moral judgments, and so forth.

Significance of Study

The current study is very significant as moral values are highly weighed in societies, especially in Islam the rise and fall of the society is stand upon these values. Islam stresses in the development of moral values to be inculcated in individual irrespective of place, space and age. The study in hand is of great worth for the educators, parent and for the whole society as well.

Objectives of study

Objectives of the study were:

1. To keep aware and sensitize the educators about the moral values and its development.
2. To determine the role of education in the development of moral values.

Methodology

It was a qualitative and phenomenological study. A phenomenological research study is aimed to understand the perception of the people about the particular phenomenon. The main focus of study was to investigate things or events from the lens of veteran and experience people. The aim is to gain insight into the phenomena and provides plenty of stuff for description of lived practices and experiences. The study was conducted in Mardan district, one of the central regions of Khyber Pakhtunkhwa, Pakistan. All teachers working in government secondary and higher secondary school in the Mardan district constituted population for the current study. According to the annual statistics of government schools issued by the Primary and Secondary Education Department in Khyber Pakhtunkhwa, there were 185 secondary and higher schools in Mardan district; of which 101 were boys and 84 are girls. In these schools, there were 2,855 teachers, of whom 1836 were males and 1019 females³⁵. A total of 120 teachers were interviewed, in which there were 75 male teachers and 45 female teachers.

Interviews, observation and reviews of the documents are the main source of data collection the qualitative study^{36,37}. In the current study, an informal interview was used as instrument for data collection as in-depth information was needed for the research study. Interviews were conducted by two interviewers. From the male respondents, the data was collected by the researcher himself and from a female teachers, data was collected by an expert female teacher as per the instruction provided by the principal researcher. Modified analytical induction approach was applied according to the nature of the study. The collection of data began from a specific question and identified all the causes of this phenomenon in the context of investigation. The iterative process of data collection has been applied to be focused on specific outcomes. The collected data was organized, categorized, codified for searching and locating commonalities, relationship and theoretical constructs³⁸. Thus, accordingly themes and patterns were drawn from the interviews and codified separately by both the interviewers. At the end of the refining process of the

raw data, the findings of the both interviewers were unified and the conclusions were drawn.

Findings and Conclusion

The aim of the study was to make aware and sensitize the educators about the moral values and its development and to determine the role of education in the development of moral values. The study revealed some fundamental values that contribute in moral development of individual. The study also exposed the role of education in the promotion of moral development.

Values of Moral Development

The study found out that there are some core values in Islam that must be observed and promoted in children to get them morally developed. Among these there are spiritual values such as faith in ALLAH, biological values i.e. right of live, conduct values such as faithfulness, emotional values as love and affection, social values such as brother-hood and mental values like developing creative thinking. The study found out factors responsible for the promotion of moral development of the students such as instinct, family, educational institutions and other organizations they connected. The study revealed that there are values that must be inculcated in child to be morally developed. These are:

- **Altruistic Values:** selfless, Philanthropic and humane values are called altruistic values. It is related to the spiritual development of the personality. Values like charity, repentance, speaking truth, love, kindness, unity and modesty are the values related to altruistic area of moral development.
- **Humanistic Values:** It refers to the values that guide our system. One familiarized or gets habituated oneself and other people while judging, interacting or behaving with over selves or others. These values play pivotal role the promotion of humanity. These values include forgiveness, sincerity, fairness, audacity, control impartiality, shrewdness etc.
- **Personal Values:** Personal values provide guidance to individuals and helpful in the conduction of personal relations. These values included selflessness, humility, righteousness, forbearance, steadfastness and fortitude.
- **Divine Values:** Divine values are the values which assist and facilitate us to love GOD and the values. It includes piety, goodness, faithfulness and compassion.
- **Affective Values:** Affective values that helps in developing (unity and peace with in self and to live with perfect accord with other human beings. Mildness, kindness, Placidness, satisfaction, gratification, ease and contentment are some of the affective values³⁹.

Role of Education

The study revealed that mainly three area have significantly contribute to the moral development of the students, so for as regarding the role of education is concerned i.e. curriculum, department and schools' environment.

Most of the respondents opined that theoretically there are contents and material (norms and values) existed and might be helpful in moral development and character building process of the students. But in practice there is no such practical activities organized regularly for the development of the values. Respondents were also of the opinion that although there are co-curriculum activities that are helpful in the development of moral values if implemented truly, yet very little focus are given on the conduction of these co-curriculum activities. It is revealed that the implicit i.e. hidden curriculum is very helpful in the growth and development of these moral values, practically very little focus and attention is given to implementation of hidden curriculum.

Respondents opined that education department shows very low concerns in the promotion of ethical and moral values. There is no check and balance system on the behalf of education department for the promotion of moral development. Apart from these the education department also issued code of moral conduct but practically their role is very passive. They neither conduct workshop for educators nor organized any seminar for moral and ethical development of the child. More focus is given on scoring than character building process due to the prevailing assessment system. Teachers, administrator and the departments as well focus on grading, scoring and obtaining marks. ACRs of the teachers also prepared on the account of grading and scoring of the students.

The study revealed that in each and every school there is moral code of conduct to be followed by the educators and students as well. The respondents opined that practically very little importance are given to moral development in learning academies, however, individually in some case efforts for moral development has been observed on the behalf of teachers and administrators. Learning academies play passive role and some of them are totally dormant in moral development process. They are mostly active in activities that are helpful in the assessment and examination process, because the worth of the teachers and schools' administrators are mostly conducted on the performance showed by getting marks and grading of the learners. Most of the respondents were of the opinion that there is no coordination observed between the departments and learning academies in the arrangement of ethical and moral development formally or informally. It is revealed that there is no use of library in learning academies it is seemed that these library are only the decoration pieces. Neither schools administration arranged period for the use of library nor they interested to facilitate the students in this connection.

Being the part of the society students also learn from society, family, peer relation and other institution also affected the character building process

of child. Child spent most of the time with their parents so they informally learn the moral values from them.

Discussion

This particular study revealed the golden values of Islam that should be the core component of the Muslims' character. Allah says in the ,⁴⁰ Al Qur'an in verse 177 of the Surat Al Baqarah that, "it is not rectitude that you turn your faces towards east or west but it is righteousness (the quality of) the one who believes in ALLAH and the day of judgment and the Angels, the Book and the Prophets; who spends of his wealth in spite of love for it, to the kinsmen, the orphans, the needy, the wayfarer, to those who ask and for the freeing of slaves; and who is unwavering in prayers, and gives Zakah (Alms); and those who fulfill their pledges which they made; and who are tolerant and perseverant in poverty and illness and throughout all periods of fighting. Such are the people of truth, the pious. Thus in the light of Qur'an it seemed that everything is crystal clear i.e. how to conduct relations with other fellow human beings. Islam focus and give stressed on each and every human being to develop the moral values as announced by the Qur'an and visible from the life of Muhammad (ﷺ) the prophet of Allah".

To liberalize and make soft the mind of human beings from the clutches of political, linguistic, ethical and religious prejudices and chauvinism is the central idea of being getting education. Education makes the individual possible to live artistically and productively. It establishes relation among the basic purpose of education, fundamental skills and tasks of life. Achievement of moral / spiritual actualization of an individual, family and society is also in one of the central aim of education. The transformation of the tradition and practical knowledge to the upcoming generation is the core responsibility of the education⁴¹. Being an ideological state, Pakistani education system has peculiar requirement. These obligations can fulfill only if the education system of Pakistan focused and flourishing. Islam gives a vital importance to the material needs and spiritual obligations of human being. Therefore, the bases of Pakistani education system should be attainment of knowledge, moral growth, economic and social development⁴¹.

Recommendations

- In the light of finding it was recommended that the process of learning must be coherent, cogent and planned to provide sound base for growth of moral development. Hence, for the achievement of this highest end, high quality of educational system is needed which incorporate quality of teaching learning process with a supportive environment. Educators play a vital role in modeling and promoting the spirit of inclusion and respect of individual.
- As matter of fact, values development is very sensitive matter. Hence, while developing plan for moral development, religious and cultural

sensitivity should be kept in mind. For this purpose monitoring agency should be setup to check all the activities planned and executed for moral development in schools to avoid inconveniences and other prejudices that caused treat to moral value development program.

- Educators should be provided trainings and courses to enrich them to use variety of approaches for inculcating moral values in schools children. They must apply active, purposeful and planned learning techniques for equipping the students with moral values. Students should be encouraged to actively participate and contribute in healthy social learning programs.
- Hidden curriculum is very helpful in developing moral values. Critical and analytical thinking skills should be developed in students to make them reflective and problem solver by providing them collaborative and independent learning opportunities.
- Understanding and application of psychology in teaching learning process always plays a decisive role while educating the children and young. Educators should know the developmental stages of the schools children while working on their moral development. The family, social, economical and especially religious (faith) background of the learner should kept in mind in providing them moral education.
- Moral development is holistic so, there is need of integrated approach to be applied for moral value development. Identification, Recognition and benefiting from the large scope of communication between subjects and education in religious and moral education and other areas of the curriculum needed to be devised.
- The most important area that needed to be reorganized is the current assessment process. As the study found out that more focus is given to science subjects, scoring marks and grade and there is no importance given to moral or character assessment.
- Along with formal education, informal facilities should be provided for moral development of the students. Department of education should organized seminars, workshop and other religious and ethical program for the promotion of moral value development.

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