

SECULAR EDUCATION OR RELIGIOUS EDUCATION IN GLOBAL SITUATION: WHICH ONE IS SUITABLE FOR SCHOOLS IN ISLAMIC SOCIETIES

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Abstract

It seems that globalization with its effects and outcomes is one of the most seminal phenomena in the world. Globalization is not limited to the Western countries; rather other domains including Islamic societies have been affected by outcomes of globalization. In fact, religious hostility and violence, terrorism and identity crisis are some important side effects of globalization. So, the central aim of this paper is to investigate the usefulness of secular education or religious education for Muslims' schools. In accordance with this aim, the study poses the following questions: 1) In relation to globalization, could secular education, guarantee a plausible provider for cutting down the negative outcomes of which and augmenting democracy among Muslims and for Islamic societies? 2) if not, what kind of religious education contributes to reducing globalization side effects among Muslims and for Islamic societies?

This paper argues that secular education is not an appropriate solution for Muslims. On the contrary, the secular education may increase the religious hostility and radicalism. The most important reason for such a failure might be differences between social history of Islam and that of other religions especially Christianity. This paper ends with articulating a middle ground position, suggesting that, neither traditional nor secular education fits Islamic societies, rather alternative approaches such as modern Islamic ones could be applied instead. Because, modern approaches fit global age, as well as rooting in Islamic history.

Keywords: secular education, religious education, Islamic education, Islamic societies, globalization.