



Hasan Al-Banna's Thought on Islamic Education

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Abstract

Islamic education faces various challenges in the modern era, such as moral crises, the weakening of learners' character, and the lack of integration between science and Islamic values. This condition underscores the importance of re-examining the thoughts of Islamic education figures who developed comprehensive educational concepts, one of whom is Hasan Al-Banna. The research results show that Hasan Al-Banna's thought positions education as a holistic process of human development through the integration of the aspects of faith, morality, intellect, physical health, and social life, which are embodied in the objectives, content, methods, and the role of the educator in Islamic education. The research uses a qualitative approach with a library research design. Data were obtained through a documentary study of Hasan Al-Banna's works, namely Risalah Ta'lim, Majmu'at al-Rasail, and Memoirs of Preaching and the Preacher as primary sources, supported by books, journal articles, proceedings, and previous research results as secondary sources. Data analysis was carried out using the content analysis technique through the stages of data reduction, data presentation, interpretation, and conclusion drawing. The research results show that Hasan Al-Banna's thought positions education as a holistic process of human development covering the aspects of faith, morality, intellect, physical health, and social life. This concept is embodied through educational objectives oriented toward forming a complete Muslim personality, the role of the educator as a role model, the integration of religious and general educational content, and the application of educational methods that emphasize role modeling, habituation, advice, and character development. Thus, it can be concluded that Hasan Al-Banna's thought remains relevant as a foundation for developing Islamic education oriented toward character formation, the integration of knowledge, and the strengthening of the values of the Qur'an and Sunnah in facing the challenges of modern education, so that it can answer the challenges of education in the modern era without neglecting the values of the Qur'an and Sunnah.

Keywords: *Hasan Al-Banna, library research, Islamic education, contemporary Islamic education, and Islamic educational thought*

1. Introduction

Islamic education faces various challenges alongside the rapid development of science and technology, the currents of globalization, and dynamically ongoing social change. This condition has led to the emergence of various problems, such as declining moral quality, the weakening of learners' character, and the not-yet-optimal integration between science and Islamic values in the educational process, which shows that Islamic education is not only required to produce academically excellent learners, but also able to shape individuals who are faithful, of noble character, and have social responsibility in accordance with the values of the Qur'an and Sunnah [12], [16].

One figure who made an important contribution to the development of Islamic educational thought is Hasan Al-Banna (1906–1949). Hasan Al-Banna viewed education as the main foundation in shaping individuals, families, communities, and even Islamic civilization. According to him, education is not only oriented toward the mastery of knowledge, but is also

directed toward the integrated development of faith, morality, intellect, physical health, and social life, to produce a Muslim personality that practices Islamic teachings in all aspects of life. This concept shows that education must take place comprehensively (syumuliyah), positioning character formation as an inseparable part of the process of developing knowledge [1]–[3].

Some research focuses on the concepts of tarbiyah and character education, while other research focuses more on the aspects of da'wah and the Islamic renewal movement. However, studies that integrate all components of Hasan Al-Banna's education within a single analytical framework are still relatively limited [4]–[11], [13], [15], [16]. Nevertheless, most research still examines Hasan Al-Banna's thought partially or focuses more on historical aspects and the socio-religious movement. Studies that specifically analyze the relationship between the nature of education, educational objectives, educators, learners, content, methods,

and educational evaluation as a complete system, as well as its relevance to the development of contemporary Islamic education, are still relatively limited. This condition indicates a research gap that needs further study.

The novelty of this research lies in the analysis that integrates the nature of education, objectives, educators, learners, content, methods, and educational evaluation of Hasan Al-Banna within a single conceptual framework, then connects it with the needs of developing contemporary Islamic education. This analysis not only describes Hasan Al-Banna's educational concepts, but also explains their relevance as a foundation for developing contemporary Islamic education amid the challenges of the development of science, technology, and social change [1], [2], [4], [10].

Based on the description above, this research aims to describe and analyze Hasan Al-Banna's thought on Islamic education and explain its contribution to the development of contemporary Islamic education. The research results are expected to enrich the body of knowledge in the field of Islamic education while also serving as a reference for academics, educators, and researchers in developing an Islamic education system that remains grounded in the values of the Qur'an and Sunnah and responsive to the times [4], [5], [10], [13], [15].

2. Research Method

This research uses a qualitative approach with a library research design. The object of the study is Hasan Al-Banna's thought on Islamic education. Research data were obtained through a search of various literary sources consisting of primary and secondary sources. The primary sources used include *Majmu'at al-Rasail* (specifically the *Risalah Ta'lim* section) and *Memoirs of Preaching and the Preacher* by Hasan Al-Banna [1]–[3]. Secondary sources were obtained from scholarly books, national and international journal articles, proceedings, and previous research results discussing Hasan Al-Banna's thought, the philosophy of Islamic education, and contemporary Islamic education [4]–[10].

Data collection was carried out through documentary study techniques. The stages carried out included literature search, identification of relevant sources, critical reading, data recording, and grouping of information based on the research focus, namely the nature of education, educational objectives, educators, learners, educational content, educational methods, educational evaluation, and the values of Islamic education put forward by Hasan Al-Banna [1]–[3].

Data analysis used the content analysis technique, namely systematically analyzing the content of documents to identify and interpret the

main concepts in Hasan Al-Banna's thought [12], [16], [17]. The analysis stages included data reduction, presentation of data based on discussion themes, interpretation of the relationships between concepts, and drawing conclusions based on the analysis results.

To improve the credibility of the findings, this research applies source triangulation by comparing information obtained from Hasan Al-Banna's primary works with various relevant research and scholarly literature [1]–[16]. This step aims to minimize the subjectivity of interpretation, improve the consistency of the analysis results, and produce findings that have a level of credibility and can be scientifically accounted for.

3. Results and Discussion

A. Research Results

Based on an analysis of Hasan Al-Banna's works, particularly *Majmu'at al-Rasail*, which contains *Risalah Ta'lim*, as well as *Memoirs of Preaching and the Preacher*, a number of findings were obtained regarding the concept of Islamic education he developed [1]–[3]. The identification results show that Hasan Al-Banna's educational thought covers several main aspects, namely the nature of education, educational objectives, educators, learners, educational content, educational methods, and educational evaluation.

Each of these aspects was found consistently in the primary sources analyzed. Through the process of identification, classification, and examination of document content, a description of the characteristics of each aspect was obtained in accordance with the research focus [1]–[3]. These findings show that Hasan Al-Banna's works contain the fundamental elements that form the basis for the implementation of Islamic education according to his view.

To facilitate the presentation of the research results, a summary of the findings for each aspect is arranged in Table 1. The table presents the analysis results regarding the nature of education, educational objectives, educators, learners, educational content, educational methods, and educational evaluation based on Hasan Al-Banna's works. This summary is then used as the basis for the discussion to explain the relationships between aspects and their relevance to the development of Islamic education [1]–[3].

Table 1. Analysis of Hasan Al-Banna's Thought on Islamic Education

Aspect Analyzed	Analysis Result
Educational Objective	Education aims to shape a Muslim personality that is faithful, devout, of noble character, knowledgeable, physically healthy, and responsible. This objective is formulated based on the

	concept of syumuliyah, namely the balanced development of all human potential so that education not only produces intellectual intelligence, but also shapes character and a commitment to practicing Islamic values. This concept is relevant to the strengthening of character education because it positions morality as the main objective that goes hand in hand with the mastery of knowledge.		potential (fitrah), whether spiritual, intellectual, physical, or social, which must be developed in a balanced manner through the cultivation of faith, morality, intellect, and skills so that learners are able to face the changes of the times without losing their identity rooted in Islamic values, which enables them to become responsible individuals.
Nature of Education	Education is a tarbiyah process aimed at developing human beings comprehensively (syumuliyah) through the development of the aspects of faith, morality, intellect, physical health, and social life. In this view, Hasan Al-Banna regarded education not merely as a process of transferring knowledge, but as a process of forming a Muslim personality capable of practicing Islamic teachings in all aspects of life and contributing to the surrounding community.	Educational Content	According to Hasan Al-Banna, educational content integrates religious knowledge and general knowledge as a single, complementary unit. This integration is based on the view that human beings require a balance between the mastery of knowledge, the cultivation of faith, the formation of morality, and the development of life skills. Thus, education not only produces intellectually intelligent individuals, but also possess an Islamic character and can practice their knowledge in life. This concept serves as an alternative to the dichotomy of knowledge and remains relevant for the development of contemporary Islamic education, which demands a balance between academic competence and character formation.
Role of the Educator	The educator is positioned as a murabbi who not only functions as a transmitter of knowledge, but also as a role model (uswah hasanah), a mentor, and a builder of learners' character. Hasan Al-Banna emphasized that role modeling is more effective than the verbal delivery of material because moral values are more easily internalized through real behavior that is observed and emulated by learners. Therefore, the success of education is determined not only by the educator's academic competence, but also by moral integrity, consistency of behavior, and the ability to build educational relationships. This concept is relevant to contemporary character education, which positions the educator as the main agent in shaping learners' personalities through habituation and role modeling.	Educational Method	Hasan Al-Banna applied educational methods through role modeling (uswah hasanah), habituation, advice, practice, and gradual and continuous spiritual (ruhiyah) development. The selection of these methods was based on the belief that character formation cannot be achieved solely through the transfer of knowledge, but must be realized through real experience and habituation in daily life. Therefore, educational methods are directed toward instilling Islamic values until they become part of the learner's personality, enabling the formation of character that is consistent in thinking, attitude, and action.
Learners	Learners are viewed as individuals who possess		

Educational Evaluation		Educational evaluation is not only oriented toward academic achievement, but also encompasses the development of faith, morality, worship, discipline, responsibility, and the behavior of learners. Hasan Al-Banna held that the success of education is measured by changes in attitude and consistency in practicing Islamic teachings, not merely by the mastery of learning material. This concept of evaluation is more comprehensive than modern evaluation, which tends to focus on cognitive outcomes, because it positions character formation as the main indicator of educational success.
Relevance to Contemporary Education	to Islamic	Hasan Al-Banna's educational thought remains relevant in addressing various contemporary challenges in Islamic education, such as moral crises, weak character education, the dichotomy of knowledge, and the impact of the development of science and technology. The educational concept that emphasizes balance among the cultivation of faith, morality, intellect, physical health, and social responsibility provides a foundation for the development of a holistic Islamic education system, so that Hasan Al-Banna's thought can become a conceptual reference in building education that is not only oriented toward academic achievement, but also toward character formation, the strengthening of spirituality, and the readiness of learners to face social change responsibly.

The analysis results show that the educational objective according to Hasan Al-Banna is not only oriented toward intellectual achievement, but also places greater emphasis on balance among the cultivation of faith, morality, physical health, and social life. This concept shows that Islamic education is viewed as a process of forming a complete human being (*syumuliyah*). This finding is in line with the research of Putri and Nurhuda as well as Aswanda et al., who state that education according

to Hasan Al-Banna is oriented toward the integration of spiritual and intellectual values [5], [13].

B. Discussion

The research results show that the concept of Islamic education developed by Hasan Al-Banna is oriented toward the comprehensive (*syumuliyah*) development of human beings. These findings show that education is not understood merely as a process of transmitting knowledge, but also as a means of integrated formation of faith, morality, intellect, physical health, and social responsibility. Thus, the orientation of education according to Hasan Al-Banna is directed not only toward improving academic ability, but also toward shaping a Muslim personality capable of practicing Islamic values in daily life. This result is in line with several previous studies stating that Hasan Al-Banna's educational thought focuses on developing human beings who have a balance among the spiritual, intellectual, and social dimensions [1], [4]–[5], [10], [13], [15]. This similarity in findings shows that Hasan Al-Banna's educational concept has a holistic character and remains relevant in the study of Islamic education.

The research findings also show that Hasan Al-Banna positioned the educator as an important element in the implementation of education. The educator's role is not limited to delivering material, but also serves as a role model (*uswah hasanah*), mentor, and character builder through role modeling, habituation, and interaction that takes place continuously. This result indicates that the success of education is influenced not only by the mastery of learning material, but also by the moral quality and integrity of the educator. This finding supports the results of previous research explaining that role modeling is one of the effective methods in the process of character formation, because learners find it easier to internalize values through real practice than through the delivery of theory alone [1], [6], [9]–[10].

In terms of educational content, the research results show that Hasan Al-Banna integrated religious knowledge and general knowledge into a single, complementary unit. This integration shows that Islamic education is directed not only toward strengthening religious aspects, but also toward developing intellectual ability, skills, physical health, and social concern. These findings indicate that Hasan Al-Banna's educational concept has an integrative orientation, because all of the learners' potential is developed in a balanced manner without separating religious knowledge from general knowledge. This approach is considered relevant to the current needs of Islamic education, which requires the production of graduates who possess academic competence while being grounded in Islamic values [1], [3], [8], [13].

When related to the condition of contemporary Islamic education, the research results show that Hasan Al-Banna's thought still has relevance in addressing various educational challenges. Problems such as moral crises, weakening character education, and the tendency of learning to be more oriented toward cognitive aspects show the importance of applying an educational concept that balances moral development, intellectual development, and the strengthening of spirituality. In this context, Hasan Al-Banna's thought can be regarded as one of the conceptual foundations for the development of Islamic education, because it offers a balance between the mastery of knowledge and character formation. Although this concept emerged within the social context of Egypt in the early 20th century, the values it developed remain relevant when implemented in a manner that adapts to the needs and dynamics of Islamic education today [4]–[5], [7], [10], [13], [15]–[16].

Overall, the research results show that Hasan Al-Banna's thought builds a comprehensive concept of Islamic education through the integration of educational objectives, the role of the educator, learners, content, methods, and educational evaluation. The interrelationship among these components shows that the educational process is directed not only toward academic achievement, but also toward the formation of a complete Muslim personality. Therefore, Hasan Al-Banna's thought can serve as one of the conceptual references in the development of Islamic education capable of responding to the challenges of the times without neglecting the basic values of the Qur'an and Sunnah [1], [4]–[5], [10], [13], [16].

4. Conclusion

Based on the research results, it can be concluded that Hasan Al-Banna's thought on Islamic education views education as a process of human development that takes place comprehensively and continuously. The educational concept he developed is not only oriented toward the mastery of knowledge, but is also directed toward shaping a Muslim personality that has a balance among the aspects of faith, morality, intellect, physical health, and social life. The research results also show that this objective is supported by the integration of various educational components, including the role of the educator as a role model, learners as the subject of development, educational content that integrates religious and general knowledge, educational methods that emphasize role modeling, habituation, and advice, as well as evaluation oriented toward character development and the practice of Islamic values.

The findings indicate that Hasan Al-Banna's thought still has relevance in the development of contemporary Islamic education. This research

shows that Hasan Al-Banna's thought remains relevant in the development of contemporary Islamic education. The educational concept he developed can be used as one of the foundations for designing an Islamic education system that balances character formation, the strengthening of Islamic values, and the mastery of knowledge, thereby shaping learners who are faithful, knowledgeable, of noble character, and socially responsible.

This research is still limited to a literature study focusing on the analysis of Hasan Al-Banna's thought through various literary sources. Therefore, future research is recommended to examine the implementation of Hasan Al-Banna's educational concept in Islamic educational institutions or to conduct a comparative study with the thought of other Islamic education figures. Further research is expected to provide a more comprehensive understanding of the implementation and development of Islamic educational concepts in facing the dynamics of modern society.

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